

2020-2021 Catalog

Trinity International University

Academic Catalog, Volume 122

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TRINITY INTERNATIONAL UNIVERSITY

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Contact Information

Trinity International University

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Toll free	800.822.3225
E-mail	admissions@tiu.edu
Website	www.tiu.edu/admissions (http://www.tiu.edu/admissions/)
Admissions (Graduate)	847.317.8000
	800.345.TEDS
E-mail	gradadmissions@tiu.edu
Website	www.teds.edu/admissions (http://www.teds.edu/admissions/)
Outside U.S.	847.317.8000
Fax	847.317.8097
TC/TGS Academic Dean's Office	847.317.7001
TEDS Academic Dean's Office	847.317.8086
TEDS Academic Doctoral Programs	847.317.8111
Athletics	847.317.7099
Dean of Students Office	847.317.4060
Extension & Affiliated Education	847.317.6550
	800.588.7705
E-mail	extension@tiu.edu
Website	www.teds.edu/extension (http://www.teds.edu/extension/)
Employment On-campus	847.317.7122
Employment Off-campus	847.317.8038
Student Accounts	stuacct@tiu.edu
Financial Aid	finaid@tiu.edu
Academic Records	academicrecords@tiu.edu
Housing On-campus	847.317.7135
Housing Off-campus	847.317.7135
International Students	847.317.4064
Internships/Field Education	847.317.8030
Campus Post Office	847.317.8170
Placement	847.317.8030
Professional Doctoral Program	847.317.8130
REACH Office	847-317-6502
Students Life Office (Undergraduate)	847.317.7070
Student Life Office (Graduate)	847.317.4060
TEDS Online	847.317.6654
	800.588.7705
E-mail	TEDSOnline@tiu.edu
University Advancement	847.317.8191

Trinity International University: Florida Regional Center

Fort Lauderdale Site
2701 West Cypress Creek Rd.
Ft Lauderdale, FL 33309

Kendall Site
9010 SW 137 Avenue

Suite #100
Miami, FL 33186

Calvary Chapel of Kendall
16435 SW 1117 Avenue
Miami, FL 33177
Phone: (305) 421-1000
Toll-Free: 877-477-4848

Office Hours: Monday through Friday, 8:00am to 5:00pm

General	954.382.6400
Fax	954.382.6420
E-mail	info-frc@tiu.edu
Website	www.tiu.edu/florida (http://www.tiu.edu/florida)
Emergency Hotline (class cancellations)	1.866.TIU.8173
Academic Offices	954.382.6454
Fax	954.382.6420
Admissions	954.382.6574
E-mail	admissionsflorida@tiu.edu
Business Office / Financial Services	954.382.6573
Financial Aid	954.382.6442
Library	954.382.6561
Marketing	954.382.6418
Records	954.382.6460
Student Services & Alumni	954.382.6413
Kendall Site	305.421.1000
Reception Desk	305.421.1940
Admissions	305.421.1941
Academics	305.421.1942
Operations	305.421.1943

Trinity International University: South Chicago Regional Center

14240 Dante Ave
Dolton, IL 60419

General	708.201.2900
Fax	708.201.7980
E-mail	gradadmissions@tiu.edu
Website	www.tiu.edu/southchicago (http://www.tiu.edu/southchicago)

Trinity Law School: California Regional Center

2200 N Grand Avenue
Santa Ana, CA 92705

General	714.836.7500
Toll free	800.922.4748
Website	https://tls.edu
Fax	714.796.7190
Admissions Inquiries	714.796.7100
Building Maintenance	714.796.7197
Financial Aid & Business Services	714.796.7120
Library	714.796.7172
Records & Student Services Infoamtion	714.796.7140

Accreditation and Memberships

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

The Higher Learning Commission

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

Phone: 312.263.0456
Fax: 312.263.7462
E-mail: info@hlcommission.org
Website: www.hlcommission.org (<https://www.hlcommission.org>)

Commission on Accreditation of Athletic Training Education

6850 Austin Center Blvd., Suite 100
Austin, TX 78731-3184

Phone: 512-733-9700
E-mail: support@caate.net
Website: <http://caate.net/>

The Trinity International University Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program has been placed on Probation as of February 1, 2019, by the CAATE, 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101.

Illinois State Board of Education

The teacher education programs of Trinity College and Trinity Graduate School are under the operating authority of the Illinois State Board of Education.

100 N. 1st Street
Springfield, IL 62777

Phone: 217-782-4321
Website: <http://www.isbe.net/>

Trinity Evangelical Divinity School is accredited by the Higher Learning Commission and the Association of Theological Schools—the accrediting association of theological schools in the United States and Canada.

The Association of Theological Schools in the United States and Canada

10 Summit Park Drive
Pittsburgh, PA 15275-1110

Phone: 412.788.6505
Fax: 412.788.6510
E-mail: ats@ats.edu (ats@ats.edu)
Website: <http://www.ats.edu>

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510
Alexandria, VA 22314

Phone: 703.535.5990
Fax: 703.739.6209
Website: <http://www.cacrep.org>

Trinity International University, Florida Regional Center, is licensed by the Commission for Independent Education, Florida Department of Education, license #2605 and license #5814. Contact with the Commission may be made as follows:

Commission for Independent Education

325 West Gaines Street, Suite 1414
Tallahassee FL 32399-0400

Phone: 888.224.6684/850.245.3200

Fax: 850-245-3233

E-mail: <mailto:Joey.Smith@fldoe.org> (Joey.Smith@fldoe.org)

Website: <http://www.fldoe.org/policy/cie>

Trinity Law School is accredited by the State Bar of California

State Bar of California

180 Howard Street
San Francisco, CA 91405

Phone: 415.538.2000

Website: calbar.ca.gov (<http://calbar.ca.gov>)

Memberships

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

Disclaimers

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

Students are responsible for reviewing catalog program requirements, as well as the *Academic Handbook*, and for consulting with their relevant academic advisement tools as needed prior to course registration to insure that their courses apply to their program or to their personal interests.

State Agencies

Illinois State Agencies

The Illinois Board of Higher Education

1 N. Old State Capitol Plaza, Suite 333

Springfield, Illinois 62701-1377

Institutional Complaint Hotline: 217.557.7359

Institutional Complaint System: <http://complaints.ibhe.org>

Phone: 217.782.2551

Fax: 217.782.8548

Email: info@ibhe.org

Website: www.ibhe.org

Florida State Agencies

Trinity International University-Florida is licensed by the Commission for Independent Education, Florida Department of Education, license #2605 and license #5814. Contact with the Commission may be made as follows:

Commission for Independent Education

325 West Gaines Street, Suite 1414

Tallahassee FL 32399-0400

Phone: 850-245-3200

Fax: 850-245-3233

Email: joey.smith@fldoe.org

Website: www.fldoe.org/cie/

California State Agencies

Trinity Law School is accredited by the State Bar of California

State Bar of California

180 Howard Street

San Francisco, CA 91405

Phone: 415.538.2000

Website: calbar.ca.gov (<http://calbar.ca.gov>)

Bureau for Private Postsecondary Education

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833

P.O. Box 980818, West Sacramento, CA 95798-0818

Phone: 916.431.6959

Fax: 916.263.1897

Website: www.bppe.ca.gov (<http://www.bppe.ca.gov>)

Trinity International University has been approved to operate an accredited institution by the Bureau of Post BPPE on 9/27/16. The application was determined to be in compliance with the requirements of Title 5 and TIU was granted approval to operate under the terms of California Education Code (CEC) section 94890(a)(1). Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site www.bppe.ca.gov.

Other State Agencies

State of North Carolina

Degree program(s) of study offered by Trinity International University have been declared exempt from the requirements for licensure under the provisions of North Carolina General Statutes (G.S.) 116-15(d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon any assessment of program quality under established licensing standards.

- Trinity College Bachelor of Arts in Christian Ministries
- TEDS Certificate in Christian Studies

Approval to offer online education in other states

Trinity International University has been approved by Illinois to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA (<http://www.nc-sara.org>) is a voluntary, regional approach to state oversight of postsecondary distance education.

Trinity International University is approved specifically to offer online courses to residents of the following states: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky (TEDS distance education courses and TGS M.A. in Bioethics courses only), Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington DC, Washington (state), West Virginia, Wisconsin, and Wyoming.

Residents of other states may be able to enroll if the University is able to gain approval from the student's state of residence's higher education authorities; please contact our admissions office for further information.

Welcome to Trinity International University

A Message from the President

At Trinity International University we are fully aware that higher education is one of the most significant investments you will make. For that reason, choosing the right institution is also one of the most important choices you will make. I urge you to make this decision thoughtfully and prayerfully.

If you are looking for a place where faculty members share not just their head knowledge but their very lives with you so that you might reach your personal goals and vocational dreams . . . if you are looking for a campus where you will be stretched to integrate biblical faith with human learning . . . if you are looking for an educational institution where faculty and students alike share common roots in the scriptures and hold these scriptures in the highest esteem . . . and if you are looking for a diverse community shaped by radically different experiences and background but formed by the same faith – you’ve come to the right place.

From its inception in 1897, Trinity has been characterized by rigorous academics, vibrant Christian commitment, and authentic community. Trinity is a unique place where you will be prepared for faithful participation in God’s redemptive work in the world by cultivating academic excellence, Christian fidelity, and lifelong learning. I want to invite you to join us on this exciting journey, a journey in which we are ultimately following our Lord Jesus Christ. Trinity International University is a comprehensive university offering a wide range of bachelors, masters and doctoral degrees in multiple locations; for years we have been turning out generations of men and women who are eager to build up the church and serve society. Maybe you are one of these men or women?

Sincerely,

Nicholas Perrin

President

About Trinity International University

The Origins of Trinity International University

Trinity International University is composed of a liberal arts college, a divinity school, a graduate school, and a law school. Trinity is the educational ministry of the Evangelical Free Church of America (EFCA)¹. The university's main campus is located in Deerfield, Illinois, with regional centers in Miramar, Florida; Dolton, Illinois; and Santa Ana, California. The Florida Regional Center and California Regional Center are campuses, while the South Chicago Regional Center is a site.

Trinity's History

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

What's in a Name?

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

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

Governance

Preservation of a legacy calls for wise and careful leadership. We are governed by a 31-member Board of Regents (15 elected by the Evangelical Free Church of America Conference delegates, 13 appointed by the Board of Regents, two EFCA ex officio, and the TIU president) who carry the responsibility for the successful conduct of the school and for cooperation with local congregations of the EFCA.

¹ Trinity International University is an Illinois not-for-profit institution of higher education affiliated with the Evangelical Free Church of America.

Board of Regents of Trinity International University

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

Jonathan Dahl (MA '07)

San Francisco, California
Entrepreneur

George Davis (MA '89)

Hummelstown, Pennsylvania
Senior Pastor, Hershey Evangelical Free Church

Brian Farone

Cottage Grove, Minnesota
District Superintendent, EFCA North Central District

Erika Harold

Urbana, Illinois
Attorney

Steven Hawn

Woodbury, Minnesota
Attorney

William Jones (MA '84, MDiv '84, DMin '01)

Ballwin, Missouri
ReachGlobal Missionary

Martin Klauber (MA '81, MDiv '81)

Grayslake, Illinois
Senior Vice President, First Merit Bank

Kevin Kompelien (MDiv '83)

San Jose, California
President, Evangelical Free Church of America

William Kynes (MDiv '82)

Annandale, VA
Senior Pastor, Cornerstone Evangelical Free Church

Carl E. McNair

Loves Park, IL
Board Member, HCC, Inc. (retired)

Melody McSparran

Leawood, Kansas
Director, The Elpis Foundation

Edmund C. Moy

Falls Church, Virginia
38th Director of the United States Mint (2006-2011)

Neil Nyberg (BA '74)

Battle Creek, Michigan
Vice President/Chief Ethics and Compliance Officer (retired), Kellogg Company

William Olthoff

Bourbonnais, Illinois
Olthoff Farms

Nicholas Perrin

Lincolnshire, Illinois

President, Trinity International University

Carla Sanderson

Jackson, Tennessee
Provost, Chamberlain College of Nursing

Edmond L. Soliday

Valparaiso, Indiana
Indiana State Representative

Kendall Spencer (MDiv '77)

Jacksonville, Florida
President and CEO, Jacksonville Bancorp, Inc.

Quintin Stieff (MDiv '86)

West Des Moines, Iowa
Pastor, Valley Church

Lawrence Wee

New York, New York
Partner, Paul, Weiss, Rifkind, Wharton & Garrison, LLP

Paul Wheeler

Libertyville, Illinois
Executive Vice President, Inland Real Estate, Oak Brook (Retired)

Luder Whitlock

Orlando, Florida
President, Excelsis

The Locations

Trinity International University Deerfield Campus

2065 Half Day Road
Deerfield, IL 60015

Toll-free phone: 800.586.3435

Phone: 847.317.8000

Fax: 847.317-8097

Website: www.tiu.edu (<http://www.tiu.edu>)

The Deerfield Campus of Trinity International University rests on 111 wooded acres six miles west of Lake Michigan, 25 miles north of downtown Chicago, and 17 miles north of O'Hare International Airport. Though in a suburban location, we are close enough to Chicago to have easy access to the numerous educational, ministerial, cultural, and sporting opportunities in the city.

Deerfield Campus Facilities

The **R. A. Aldeen Building**, on the north side of campus, contains classrooms, the Clothes Horse, the fitness center, the Department of Health Sciences faculty offices, the athletic training lab, and wellness assessment lab.

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

The **Facility Services Building**, on the east side of campus, contains the Facility and Event Services Department which includes Maintenance, Grounds, and the Custodial areas.

The **G. A. Gundersen Academic Building**, located on the east side of campus, contains The Center for Bioethics and Human Dignity, the Carl F.H. Henry Center for Theological Understanding, and classroom space.

Johnson Hall, on the north side of campus, is the freshman residence hall.

The **Lee International Center**, on the east side of campus, contains the offices of the academic and professional doctoral programs, as well as a conference room, the Fireside Lounge, and an apartment for visiting professors.

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

The **W. S. McLennan Academic Building**, also located on the west side of campus, houses college faculty offices and classrooms. It also contains the office of the Dean of the College and Graduate School, the offices of the Associate Deans, the Graduate School secretarial office, and science and computer labs. Offices for the Division of Education are also located in this building. The **Petersen Wing** of McLennan houses Academic Records, and on the lower level is the Compass Program.

Madsen Hall, located on the west side of campus, is an undergraduate residence hall. The lower 500's section is the NEW location for Health Services and the Counseling Center.

The **Mansion Administrative Building** houses the President's office and University Advancement.

The **Kenneth M. Meyer Sports Complex** is located on the southeast corner of campus and serves as the headquarters for the Trinity Trojans athletic program. Also located here are training facilities and the Henry VanDixhorn Arena.

The **Norton Welcome Center** houses the offices of Undergraduate Admissions and Graduate Admissions.

The **Arnold T. Olson Chapel** was built by the EFCA in appreciation of Dr. Arnold T. Olson, who served as EFCA president for 25 years. The 500-seat chapel auditorium houses a two-manual, 25-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, and the offices of Human Resources, Financial Aid, Student Accounting, and the Business Office.

Owens Hall is a residence hall on the south side of campus as well as office space for Athletics.

The **Peterson Academic Building** contains the **Kantzer Faculty Center** and the **Veenstra Office Wing**. Here you will find the TEDS dean's offices, as well as the majority of TEDS faculty offices, the Office of Extension and Affiliated Education. The Kantzer Faculty Center houses a 130-seat lecture hall and provides handicapped access to the Arnold T. Olson Chapel.

The **H. G. Rodine Global Ministry Building**, on the east side of campus and features state-of-the-art seminar halls, conference rooms, and classrooms. Departments having offices here are Missions and Evangelism, Professional Doctoral, Placement, Supervised Ministries, and the EFCA Hospitality Room and Multicultural Ministry office.

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

Trinity Hall is located on the north side of campus. The hall houses approximately 175 undergraduate students, including space for married students. Men are housed in the Minneapolis Wing and women in the Chicago Wing.

The **Gregory L. Waybright Center** is the student center, featuring the Hawkins Dining Hall, Fresh, Lantern Lounge, student mailboxes, and amenities, such as ping-pong, air hockey, pool tables, several large-screen televisions, and a commuter lounge with kitchen facilities. The lower level includes offices for Student Life, including the Dean of Students, Intercultural Development, Campus Housing, Safety and Security, and the Spiritual Life and University Ministries Office.

Trinity International University South Chicago Regional Center

14200 S. Dante Ave.
Dolton, IL 60419

Phone: 708.201.2900

Fax: 708.2010.7980

Email: reachchicago@tiu.edu
 Website: <http://www.tiu.edu/southchicago>

The divinity school offers the Master of Arts (Theological Studies), the Master of Arts in Urban Ministry, and the Certificate in Christian Studies at the South Chicago Regional Center. These programs provide the student with a well-structured combination of Bible, theology, and practical ministry courses designed to prepare students for effective service in a variety of settings, ranging from the local church to local and international ministries and missions. Trinity Graduate School offers the Master of Arts in Leadership.

Trinity International University Florida Regional Center

Broward County (Fort Lauderdale):

2701 West Cypress Creek Rd.
 Ft Lauderdale, FL 33309

Phone: 954.382.6400
 Fax: 954.382.6420
 Email: gradflorida@tiu.edu
 Website: www.tiu.edu/florida

Miami-Dade County (Kendall):

9010 SW 137 Avenue, Suite 101
 Miami, FL 33186
 Phone: (305) 421-1000
 Toll-Free: 877-477-4848

Calvary Chapel (Kendall):

16435 SW 1117 Avenue
 Miami, FL 33177
 Phone: (305) 421-1000
 Toll-Free: 877-477-4848

The Fort Lauderdale site is located at 2701 West Cypress Creek Rd., Ft. Lauderdale, FL 33309. This space is adjacent to Calvary Chapel campus and contains 4 classrooms with ample parking.

The Kendall site is located at 9010 SW 137 Avenue, Suite 101, Miami FL 33186. This 6800 square foot space is on the first floor of a professional office building and includes 5 classrooms, 3 offices, a conference room, a small student lounge and study carrels equipped with computers to facilitate student services. The complex includes ample parking.

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

Trinity International University California Regional Center

2200 North Grand Avenue
 Santa Ana, CA 92705
 Phone: 714.836.7500
 Toll-Free: 800.922.4748
 Fax: 714.796.7190
 Email: tls@tiu.edu
 Website: www.tls.edu (<http://www.tls.edu>)

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

The Schools

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

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

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

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

Trinity College (TC)

Dean: Karen Wrobbel, EdD

Trinity College, a liberal arts college with the main campus in Deerfield, Illinois, and regional centers in Dolton, Illinois, and Miramar, Florida. Fully online degrees are available from the Deerfield campus. The nontraditional face to face options at Deerfield and Dolton program are in their final year as adult learners have migrated to online options; at the Florida Regional Center, nontraditional delivery is known as EXCEL. The Florida Regional Center offers cohorts in Broward and Miami-Dade counties. At the Deerfield Campus, TC offers a full range of undergraduate majors ranging from biblical and religious studies, education, humanities, the natural sciences, and the social sciences. Juniors and seniors have the opportunity to take courses in the divinity school and graduate school. Special programs include the premedical majors, which have a cooperative relationship with The Center for Bioethics and Human Dignity on campus. Trinity College also offers dual Bachelor of Arts/Master of Arts degrees in Athletic Training, Bioethics, Leadership, Psychology/Mental Health Counseling, and an accelerated Bachelor of Arts/Master of Arts degree in Intercultural Studies. Together with Trinity Evangelical Divinity School, Trinity College offers several pathways to ministry including an innovative Advance (5 year BA/MDiv) program, and the

Advanced Placement MDiv degree, where qualified students who have completed the prescribed pre-seminary studies may receive advanced placement in their MDiv program. The College also offers a three-year degree option.

Trinity Graduate School (TGS)

Dean: Karen Wrobbel, EdD

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

Trinity Evangelical Divinity School (TEDS)

Dean: Graham A. Cole, ThD

Trinity Evangelical Divinity School offers doctoral and masters degree programs in Deerfield, Illinois, Dolton, IL (MA/TS, MA in UM), and Miramar, Florida (MA/TS). At the heart of the divinity school is the Master of Divinity (MDiv), preparing pastors, teachers, and missionaries for Christian service. TEDS also offers the academic Master of Arts with concentrations in archaeology, church history, intercultural studies, New Testament, Old Testament and Semitic languages, systematic theology, and theological studies as well as the professional Master of Arts with a concentration on chaplaincy and ministry care, mental health counseling (licensure program), ministry, and urban ministry. TEDS offers the Master of Theology, the Doctor of Ministry, and the PhD with concentrations in educational, intercultural, or theological studies. Particularly unique options include the availability of the full Master of Arts (Theological Studies) at seven extension sites, accelerated Bachelor of Arts/Master of Arts and MDiv with Trinity College, and a 72-hour Advanced Placement MDiv for those with an undergraduate ministry degree.

Trinity Law School (TLS)

Dean: Myron Steeves, JD

Trinity Law School, at the California Regional Center of Trinity International University, is strategically located in the City of Santa Ana, the heart of Southern California. The law school faculty reflects Trinity’s commitment to high educational standards and an active engagement of the culture with the Gospel’s profound and far-reaching implications. Trinity Law School offers a Juris Doctor degree and a Master of Legal

Studies degree. The Juris Doctor is a 90-unit degree program that offers students flexible course schedules, affordable tuition, and the unique opportunity to study law from a Christian perspective. Graduates are eligible to sit for the California Bar Examination. The Master of Legal Studies is a 30-unit degree program delivered entirely online, and offers several specialty concentrations including Human Resources Management and Church and Ministry Management.

Centers of Excellence

Trinity is home to the Henry Center for Theological Understanding, the Center for Bioethics & Human Dignity, the Jonathan Edwards Center, the Paul G. Hiebert Center for World Christianity and Global Theology, and the Center for Transformational Churches. Additionally, Camp Timber-lee operates under Trinity's organizational and administrative umbrella.

All centers hold events every year, including debates, conferences, and lectures, which cover a wide variety of topics and feature renown experts and theologians. The majority of these events are open to the public to attend – information is available on the University Calendar (<http://divinity.tiu.edu/calendar>).

The Paul G. Hiebert Center for World Christianity and Global Theology

Named after the late Paul G. Hiebert, who was an anthropologist and professor at Trinity Evangelical Divinity School from 1990–2007, The Paul G. Hiebert Center for World Christianity and Global Theology was launched in March 2017. The Center is directed by TEDS Dean Emeritus Tite Tiénou, Research Professor of Theology of Mission. Tiénou also holds the Tite Tiénou Chair of Global Theology and World Christianity.

The mission of the Hiebert Center is to promote strategic collaboration between North American and Majority World Christians for the advancement of the gospel and to facilitate the emergence of theological perspectives that are biblically faithful, contextually relevant, and reflect the global diversity of the body of Christ. Aligning with University's mission to educate men and women to engage in God's redemptive work in the world, The Paul G. Hiebert Center for World Christianity and Global Theology seeks to accomplish the following key objectives:

- Develop intercultural and international networks of collaboration for the advancement of the Gospel, focusing on, but not exclusive to, TEDS international alumni and students
- Provide research opportunities for "Majority World" theologians and other scholars who aim to study trends and patterns related to mission, theology, and the growth of the global church
- Assist members of TEDS' learning community (faculty, staff and students) to develop a 21st century global awareness and theological reflections, whether their calling is to serve in North America or the Majority World
- Develop partnership networks with Diaspora congregations in North America and beyond, to study and develop theological, missiological and pastoral resources for these growing congregations

The Center's leadership sees its role at Trinity as one of facilitation towards a deeper understanding of world Christianity and global theology for its faculty, staff and students. The Center's ongoing efforts to promote the work of Majority World theologians and scholars focus on creating spaces for generative conversations. This is largely accomplished through the example of guest speakers and scholars that visit Trinity's campus to present or participate in the Center's annual lecture series given by a Majority World scholar, symposia, consultations with Diaspora churches, and the visiting scholar program.

The Center's hope is also to facilitate reciprocity in Christian theologizing and relationships, bringing about a more complete picture of the nature of Christianity in the United States that includes Christians from the diaspora of Africa, Asia and Latin America, so that when people around

the world think of American Christianity, they think of a Christianity that includes these diverse pockets of faithful Christians.

Carl F.H. Henry Center for Theological Understanding (HCTU)

The Carl F. H. Henry Center for Theological Understanding (<http://henrycenter.tiu.edu>) provides a unique opportunity for ministers, professionals, and academics in various fields to work collaboratively with seminary faculty engaged in biblical and theological reflection. The goal of this partnership is to advance Christian wisdom in all areas of life and thought—in short, to enable people to apply the knowledge of God and themselves gleaned from Scripture in the rough and tumble of life. The Center seeks to embody the vision of Carl F. H. Henry (1913-2003), a long-time faculty member at Trinity, for Christian thinking that makes a difference in the academy, in our churches, and in the secular world. The work of the Center is thus aimed at promoting gospel-centered thinking and living with others—from a variety of ethnic and social backgrounds—for the glory of God, the good of His church, and the welfare of the world.

The Center for Bioethics and Human Dignity (CBHD)

The Center for Bioethics & Human Dignity (<http://cbhd.org>)

The Center for Bioethics & Human Dignity is a bioethics research center at Trinity International University that explores the intersection of medicine, technology, and our individual and common humanity. Established in 1994, CBHD brings distinctly Christian reflection to bear on current and emerging bioethical challenges that is both academically rigorous and broadly accessible. Such issues include end-of-life concerns, euthanasia and physician-assisted suicide, infertility and reproductive technologies, genetic interventions, biotechnologies (e.g., stem cell research, cloning, synthetic biology), emerging technologies (e.g., nanotechnology, neuroscience, artificial intelligence, robotics), and disability ethics, among many other issues. Working within a Judeo-Christian Hippocratic framework, CBHD fosters rigorous research, theological and conceptual analysis, charitable critique, and thoughtful engagement, to bring clarity to these complex issues of our day.

In short, the Center articulates Christian bioethics within the academy and provides credible, current, and comprehensive resources from a distinctly Christian perspective to assist in making wise decisions for ethical dilemmas that arise in medicine, science, and technology.

In addition to its annual summer conference, the Center has hosted a number of consultations, and regional and international conferences, and has produced a wide range of print publications and electronic resources. As an early provider of online resources, CBHD's websites host a spectrum of resources on a wide diversity of topics from introductory materials to scholarly resources for a global audience. As a leading voice in Christian bioethics, CBHD staff and fellows have appeared in a wide range of print, radio, and television media, provided congressional testimony, and are regular speakers at universities, conferences, and churches. In this regard, CBHD serves as a visible expression of TIU's emphasis on cultural engagement.

Primary Websites:

- CBHD.org (CBHD's flagship site, providing scholarly resources in Christian bioethics as well as updates on the Center's latest work and initiatives.)
- EverydayBioethics.org (Accessible resources for pastors, church leaders, and everyday individuals looking for introductory resources.)
- Bioethics.com (Global news site, provides the latest updates in bioethics news, issues, and events.)

Upcoming Events:

- 27th annual summer conference, Bioethics & the Body, June 25-27, 2020

Jonathan Edwards Center at TEDS

The Jonathan Edwards Center (<http://jecteds.org>) at TEDS is a ministry of Trinity Evangelical Divinity School. Located on the campus of TEDS, it exists to promote and serve the conversation unfolding on Jonathan Edwards, America's preeminent pastor, theologian, and philosopher. It has a special concern to support scholarly work on Edwards and his international influence, but will also play a role in making Edwards more accessible to pastors and church people. The Center began in January 2010 under the direction of Douglas A. Sweeney. It is one of a number of satellite centers related to the original Jonathan Edwards Center at Yale University, and it is the only other extant center in North America. The center features three major lecture series (all hosted on Trinity's campus), an active online presence, an annual student paper competition, and an annually published journal, *Edwardseana*. Throughout all these various programs and publications, the Jonathan Edwards Centers aspires to be a hub for the wide-ranging constituency of those interested in Jonathan Edwards.

The Center for Transformational Churches

Founded in 2015 and emerging from Trinity International University's long-standing educational commitment to vibrant and deep Christian discipleship, the Center for Transformational Churches (<http://www.tiu.edu/center-for-transformational-churches>) was established to empower Christian leaders for fruitful work, gospel transformation, and cultural change.

Christ calls the church to be the primary vehicle for communicating the gospel and creating individual, communal, and cultural transformation. Every vocation matters to God and pastoral leaders are called to empower their congregations for fruitful mission in the world of work. The efforts of the Center for Transformational Churches support this calling and facilitate pastoral formation, leadership development, cultural engagement, and human flourishing.

The Center develops small group resources, convenes educational conferences, and establishes collaborative partnerships with denominational leaders. The Center's Spirit of Hope curricula helps believers understand how their faith connects to all of life. Its Resilience Project gathers pastoral couples for training and formation on the theme of resilience in ministry and the Center's Grief and Lament seminar convenes Christian leaders to understand the vital connection between suffering and the steadfast presence of our loving God.

The Center also serves as the home of the Oikonomia Network (ON) national office, an evangelical seminary learning community that equips theological educators to connect biblical wisdom and sound theology with work, daily discipleship, and good stewardship. The ON holds

conferences and publishes the Economic Wisdom Project, a set of resources for use in seminary classrooms and the church—resources which include lectures by Darrell Bock, Andy Crouch, Anthony Bradley, and many others.

Upcoming events hosted by the Center in 2018-2019 include the Faith at Work Summit, a two-day gathering of 500 church and marketplace leaders. Held on October 11-13th in Chicago, the summit gathers leaders and active participants from every industry sector who desire to learn from each other and work together to extend Christ's transforming presence in churches and workplaces around the world. The national office of the Oikonomia Network will be hosting the third annual Karam Forum. Held at Southeastern Baptist Theological Seminary on January 3-4, 2019, Karam Forum gathers theological educators for a fruitful time of insight, networking, and equipping.

Timber-Lee

For over 70 years, Camp Timber-lee (<http://www.timber-lee.com>) has led the Midwest in providing incredible Christian camping experiences for youth. Our 650-acre campus, located in Southeastern Wisconsin, is the perfect setting to learn about the outdoors, create significant memories, discover meaningful relationships and grow spiritually.

Approximately 20,000 guests are served annually through summer and winter youth camps, Outdoor Education experiences for public and private schools, and weekend retreat group rentals. In addition to the 120 summer staff hired each year, there are opportunities for participation in the Timber-lee gap year program for recent high school graduates, and a camp internship program for college graduates.

Timber-lee, like Trinity, shares close ties with the Evangelical Free Church of America as we strive to live out our mission of providing engaging communities where each young person encounters Christ through a dynamic camp experience.

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 cultivate academic excellence, Christian faithfulness, and lifelong learning.

1. **Christ centered** -- We are here to model and to engender a Christ-centered approach to all that we do. The lordship of Christ should affect and be evident in every aspect of education, relationship, and endeavor at Trinity.
2. **Community focused** -- We seek to be a learning community that operates by the ethics and values of the Kingdom of God. The makeup of the community should be a reflection of the breadth and diversity of the family of God. The way we treat people should be consistent with the morals, justice, compassion, humility, and love of our Lord. Interaction with students should both reflect an attitude of service to them as individuals and take advantage of opportunities for mentoring and modeling and personal development.
3. **Church connected** -- We value service to the Church because we believe that the Church is God's central vehicle to accomplish his work in the world. Our vision for serving the Church is a global vision, just as God's vision for his Church is global. A particular value affecting Trinity's work is to identify and meet the educational needs of the EFCA.
4. **Culturally engaged** -- We seek to bring faith, life, and learning to bear on the issues facing our world. Our perspective is one of engagement with culture from a Christ-centered and biblically rooted foundation. We are committed to high standards of research, scholarship, thinking, and living as a means of preparing students to engage the world and to respond honestly and earnestly to those in a pluralistic society.

Trinity International University Mission Statement

Trinity International University educates men and women to engage in God's redemptive work in the world by cultivating academic excellence, Christian faithfulness, and lifelong learning.

Trinity International University Statement of Faith

Trinity International University holds to the doctrinal position of the Evangelical Free Church of America (<http://www.efca.org>).

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

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

2. We believe that God has spoken in the Scriptures, both Old and New Testaments, through the words of human authors. As the verbally inspired Word of God, the Bible is without error in the original writings, the complete revelation of His will for salvation, and the ultimate authority by which every realm of human knowledge and endeavor should be judged. Therefore, it is to be believed in all that it teaches, obeyed in all that it requires, and trusted in all that it promises.
3. We believe that God created Adam and Eve in His image, but they sinned when tempted by Satan. In union with Adam, human beings are sinners by nature and by choice, alienated from God, and under His wrath. Only through God's saving work in Jesus Christ can we be rescued, reconciled and renewed.
4. We believe that Jesus Christ is God incarnate, fully God and fully man, one Person in two natures. Jesus—Israel's promised Messiah—was conceived through the Holy Spirit and born of the virgin Mary. He lived a sinless life, was crucified under Pontius Pilate, arose bodily from the dead, ascended into heaven and sits at the right hand of God the Father as our High Priest and Advocate.
5. We believe that Jesus Christ, as our representative and substitute, shed His blood on the cross as the perfect, all-sufficient sacrifice for our sins. His atoning death and victorious resurrection constitute the only ground for salvation.
6. We believe that the Holy Spirit, in all that He does, glorifies the Lord Jesus Christ. He convicts the world of its guilt. He regenerates sinners, and in Him they are baptized into union with Christ and adopted as heirs in the family of God. He also indwells, illuminates, guides, equips and empowers believers for Christ-like living and service.
7. We believe that the true church comprises all who have been justified by God's grace through faith alone in Christ alone. They are united by the Holy Spirit in the body of Christ of which He is the Head. The true church is manifest in local churches, whose membership should be composed only of believers. The Lord Jesus mandated two ordinances, baptism and the Lord's Supper, which visibly and tangibly express the gospel. Though they are not the means of salvation, when celebrated by the church in genuine faith, these ordinances confirm and nourish the believer.
8. We believe that God's justifying grace must not be separated from His sanctifying power and purpose. God commands us to love Him supremely and others sacrificially, and to live out our faith with care for one another, compassion toward the poor and justice for the oppressed. With God's Word, the Spirit's power, and fervent prayer in Christ's name, we are to combat the spiritual forces of evil. In obedience to Christ's commission, we are to make disciples among all people, always bearing witness to the gospel in word and deed.
9. We believe in the personal, bodily and glorious return of our Lord Jesus Christ. The coming of Christ, at a time known only to God, demands constant expectancy and, as our blessed hope, motivates the believer to godly living, sacrificial service and energetic mission.
10. We believe that God commands everyone everywhere to believe the gospel by turning to Him in repentance and receiving the Lord Jesus Christ. We believe that God will raise the dead bodily and judge the world, assigning the unbeliever to condemnation and eternal conscious punishment and the believer to eternal blessedness and joy with the Lord in the new heaven and the new earth, to the praise of His glorious grace. Amen.

1. We believe in one God, Creator of all things, holy, infinitely perfect, and eternally existing in a loving unity of three equally divine Persons: the Father, the Son and the Holy Spirit. Having limitless knowledge and sovereign power, God has graciously purposed from eternity to redeem a people for Himself and to make all things new for His own glory.

University Leadership Team

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

Nicholas Perrin, PhD*

President

Jean Myers*

Executive Assistant to the President/Secretary to the Board of Regents

H. Wayne Johnson, PhD* (MDiv '83, ThM '84)

Provost

Graham A. Cole, ThD

Senior Vice President for Education

Dean of Trinity Evangelical Divinity School

Karen Wrobbel, EdD

Dean of Trinity College and Trinity Graduate School

Don Hedges, PhD

Dean for Strategic Initiatives

Myron Steeves, JD

Dean, Trinity Law School

Gene Green, PhD

Dean of Trinity-Florida

Shawn Wynne*

Vice President for Enrollment and Retention Services

Dwight Gibson, MA*

Interim Vice President for Advancement and University Relations

Garrett Luck, MA

Associate Vice President for Advancement and University Relations

Rebecca Donald, MLS (MA/CT '12)

Director, University Library Services

Taylor Worley, PhD

Associate Vice President for Spiritual Life and University Ministries

Amanda Onapito, MDiv*

Dean of Students

Heather Logue, MA (BA '98)

Associate Dean of Students; Athletic Director

Jonathan Dockery, JD*

Vice President for Business Services; Chief Financial Officer

Steven Geggie, MS

Chief Information Officer

Julie Wong, MA

Associate Vice President for Facility and Event Services

Linda Brundidge

Director of Human Resources

Chris Donato, MSJ

Assistant Vice President for Marketing and Communications

*Indicates member of the Cabinet

Community Life Expectations

Community Life Expectations

The foundation of our community is the Great Commandment (Mark 12:30-31): “Love the Lord God with all your heart and with all your soul and with all your mind and with all your strength. . . Love your neighbor as yourself. There is no commandment greater than these” (NIV). In a perfect community, we would all live by the Spirit—“the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control” (Galatians 5:22-23, NIV)—and we wouldn’t need any further guidelines; however, no perfect community exists.

In Galatians 5, Paul urges Christians to walk by the Spirit so as not to carry out the desires of flesh. “Deeds of the flesh are evident, which are: immorality, impurity, sensuality, idolatry, sorcery, enmities, strife, jealousy, outbursts of anger, disputes, dissensions, factions, envying, drunkenness, carousing, and things like these, of which I forewarn you, just as I have forewarned you, that those who practice such things will not inherit the Kingdom of God” (Galatians 5:19- 21). Therefore, to foster a healthy, vibrant community environment, which encourages loving the Lord and loving others, Trinity has established Community Life Expectations for all students (full and part-time, residents and commuters).

Practices that are specifically forbidden in Scripture, such as dishonesty, theft, gambling, premarital sex, abortion, adultery, homosexual behavior, use of pornography, drunkenness, 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.

Students will be required to refrain from the possession or use of harmful substances such as non-prescribed stimulants and depressants, hallucinogenic, and illegal drugs.

Students violating any of the Community Life Expectations, listed in the Student Handbook (available online at MyTIU Campus Life > Student Handbooks), or any other university policies, will be subject to disciplinary action as outlined in the Student Handbook.

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

The following list, though not exhaustive, defines some of the activities found in our Student Handbook that are not permitted for Trinity students.

Drug-Free Campus

Trinity International University is a drug-free campus. Possession, purchase, distribution or consumption of any illegal drug is not permitted. Students suspected of the above will be asked to undergo drug testing. Any student refusing to submit to these tests will be held in violation of our expectations. Any student who is involved in the purchase, possession, consumption or distribution of illegal drugs is subject to immediate dismissal from Trinity. Trinity reserves the right to report

instances of illicit drug use and alcohol possession or use to the proper authorities.

Alcohol-Free and Tobacco-Free Campus

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

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

Discrimination and Harassment-Free Campus

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

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

Community (Student Life)

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

At the heart of each member of the Student Life staff, you will find a deep desire to serve our students and facilitate their intellectual, spiritual, emotional, social, and physical development. To encourage holistic growth in each and every one of our students, Student Life is intentional about providing a positive, co-curricular environment with numerous on and off-campus opportunities. Our aim is to foster a learning atmosphere

that allows students to integrate their faith with their lives, while affirming each individual's unique identity in the body of Christ and in the learning community of Trinity, all within the context of supporting the intellectual seriousness and academic rigors of graduate and undergraduate education.

Whether assisting Trinity students with a housing need, promoting healthy living and spiritual formation, or forming supportive relationships, Student Life staff seek to be available to all students and to cultivate growth regardless of the venue. In all things, our staff attempts to encourage and model a wholehearted pursuit of the Lord through real relationships that demonstrate openness and transparency, and through renewal of our minds, bringing all things into greater Christ likeness in our lives.

The Division for Student Life is located on the lower level of the Waybright Center and houses the office of the Vice President for Student Life and University Services, Dean of Students, Associate Vice President for Spiritual Life and University Ministries and the Associate Dean of Students. The following offices are also located in the Waybright Center: Student Activities, Housing, Campus Safety and Security, Student Engagement, Intercultural Development, International Students and Scholar, Residence Life, Spiritual Life and University Ministries, and Student Government.

For more information on student life, please refer to the graduate (https://my.tiu.edu/ICS/icsfs/2018-2019_TEDS_2FTGS_Student_Handbook_DRAFT.doc.pdf?target=4556981a-df67-4389-85f7-c43c4595aa26) and undergraduate student handbooks (https://my.tiu.edu/ICS/Academic_Resources/Student_Handbooks) available on myTIU.

Chapel

Worship is at the heart of the Christian life and at the heart of our mission as a university. Chapel plays a crucial role in forming us into a community that worships God and reminds us that all that we know and do are means of glorifying him. Truly, our academic pursuit is in an act of worship toward God. Chapel helps us to integrate our faith with our living and learning.

Worship is at the center of the Christian life and at the center of the Trinity community. TEDS/TGS students, faculty, and staff join together for corporate worship every Tuesday (11:00-11:50 a.m.) in the A. T. Olson Chapel. College students, faculty, and staff join together for corporate worship two times a week. A team of pastorally motivated student leaders plan diverse expressions of praise designed to give glory to God above all. The Holy Scripture is central to all of our worship as gifted faculty members, students, and leaders from around the world help us to faithfully engage with God and 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 corporate worship gatherings an integral part of their training at Trinity.

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

Commuters

Many students commute to campus and we provide space for studying and relaxing such as the Waybright Center, Rodine Building Lobby and Cafe, McLennan Atrium, Library and other lounges. Most buildings open at 6a.m. and close late for the convenience of commuters.

Convocation

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

Counseling Center

The Trinity International University Counseling Center (<http://divinity.tiu.edu/student-life/student-care/counseling-center>) is a safe and inviting place to seek wholeness, providing affordable services for students, spouses, staff, and the community. The staff is dedicated to serving each individual seeking assistance. Sessions are confidential and are offered both in individual and group therapy settings. Assessment services are available for personal, premarital, educational, and career direction. The Center is an administrator for the MDiv Counseling Assessment and Miller Analogies Test (MAT). For more information please call our office at 847.317.4067 or email us at counscnr@tiu.edu (counscnr@tiu.edu)[tiu](mailto:counscnr@tiu.edu) (counscnr@tiu.edu). (counscnr@tiu.edu)[edu](mailto:counscnr@tiu.edu) (counscnr@tiu.edu).

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 dispersed to meet the special, unforeseen needs of TEDS students and their immediate families. Vice President for Student Life and University Ministries seeks to identify those who qualify for this ministry.

Formation Groups

TEDS students meet weekly in a small group led by a faculty member, generally during the 12:00 hour on Tuesdays or Thursdays, or during other times throughout the week. These Formation Groups are an important component of our students' personal, spiritual, and ministry development. As a place for discussion, prayer, and mentoring, Formation Groups complement more formal education and offer a warm place for mutual encouragement in the context of ministry and theological education. Formation Groups are guided by three main objectives:

To Grow Together in Biblical Wisdom

... by bringing Scripture, theology, and history to bear on relevant personal, ministry, cultural, and sociopolitical issues

To Grow Together in the Grace of God

... by engaging in and understanding primary means of grace (Word, Prayer, Worship), as well as other Christian disciplines

To Grow Together in Relationships and Relational Skills

... by engaging in the building of relationships, mutual ministry, and service to others; providing encouragement and accountability with those who share the unique challenges of ministry and theological education

Participation in Formation Groups is required for MDiv students as a part of the candidacy process (see MDiv Candidacy). For master's program students, registration and participation in two semesters of Formation Group can serve to fulfill up to one field education requirement. Any participation beyond the two is encouraged but will not be further counted to fulfill any remaining field education.

Housing

Trinity College believes that residence hall living fosters social and emotional development, so it is required that full-time students live on campus unless they meet one of the following criteria:

1. Those living with their parents
2. Students twenty-one years of age or older by September 1 of the current academic year
3. Married students

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

TEDS and TGS students are eligible to apply for on campus housing, in Owens or Carlson residence halls, as well as in the apartments. Contact housing@tiu.edu.

Health Services

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

Accepted students will receive further information on how to register with Medproctor, our immunization management system. Students should *not* send immunization documentation before receiving the official invitation for this online program. Students who are taking less than 6 hours of credit or who were born prior to 1957 are exempt from this law.

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

Intercollegiate Athletics

The TIU Trojans intercollegiate athletic program competes within the Chicagoland Collegiate Athletic Conference of the National Association of Intercollegiate Athletics (NAIA). We also belong to the Mid-States

Football Association and the National Christian College Athletics Association. Students interested in competing should contact the coach listed in the staff directory of tiutrojans.com. Intercollegiate competition for men includes baseball, basketball, football, and soccer. Women compete in basketball, soccer, softball, and volleyball.

On-campus competition venues include Van Dixhorn Arena located in the Kenneth M. Meyer Sports Complex, Schartner Soccer Field, Leslie A. Frazier Football Field, as well as our baseball and softball fields.

Intercultural Development

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

International Student and Scholar Office

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

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

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

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

Intramurals & Recreation

Trinity sponsors a wide variety of intramural sports and recreational activities throughout the year to encourage student participation. Physical development is viewed as a vital part of a holistic approach to the Christian life. Intramural leagues typically include outdoor soccer and sand volleyball during the fall semester, and indoor basketball and soccer

during the spring. Weight and aerobic equipment are available at the Aldeen Fitness Center, as are a variety of classes.

Other physical activity spaces include the Van Dixhorn Arena located in the Kenneth M. Meyer Sports Complex, various outdoor athletic fields, a disc golf course and sand volleyball court. In addition, privately owned College Park Athletic Club offers a discounted rate to Trinity students and staff.

New Student Orientation

New Student Orientation facilitates a hospitable transition for new students and their families through a relevant and significant introduction to all aspects of life in the Trinity learning community. NSO ushers students into the Trinity learning community through events designed to both *communicate* and *embody* Trinity's Core Values in ways that impact students' education and life. It is important for 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. NSO seeks to help new students establish relationships with other students and faculty. Another priority is to guide them through the initial processes needed for beginning well.

New Student Orientation is held prior to the beginning of the fall and spring semesters. Fall and spring orientations are events that incorporate corporate worship, community meals, tours of the campus and facilities, and communication of vital information on academic and other matters to aid a new student's transition to graduate education.

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 Mondays (11:00-11:45 a.m.), faculty and administrators meet together for prayer while various student prayer groups meet throughout the campus.

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 afternoon, Formation Groups continue in prayer, fellowship, and other activities.

Residence Life

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

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

The Residence Life staff is comprised of Full-time staff, as well as Graduate Residence Advisors who oversee the Resident Assistants responsible for fostering community discipleship among their students. The Resident Assistant on each floor offers students encouragement, support, guidance, and practical assistance. 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. Please contact the Student Life Office to request and approve campus reservations (studentlife@tiu.edu (aware@tiu.edu), 847.317.4062). All campus reservations are managed by the Director of Event Services and Reservations (847.317.6406).

Services to Students with Disabilities

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of the Divinity and Graduate Schools to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The Assistant Dean of Students acts as the ADA coordinator, assisting students with disabilities in obtaining auxiliary aids and services.

The Assistant Dean of Students Office, in consultation with the faculty member(s) involved, assists students with disabilities by making academic adjustments on a case-by-case basis. Requests for aids, services, or academic adjustments should be submitted in writing with appropriate supporting documentation of the relevant disability at the earliest possible time. (For more information, see the "Policies" section.)

It is the policy of the college to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The ADA Coordinator, housed in the Division of Education, assists students with disabilities in obtaining auxiliary aids and services and in consultation with the faculty member(s) involved assist students with disabilities by making academic adjustments. Academic adjustments are determined on a case-by-case basis and are subject to review by the Dean. (For more information, see the "Policies" section.)

Spiritual Life and University Ministries

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

Local Community Partnerships

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

- **After School Empower:** serves middle school students in the North Chicago/Waukegan area, helping with homework, hearing stories, and empowering students to see their value and potential.
- **Habitat for Humanity:** Provides hands-on service while eliminating substandard housing in Lake County through raising awareness,

fundraising, and serving at the local build days and RE:Store. This group meets on campus.

- **National School Project:** Mentoring high school students to reach their campuses for Christ with a large interest in evangelism.
- **Nursing Home Ministry:** Serve the local residents of an assisted living center in Buffalo Grove: playing BINGO, watching movies, hearing stories, and creating friendships/community.
- **Refugee Ministry:** In partnership with Exodus World Service, they welcome refugee families in the Rogers Park area: being a friend to the families, helping with English, with homework, and with other transitional pieces while also creating community as these families enter into life in America.

A student cabinet of ministry leaders (Community Partnerships Cabinet), along with staff, provide oversight to these ministry teams. Many students who participate with Local Community Partnerships may receive Service Learning Credit. (For more information on Service Learning, see "Requirements for Graduation.")

Discipleship

We seek to nurture spiritual growth in the lives of college students through active participation in discipleship activities. We provide small-group opportunities for students on each residential floor. These Life Together Groups are led by staff and faculty and provide a space for students to engage with God and with one another. Also, every year student ministry teams invest in the spiritual maturity of the men and women on our campus:

- **Men Under God:** Encouraging the men of Trinity in deepening their faith as they meet weekly for worship, teaching, and small group reflection as well as develop formative mentoring relationships.
- **Women's Ministry Council:** Creating space for the women of Trinity to come and experience the unconditional love the Father has for his daughters. Regular events address significant topics of discipleship, while Emmaus Bible Study meets weekly for vibrant discussions of God's Word.

Global Education Trips

The overall objective of our program is to create opportunities for our students to integrate their faith and learning in a cross-cultural context.

Our Global Education Trips seek to catalyze spiritual formation and foster our students' leadership skills. They are designed to stimulate our students educationally, by exposing them to cross cultural contexts.

Our desire is that our GET program creates opportunities for our students to *GET up* from a posture of apathy and indifference to the world, encourage them to *GET out* of their comfort zone into a new context and then *GET in* with the conversations and activities that reflect the concern and commitment to the global church and activities on the global scene. Preparation includes six weekly meetings, where students are given instruction in cross-cultural and compassion ministry, the theology of mercy and justice, evangelistic outreach, team dynamics, and prayer. College students who participate in these outreach trips may receive Service Learning credit. A three-credit wrap around course is also available. TEDS/TGS students are also encouraged to consider leadership or participation in these opportunities.

Spiritual Counsel

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

Graduate Student Groups

Graduate student groups are organized to address the various needs, interests, and concerns of members of the TEDS/TGS community. These organizations provide service and fellowship opportunities to students and are an important part of the life of the school. Official groups may promote their activities and meetings on MyTIU and through the University Calendar.

Fellowship of International Students (FIS)

The Fellowship of International Students exists to advocate for and attend to the needs of the F-1 and J-1 student community and their families. The FIS also strives to be a bridge builder by facilitating an enriching, diverse, and international experience and fellowship within the TEDS/TGS community. The FIS is composed of fellowship groups such as the African Students Fellowship, Chinese Students Fellowship, European Students Fellowship, Japanese Students Fellowship, and Korean Students Fellowship.

Gospel in the Public Square (GPS)

The Gospel in the Public Square seeks to bridge the gap between the Trinity community, the classroom, and the culture at large. Through multiple events held on campus throughout the year, GPS invites Trinity faculty and other experts to speak on cultural issues in light of the gospel of Jesus Christ. It is the hope of GPS to equip future church leaders to engage with often difficult cultural issues that every Christian must address in a loving and biblically based manner.

Graduate Student Government Association (GSGA)

GSGA exists to advocate for student needs to the faculty and administration and to serve the student body through various educational and recreational activities. GSGA strives to foster intentional Christ-centered communities among various constituents of the university through all of its efforts. Students are welcome to participate either informally on projects or formally as elected or appointed representatives. GSGA welcomes suggestions, ideas, and feedback from students. GSGA leadership consists of the following:

- **President** oversees all aspects of the GSGA, providing vision and leadership, as well as acting as the primary spokesperson to the University on behalf of the students.
- **Vice President of Academics** provides leadership for the GSGA's efforts to advocate for and meet the needs of students in the area of academic life.
- **Vice President of Student Life** provides leadership for the GSGA's efforts to advocate for and meet the needs of students in the area of community and spiritual formation.

Trinity Society of Women (TSW)

The purpose of TSW is to inspire women to exemplify integrity in life and doctrine in the pursuit of God-glorifying excellence at TEDS and TGS. This is facilitated through developing, organizing, and supporting activities for women students at Trinity. TSW also serves to help acclimate women to campus and to prepare them for ministry in whatever area God has called them to serve. These activities include mentoring programs, informal lunches, prayer meetings, guest speakers and events.

Trinity Wives Fellowship (TWF)

TWF is a fellowship and support group available to both graduate 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.

Undergraduate Student Organizations

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

Chapel Team

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

College Union

College Union (CU) coordinates events and activities that provide opportunities for students to connect and have a vibrant college experience. CU strives to enhance the Trinity campus by cultivating a community marked by a sense of belonging, school pride and tradition. CU is a part of the Student Activities office in lower Waybright Center.

CU events include movie nights, capture the flag, homecoming dance and pep rally, cosmic bowling, Paint Wars, the Christmas Formal and Junior-Senior Formal.

Departmental Clubs

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

Kappa Delta Pi

Kappa Delta Pi, an international honor society in education, is a network of more than 520 chapters with 60,000 members around the world. It is organized to promote scholarship and excellence in education. Its membership is intergenerational, and members include undergraduate and graduate students, university faculty and administrators, classroom teachers, school administrators, and retired educators interested in supporting and encouraging the next generation of teacher-scholars. Members receive helpful publications, are invited to attend nationally sponsored conferences, job fairs, and worldwide study tours, and have the opportunity to apply for scholarship awards. Membership is by invitation only upon recommendation by the Division of Education. To be eligible for membership, candidates must have passed Gate 1: Admission to the Division of Education, declared a major in education, have a cumulative GPA of 3.50 after 30 hours, have an ED GPA of 3.75 after 12 hours of ED-prefix coursework, and have no dispositional concerns or notifications.

Lambda Pi Eta

Lambda Pi Eta, the national honorary society that recognizes excellence in the field of communication, originated in 1985. This society, which is associated with the National Communication Association, has more than 340 chapters worldwide. Lambda Pi Eta exists to recognize scholastic

achievement, develop interest in the communication field, promote professional development, and provide a forum for exchanging ideas about communication and exploring graduate school options. To be eligible for Lambda Pi Eta, students must have completed 60 hours of undergraduate credit, have a minimum cumulative GPA of 3.0, have completed at least 12 hours of courses in communication, have a GPA of at least 3.25 in communication classes, and be a full-time student in good standing with the institution.

Music Ensembles

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

Psi Chi

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

Student Government Association

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

Student Ministries

- **Community Partnership Cabinet:** Students leading weekly outreach/service teams in the local community
- **Mission Cabinet:** The mission cabinet advocates for global concerns and to encourage a Christ-centered response to spiritual and physical needs. The cabinet seeks to educate themselves and our community about the diverse kingdom of God and the beauty of His people and their culture by equipping, preparing, and sending students into the field with the goal of unifying the global Church. This is done through Global Education Trips, Global Christian Week events and special events focused on issues of social justice.
- **WMC (Women's Ministry Council):** A student leadership team that encourages women in leadership and growth through events, guest speakers, and seminars

- **MUG (Men Under God):** MUG exists to provide for mutual accountability and an opportunity for fellowship, prayer, and practical Biblical insight for the growth of male students at TIU.

The Trillium

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

TIU Gospel Choir

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

Trinity Ambassadors

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

Trinity Digest

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

Campus Services

Campus Safety & Security Services

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

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

By operating a vehicle on university property you are subject to all state and TIU motor vehicle regulations. All vehicles must check in with security or have a current TIU parking permit. Passes and permits may be requested here (https://tiu_forms.formstack.com/forms/vehicle_registration) and can be picked at Student Life.

Your safety and security is our highest priority. Please report any suspicious or criminal activity to Safety and Security Services at 847-317-6400. Located at the Deerfield Campus.

Career Development

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

An important function of the Student Services Department in Florida is to provide a variety of services designed to facilitate career planning and development for students and alumni. The goal of the staff is to help each individual to identify personal skills and interests, to guide students in developing those skills, and then to partner with them in marketing themselves to potential employers. Services include resume and cover letter assistance, job search and interview preparations, employability workshops, and personal assessments. No guarantee of placement is made or implied. Located at the Florida Campus.

Dining Services

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

Block Meal Plans 240 Plus, 240, 210 & 140

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

expires at the end of each semester. All meals expire at the end of the academic year.

Residential graduate students at may choose to participate in one of the Hawkins Hall meal plans each semester.

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

Meal Plan	Meals per Semester	Cost per Semester
Block 240 Plus	240 plus extended hours of use 6 days/week & \$200 in munch money	\$2575
Block 240	240 + \$100 in munch money	\$2500
Block 210	210 + \$50 in munch money	\$2200
Block 140	140 + \$50 in munch money	\$1600
Block 10	10	\$105

Points

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

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

Facility Services

Facility Services supports a positive learning, working, and living environment for students, employees and visitors by providing services in a manner that reflects the love and excellence of Christ in all things. The department focuses on the areas of custodial, maintenance, grounds, event services and mail services. Any requests regarding the above areas should be submitted via the online work order submission form found online.

Any facility emergencies that places people or property at risk should be reported immediately by calling x7135 (847.317.7135) during business hours (M-F, 8:30 a.m. to 4:00 p.m.) or Campus Safety & Security Services at x6400 (847.317.6400) outside of regular business hours and holidays. Reports can also be made in person at Facility Services, which is located in the Facility Services Building on the south side of campus. Located at the Deerfield Campus.

Fitness Center & Intramurals

Hours of Operation: Monday-Friday 7am-9pm, Saturday 12-6pm and Sunday 3-9pm. (located in the Aldeen Building) *Hours may be altered if appropriate supervision is not available.

Intramurals: Intramural leagues are offered each semester to all students. Leagues include outdoor soccer and sand volleyball in the fall and

leagues such as indoor basketball and soccer are typically offered in the spring. For more information about Intramurals, contact fitness@tiu.edu. Located at the Deerfield Campus.

Campus Post Office

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

On-Campus Housing

Residence halls include Johnson, Madsen and Trinity Hall. Johnson is our freshman building, while the other 2 are available for the rest of our undergraduate population. Please visit our website (<http://undergrad.tiu.edu/student-life/housing-and-dining>) for more information.

Owens and Carlson are our graduate residence halls, and we have approximately 120 apartments on campus as well. Housing is reserved for full-time students only. While we seek to offer on-campus housing to students who request it, because of high volume, this is not always possible. Please visit the housing section of myTIU (https://my.tiu.edu/ICS/Campus_Services/Housing_Services) for additional information. If you have any questions about housing, please e-mail housing@tiu.edu or call 847.317.4029. Located at the Deerfield Campus.

Placement for TEDS Students

The TEDS Placement Office assists graduates and students nearing graduation with ministry placement in churches and Christian organizations. The Placement Office provides assistance in résumé writing, interviewing, and searching for ministry openings. Trinity makes every effort to serve all denominations as effectively as possible. Numerous churches from around the country and world send ministry openings directly to the Placement Office in an effort to find candidates from TEDS (including the EFCA, other denominations, and independent congregations).

Representatives from many churches make on-campus visits to recruit TEDS students to ministry openings. District Superintendents from the EFCA are on campus at various times, but especially during Trinity's EFCA Week. The scheduling of interviews are often handled through the Placement Office. Located at the Deerfield Campus.

Student Employment

The Trinity Career Development Office assists students in securing employment while at the university. Off-campus full- and part-time employment opportunities, as well as on-campus Federal Work-Study Program and non Work-Study jobs, are listed on the student employment section of myTIU (https://my.tiu.edu/ICS/Campus_Services/

[Student_Employment_Services](#)). The Human Resources department oversees the new hire process which consists of 4 steps. Students may not begin working until they have completed step 3: Authorization to Work. Students working on campus will be required to present specific, original identifying documents (or certified copies) to be eligible for employment (see website for required documents). A downloadable form (https://my.tiu.edu/ICS/Administrative_Resources/Human_Resources.jnz) to complete the process can be found on myTIU (<https://my.tiu.edu>). Located at the Deerfield Campus.

James E. Rolwing Memorial Library

The Rolwing Library provides print, media, and electronic resources tailored to the curriculum and information needs of the university community. The collection contains 200,000 volumes, including print and electronic books. The library also subscribes to print and online journals and acquires different forms of media. Students may conduct subject-specialized research using databases such as ATLA Religion Database, PsycINFO, and ERIC (Education Resources Information Center). These resources enable Trinity students to learn to deal effectively and efficiently with their information needs.

As the student's experience and skills grow and the need for information becomes more sophisticated, the library offers access to ever wider resources to meet that need, thanks to its participation in a variety of local, regional and nationwide networks. Membership with CARLI (Consortium of Academic and Research Libraries in Illinois) creates convenient access to the library materials of over 80 other academic libraries in Illinois using I-Share. ILLiad is an efficient method for patrons to request books, theses, dissertations, and journal articles from various libraries nationally and internationally. Reference librarians provide research assistance and instruction both in-person and online to educate students on information literacy and improve their research skills.

Distinctive features of the collection include archival materials of the Evangelical Free Church of America, Swedish and Norwegian religious history collections, and papers of outstanding evangelical scholars including Dr. Carl F. H. Henry and Dr. Wilbur Smith.

Many of the services can be accessed electronically by visiting <http://rolwing.tiu.edu>. The James E. Rolwing Memorial Library is located at the Deerfield campus.

Special Events and Opportunities

Bioethics Colloquium Series

Trinity annually hosts three bioethics colloquia during the January-March period. Each colloquium features a presentation by a Christian leader in the bioethics field on a topic of widespread current interest, followed by a period of discussion. The third lecture in the series is an endowed Bioethics lectureship known as the John F. Kilner Lectures in Bioethics. All three sessions, as well as refreshments following, are open to the entire university and surrounding community free of charge.

Global Christian Week

Our annual Global Christian Week is conducted in early fall. During that time, prominent missionary spokespersons employ chapel messages, lectures, colloquia, and seminars to focus on the worldwide mission of the church. Representatives of a number of evangelical mission agencies are also invited to campus to consult with students.

Endowed Lectureships and Symposia

Bernard H. Rom Preaching Lectures

Rev. Bernard H. Rom served two pastorates in his lifetime at Evangelical Free churches in Pullman, Illinois, and Madison, Wisconsin. In honor of Rev. Rom's ministry, which was characterized by consistent biblical exposition and exceptional communication from the pulpit, his family endowed a lecture series that brings outstanding preachers to the Trinity campus each fall semester. Recent guests include Dr. Mark Labberton, Dr. Ajith Fernando, Dr. Dennis Johnson, Dr. Timothy Warren, Dr. Mike Bullmore, Rev. David Jackman, and Dr. Crawford Loritts.

Christian Worldview Conversation Series

In the spirit of Christian world-and-life-view thinking and its ability to shape questions of faith and learning in the context of the Christian academe, Trinity has initiated the Christian Worldview Conversation Series. Funding for this endowed series has been provided by the Institute for Advanced Christian Studies founded by the late Dr. Carl F. H. Henry, whose writings and life shape contemporary Christian worldview thinking. Additional funding comes from friends of the late Dr. Kenneth S. Kantzer, whose life and character as dean of both the Divinity School and Graduate School and also as president of Trinity College shaped the Trinity of today. The series provides a context for sustained conversations that compel the engagement of the Christian world and life view with the breadth of the disciplines in theology, the humanities, and the natural and social sciences. Recent guests include: Dr. Keith Yandell and Dr. Ajith Fernando.

J. Herbert and Winnifred M. Kane Global Engagement Lectures

The late Dr. Kane served as a professor of mission at Trinity during the 1970s. These Global Engagement Lectures established by Dr. Kane's family and friends in his honor bring a mission theorist to campus to address issues in the global church and the idea of *world Christians*, a term used by Dr. Kane. Recent guests have included Dr. Ajith Fernando, Dr. Tadataka Maruyama, and Dr. Juan Samuel Escobar. Topical Dialogues

Additional lectures, dialogues, and symposia are offered on a regular basis on the Trinity campus. Often these are discipline specific and may be a one-time presentation or a series of dialogues. These include topical conversations in theology, Christian thought, educational ministries, church history, spiritual formation and engagement with contemporary society. Guests represent a breadth of international contexts, and topics vary widely. Funding for Topical Dialogues come from a variety of TEDS friends, including The Family Altar League, the family of Mel Larson, and the family of A. J. Thorwall.

Finances

Trinity International University reserves the right to modify all charges without notice.

Tuition and Other Expenses Deerfield Trinity College

Tuition - Trinity College

Full-time academic standing begins at 12 credit hours per semester.

Tuition (per hour, 1-11 hours)	\$1,400
Tuition, block rate (per semester, 12-18 hours)	\$16,199
Credit hours over 18, per hour	\$700
Tuition Online Course, per hour (not included in the block tuition rate)	\$400
Online Course fee, per course	\$185
High School Dual Enrollment-Deerfield campus, per hour	\$185
May Term, Summer 2021	TBD with 2021-22 Fiscal Year

Students who qualify for the three-year degree option will receive a rebate included with financial aid eligibility to be applied towards summer tuition. See the TIU website for more details: www.tiu.edu/summer (<http://www.tiu.edu/summer>).

Audit Fee, per hour (UNDG)	\$80
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Full-time students (12+ billable hours) may audit one course at no charge.

Required Fees

Comprehensive Fee - This fee provides access to various services at Trinity, such as student publications, community life opportunities, student organization/leadership development, and technological advances.

Full-time students (12+ hours)	\$450
Part-time students (1-11 hours)	\$225

International Student Service Fee - This fee provides non-immigration regulation advisement, transition assistance, and special community life opportunities for international students (F-1 and J-1 visa holders).

\$65

Room & Board

Residence Hall

Carlson and Madsen Halls

Single	\$3,300
Double	\$2,600

Johnson Hall

Single	\$3,425
Double	\$2,900

Trinity Hall

Single	\$3,650
Double with Living Room	\$2,925
Double without Living Room	\$2,700

May Term Room (Double), Summer 2021 - TBD with 2021-22 Fiscal Year

Meal Plans - per semester (The deadline for meal plan changes is the end of the add/drop period for fall and spring semesters)

Block 240 Plus (unlimited meals)	\$2,575
Block 240 meal plan	\$2,500
Block 210 meal plan	\$2,220
Block 140 meal plan	\$1,600
Block 10 meal plan	\$105

The block 10 meal plan is available to students in Senior Privileged Housing, apartment residents, and commuters.

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

Academic Fees

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

Clinical Practice Fee (Student Teaching)	\$281
Science/Health Lab Fee	\$185
CM Integrative Seminar Fee	\$65
Selected HPW Course Fee	\$55
Selected GPH Course Supply Fee	\$90

Music Fees:

Private Music Lessons - nonrefundable after the first lesson.

Half-hour lesson (1 credit hour)	\$440
One-hour Lesson (2 credit hours)	\$880

Jury/Recital Fees

Jury (except in MUZ 170 and MUZ 172)	\$27
Half Recital	\$80
Full Recital	\$105

Voice & Piano Class - MUZ 160, MUZ 161, MUZ 162, MUZ 261, and MUZ 262

Music Instrument Rental Fee, per semester

\$25

Instrumental Techniques Course Fee - MUE 345, MUE 346, MUE 347, and MUE 348

\$55

Other Fees

Enrollment Deposit - Deposit is applied to a student account during the first semester of enrollment. Deposits are fully refundable if Admissions receives notification of cancellation by May 1st (Fall semester) and December 1st (Spring semester). The deposit is only good for the academic year for which originally submitted and will be forfeited if applicants postpone to the following academic year.

\$100/Enrollment and \$50/Housing

New Student Orientation - A one-time fee is charged to all new students to cover expenses of mailings, printing, and events that introduce students to the college and the area, regardless of NSO participation.

\$135

Athletic Apparel & Transportation Fee - A fee is charged once per year to all student athletes.

\$300/sport

Credit by Exam Fee, per hour - For each course in which a credit examination is administered, a charge will be made in lieu of tuition. Payment must be made in advance of exam.

\$25

Education Clinical Practice Fee - Required test fee for licensure in Illinois. Charged in the semester of student teaching.

\$300

Transcripts - All transcripts are sent electronically or via U.S. mail. If other service is requested (e.g. FedEx) there will be an additional charge. For more information: <http://www.tiu.edu/transcripts/>.

\$8/ea.

Vehicle Registration - There is NO cost for parking permits, but ALL residents and commuters who wish to park their vehicle on campus MUST register their vehicle with Security Services. If a student leaves after the fall semester, they must return the parking permit.

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

Deerfield TEDS and TGS

Deerfield - Masters

Master's full-time academic standing begins at 10 hours per semester.

TEDS Masters tuition (including Distance Education courses), per hour	\$720
TEDS French (undergraduate credits), per hour	\$720
TGS Masters tuition (MA/BE and MA/L), per hour	\$720
TGS Masters tuition (MA/AT, MA/T, and MEd/DL), per hour	\$585
TEDS/TGS South Chicago, per hour	\$515
Audit Fee, per hour (MA)	\$85

Full-time students (10+ billable hours) may audit one course at no charge.

Deerfield - Doctoral

Doctoral full-time academic standing begins at 9 hours per semester.

Doctor of Ministry, including Korea, per hour	\$615
PhD, per hour (including Distance Education courses)	\$845
Audit Fee, per hour (DMin)	\$325
Audit Fee, per hour (DMin/DMiss graduates)	\$140
Audit Fee, per hour (PhD)	\$195

Full-time Doctoral students (9+ billable hours) may audit up to the same number of audit hours (MA/PhD courses) they are taking for credit.

Note that 8000 level courses follow program enrollment.

Required Fees

Comprehensive Fee - This fee provides access to various services at Trinity, such as student publications, community life opportunities, student organization/leadership development, and technological advances.

Master's students

Full-time students (10+ hours)	\$250
Part-time students (5-9 hours)	\$125

Academic Doctoral students

Full-time students (9+ hours)	\$250
Part-time students (5-8 hours)	\$125

International Student Service Fee - This fee provides non-immigration regulation advisement, transition assistance, and special community life opportunities for international students (F-1 and J-1 visa holders).

Academic Doctoral Activity Fee - This fee is for the doctoral retreat and other professional development opportunities.

Room & Board

Residence Halls - per semester

Owens 700 A	\$3,155
Owens 700 B	\$2,835
Owens 700 C	\$3,040
Owens 800-900 A	\$2,490
Owens 800-900 B	\$2,200
Owens 800-900 C	\$2,400

Monthly Rental Rates for On-campus Apartments

Trinity Hall - Efficiency	\$810
North-South Apartments - 1 bedroom	\$950
Ludwigson - 2 bedrooms	\$1220
Ludwigson - 3 bedroom	\$1,390
Apartments A, B, C - 1 bedroom	\$970
Apartments D, E, F - 2 bedrooms	\$1145
Gunderson - Efficiency	\$730
Gunderson - 2 bedrooms	\$1050

Contact the Graduate Housing Office for further details: 847-317-4029.

Meal Plans - per semester (The deadline for meal plan changes is the end of add/drop period for fall and spring semesters)

Block 240 Plus (unlimited meals)	\$2,575
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Block 240 meal plan	\$2,500
Block 210 meal plan	\$2,200
Block 140 meal plan	\$1,600
Block 10 meal plan	\$105

The block 10 meal plan is available to students in Senior Privileged Housing, apartment residents, and commuters.

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

Academic Fees

Capstone Extension and Continuation Status Fees

Capstone Extension and Continuation Status fees are assessed each semester based on a student's academic status. These fees are assessed in addition to any tuition costs. Details relative to assessment are found in the Handbook of the respective programs (Master's, DMin, PhD). See also "Active and Inactive Student Status"; and "Capstone Extensions and Fees" in the Academic Life section of this Catalog.

Master's Level Fees

Capstone Extension Course Fee, per semester - Charged at the time of registration for courses ID 7466, ID 7469, ID 7481, ID 7484, – 7486, – 8986. If a student is enrolled for other program course work, this fee is not required.	\$55
Continuation Fees, per semester - A student is in continuation status when a student's program statute of limitation has expired and a program extension has been granted. This status continues until the student graduates, whether or not the student is enrolled in course work.	\$380
Reactivation Fee - Charged to students rendered inactive who are granted readmission. Students who appropriately withdraw and reapply are not subject to this fee.	\$200

PhD - Level Fees

PhD/EDS and PhD/ICS students are charged continuation fees in the following situations:

1. When candidacy has not been achieved within five years of matriculation for the EDS participants and four years for the ICS participants (assessed for each successive semester not enrolled for courses, excluding summer, until candidacy is certified.)	\$845
2. When an extension beyond the seven years from matriculation is granted by the Academic Doctoral Committee (assessed for each successive semester not enrolled for courses, excluding summer).	\$845

PhD/THS students are charged continuation fees in the following situations:

1. When enrolled for Private Study (– 9011).	\$845
2. When enrolled for Dissertation Extension (– 9992). This fee is assessed for each successive semester, excluding summer, until the dissertation is completed, defended, and accepted by the library.	\$845
3. Upon failure to enroll for course work, Private Study, or Dissertation Research/Extension. This fee is assessed for each successive semester not enrolled, excluding summer semester, and is charged retroactively.	\$845

Doctor of Ministry Fees

Program Project Fee - Students will be instructed by the DMin Office concerning registration for their major project credits. Students will be charged for 9 credit hours at current DMin tuition rate.	\$615
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Continuation Fee, per semester -Upon completion of their course work, students may choose to register for continuation status if they are not actively working on their major project. Continuation status will not be available after six years of DMin enrollment, commencing with the first six months of study. \$615

Program Extension Fee, per 6 months; limited to two 6-month periods \$500

Program Reactivation Fee - if a student has completed coursework and is not enrolled through project, continuation or extension for one 6-month period or more, they may be charged a one-time activation fee to reengage the program. \$1,000

Other Fees

Enrollment Deposit - Deposit is applied to a student account during the first semester of enrollment. Deposits are fully refundable if Admissions receives notification of cancellation by July 1st (Fall semester) and December 1st (Spring semester). The deposit is only good for the academic year for which originally submitted and will be forfeited if applicants postpone to the following academic year. \$125

New Student Orientation Fee - A one-time fee is charged to all new students to cover expenses of mailings, printing, and events that introduce students to the University and the area, regardless of NSO participation. \$160

Candidacy Fee - PhD (Educational Studies), PhD (Intercultural Studies), and PhD (Theological Studies) \$200

MDiv Vocational and Personality Testing - During the first semester of MDiv studies, a one-time fee is assessed for a vocational and personality assessment (PEPQ). This assessment includes two to three individual appointments with the Trinity Counseling Center for an interview and interpretation. Details are provided during New Student Orientation, or MDiv students may contact the Counseling Center directly for arrangements. \$105

Health Sciences Laboratory Fee - Charged at the time of registration for the following courses: BIO 5340, HS 5111, HS 5112, HS 5168, HS 5271, HS 5272, HS 5273, HS 5311, HS 5312, HS 6511, HS 6512 \$185

MA in Mental Health Counseling Major Comprehensive Exam Fee - MA in MHC (and MA in CP) students complete the Counselor Preparation Comprehensive Examination (CPCE) as part of their program's major comprehensive exam. The fee is charged to the student's account at the time that he or she takes the exam and covers a portion of the exam cost. \$40

MA in Teaching Clinical Practice fee - Required test fee for licensure in Illinois. Charged in the semester of student teaching. \$300

Proctoring, per exam - For special administration of any comprehensive examination. \$60

Advanced Standing Exam, per exam \$55

Transcripts - All transcripts are sent electronically or via U.S. mail. If other service is requested (e.g. FedEx) there will be an additional charge. For more information: <http://www.tiu.edu/transcripts/>. \$8/ea

Psychological Test Fee - Required fee for assessment test used in PT 5100 \$80

Vehicle Registration - There is NO cost for parking permits, but ALL residents and commuters who wish to park their vehicle on campus MUST register their vehicle with Security Services. If a student leaves after the fall semester, they must return the parking permit.

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

Deerfield REACH and Online

Tuition - REACH and Online

Full-time academic standing begins at 12 credit hours per semester.

Tuition, per hour \$555

Tuition Online Course, per hour \$400

Online Course Fee, per course	\$185
Audit Fee, per hour	\$80
Academic Fees	
Science Lab Fee - A fee charged for selected science courses that require campus labs.	\$185
Prior Learning Assessment Fee, per credits petitioned	
1-4 credit hours	\$235
5-9 credit hours	\$390
10+ credit hours	\$575
Other Fees	
Enrollment Deposit - A nonrefundable enrollment deposit that must be submitted by the student offered admission to acknowledge intent to enroll. The enrollment deposit will be credited to the student account when billed for the first semester. The deposit is only good for the academic year for which originally submitted and will be forfeited if applicants postpone to the following academic year.	\$50
Transcripts - All transcripts are sent electronically or via U.S. mail. If other service is requested (e.g. FedEx) there will be an additional charge. For more information: http://www.tiu.edu/transcripts/ .	\$8/ea
Vehicle Registration - There is NO cost for parking permits, but ALL residents and commuters who wish to park their vehicle on campus MUST register their vehicle with Security Services. If a student leaves after the fall semester, they must return the parking permit.	

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

Florida Regional Center

	Tuition
EXCEL Tuition, per hour	\$555
TEDS/TGS Tuition, per hour	\$720
Audit Fee, per hour (all programs)	\$130
Required Fees	
Non-refundable Comprehensive Fee - For full-time students, this fee includes four counseling sessions, parking security library service, and ID cards. Part-time students receive all of the above except for counseling service.	
Full-time students	\$350
Part-time students	\$200
International Student Service Fee - This one time fee provides non-immigration regulation advisement, transition assistance, and special community life opportunities for international students (F-1 visa holders).	\$150
Academic Fees	
IDS 105 Assessment Fee	\$35
EXCEL Challenge Exams - EXCEL offers the option of completing elective credits by taking Bible subject exams.	
Nonrefundable administrative fee, per exam	\$125
Charge, per hour	\$125
EXCEL Prior Learning Assessment (PLA) Petition	
PLA Administrative fee, non-refundable	\$135
PLA, per credit hour	\$135
Educational Technology Fee	\$135
MACP Process Group Fee	\$150
TEDS/TGS Capstone and Continuation Fees, per semester - Capstone extension and continuation status fees are assessed each semester based on a student's academic status. Details relative to assessment are found the student handbook.	

Charged at the time of registration for courses ID 7466, ID 7469, ID 7481, ID 7484, - 7486, - 8986, -7476, - 7478, - 7480, - 7485.	\$50
Continuation Fee - A student is in continuation status when a student's program statute of limitation has expired and a program extension has been granted. This status continues until the student graduates, whether or not the student is enrolled in class work.	
First two years, per semester	\$375
After two years, per semester	\$600
Other Fees	
Transcription Fee, all programs - A per-course and/or exam fee charged to current students for transfer credit evaluation.	\$50
Reactivation Fee - Charged to students rendered inactive who are granted readmission. Students who appropriately withdraw and reapply are not subject to this fee.	
EXCEL	\$100
TEDS/TGS	\$250
Late Registration Fee, nonrefundable	
Credit hour student	\$105
Audit hour student	\$55
EXCEL Graduation Extension Fee - Students within 15 credit hours of graduation at the time of the graduation deadline expiration may request a six-month extension without submitting to new catalog requirements.	\$100
Returned Check Fee - Insufficient Funds	\$40
Late Payment Fine - fee will be charged for any payment received more than ten days late.	\$45
Withdrawal Fee, per course	\$80
Transcripts - All transcripts are sent via U.S. mail. If other service is requested (e.g. FedEx) there will be an additional charge. For more information: http://www.tiu.edu/transcripts/ .	
Official Transcript - processed within 5-10 business days	\$5
Official Transcript, rush request - processed within 3 business days	\$15

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

Trinity Law School

	Tuition
JD Tuition, per unit	\$1015
MLS, per credit	\$750
Audit Fee, per course	\$325
Fees	
Admission Application Fee	\$35
Tuition Deposit	\$100
Add/Drop Fee	\$40
Late Registration Fee - charged after the 1st day of the semester.	\$200
Late Payment Fee	\$40
Failure to Finalize Payment Arrangements Fine	\$200
Return Check Fee	\$15
Graduation Application Fee	\$225
Examsoft and JD Academic Support Fee	\$200
Academic Support Fee Flex (Non-refundable)	\$800
SBA or Student Life Fee	\$50
MLS Academic Support Fee	\$25

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

Schedule of Charges by Program**Schedule of Charges - JD Program****Period of Attendance - Full time semester****Tuition**

Units	15
Rate per Unit	\$1015
Total Tuition	\$15,225

Fees

SBA	\$50
Examsoft	\$200
Total Fees	\$250

Total Semester Charges \$15,475

Entire JD Program**Tuition**

Units	90
Rate per Unit	\$1,015
Total Tuition	\$91,350

Fees

SBA	\$300
Examsoft	\$1,200
Graduation Fee	\$225
Total Fees	\$1,725

Total Program Charges \$93,075

Schedule of Charges - JD Flex Program**Period of Attendance - Full time semester****Tuition**

Units	9
Rate per Unit	\$1,015
Total Tuition	\$9,135

Fees

SBA	\$50
Flex Fee	\$800
Total Fees	\$850

Total Semester Charges \$9,985

Entire JD Flex Program**Tuition**

Units	90
Rate per Unit	\$1,015
Total Tuition	\$91,350

Fees

SBA or Student Life	\$300
Examsoft	\$800
Graduation Fee	\$225
Flex Fee	\$1,600
Total Fees	\$2,925

Total Program Charges \$94,275

Schedule of Charges - MLS Program**Period of Attendance - Full time semester****Tuition**

Units	6
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Rate per Unit	\$750
Total Tuition	\$4,500
Fees	
Academic Support	\$50
Total Fees	\$50
Total Semester Charges	\$4,550
Entire MLS Program	
Tuition	
Units	30
Rate per Unit	\$750
Total Tuition	\$22,500
Fees	
Academic Support	\$250
Graduation Fee	\$225
Total Fees	\$475
Total Program Charges	\$22,975

Notice regarding the Student Tuition Recovery Fund:

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

The State of California created the STRF to relieve or mitigate economic losses suffered by students in educational programs who are California residents or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, Education Code.

Payment Policies

Deerfield Payment Policies

Each semester students are expected to make payment in full or enroll in a payment plan by the first day of the semester. Failure to finalize payment arrangements will result in a \$250 fine assessed to registered students following the second week of the semester. Unpaid balances will also incur a 1% deferment fee on the last working day of each month.

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

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

Complete information on how to finalize payment can be found at www.tiu.edu/accounting (<http://www.tiu.edu/accounting>).

Trinity Alternative Payment Plan (TAPP)

The TAPP allows students to divide total semester costs into installments by enrolling in a four- or five-month payment plan. There is no enrollment fee for the monthly payment plan. A \$50 Late Fine is charged for any payment received more than five days past the due date. A TAPP is not successfully established until both the first payment and the signed payment plan form (<http://www.tiu.edu/accounting>) have been received by the Student Accounting office on or before the appropriate due date (see below).

TAPP Payment Dates

Fall Semester

5 Months	July 15, Aug. 15, Sept. 15, Oct. 15, Nov. 15
4 Months	Aug. 15, Sept. 15, Oct. 15, Nov. 15

Spring Semester

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

May Term and Summer Session

Summer courses will bill at the beginning of the summer term. Payment arrangements are expected by the first day of the summer term.

Summer Payment Options:

Pay in full. Pay in full at the beginning of the summer term for all courses which you have registered. Payments can be made on the student dashboard: [www.my.tiu.edu](https://my.tiu.edu/ICS/dashboard) (<https://my.tiu.edu/ICS/dashboard>)

Obtain financial aid. Limited financial aid is available in the summer term for those that qualify. Please view our website for possible options:

Trinity College (<http://www.tiu.edu/summer>)

TEDS (<http://divinity.tiu.edu/summer-courses>)

Monthly payment plan. We offer a 2-month summer payment plan beginning in May (at no additional cost). Inquire with Student Accounting regarding the required form: stuacct@tiu.edu.

Note: Unpaid summer balances will incur a 1% deferment fee at the end of each month beginning in June and may result in a Fall semester registration hold. Please note that Fall semester financial aid will not be released until a summer balance is paid in full.

Summer courses, such as an independent study, distance education, guided research or internship follow the full-semester refund policy for withdrawals and dropped courses.

General Policies

Accepted Forms of Payment

The university accepts cash, check, money order (via mail or in person) and debit cards, Visa, Mastercard, American Express and Discover credit cards (using our online payment form at www.tiu.edu/accounting (<http://www.tiu.edu/accounting>)). Please note that a \$25 fee is charged for any check returned by the bank due to non-sufficient funds, a closed account, a stopped payment, or any other reason as listed by the bank.

Card Convenience Fee: All payments made with a card will require a nonrefundable convenience fee of 2.5% per each transaction.

Credit Balance

A Title IV aid credit balance is created when the amount of Title IV aid (Federal Pell grant, SEOG, Federal Perkins loans, Federal direct loans, and/or PLUS loans) on a student's account is greater than the amount of charges assessed to the student's account (Tuition, Fees, Room, Board, up to \$200 of prior year balance and/or other educationally-related expenses). Trinity will automatically issue a refund check for the credit amount on a student's account unless the student submits the Title IV Authorization Statement (https://tiu_forms.formstack.com/forms/title_iv_authorization_form), which authorizes us to hold the Title IV credit balance on the student account. Authorization notwithstanding, any remaining credit balance will be sent to the student (or Parent if PLUS loan funds) no later than the end of the final Payment Period for each academic year. If a student authorizes Trinity to hold the excess Title IV funds on his/her Student Account and would like to request the funds in a check before the end of the academic year, he/she may do so by submitting a Student Account Refund Request. (https://tiu_forms.formstack.com/forms/student_account_refund_request)

Student Contact Information

It is the student's responsibility to update address, phone, and e-mail information to ensure that notices are received in a timely manner. The student is responsible for any fines or fees assessed if updated information is not given to Student Accounting.

University Email Messaging

All Trinity offices use student's TIU email account for notification of important information and deadlines. It is the student's responsibility to check TIU e-mail on a regular basis.

Outstanding Balances

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

The current semester's bill must be paid in full or be up to date on a traditional TAPP to register for the next semester. All balances owed

to the institution must be paid in full prior to the release of official transcripts or a diploma.

Business Office Hours and Contact Information

Monday-Friday, from 8:30 a.m. to 4:30 p.m. CST.

Email: studentaccounting@tiu.edu

Phone: 847-317-8080

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

Florida Regional Center Payment Policies

All students are expected to pay their bill in full or to arrange a payment plan on or before registration day. Payment arrangements must be made no later than two weeks after the beginning of each semester. A \$250 fine is assessed to registered students who have not paid-in-full or enrolled in a payment plan with the Student Accounting Office.

Trinity Alternative Payment Plan (TAPP)

The TAPP allows students to divide total semester costs into installments by enrolling in a payment plan. Your monthly payment plan can be figured by dividing the estimated semester balance by the number of months (3, 4, or 5 months) left in the semester. The first payment must be made at registration, and subsequent payments must be made on the first of each month thereafter through the semester. A \$45 late fee will be charged for any payment received more than ten days late. We reserve the right to limit a TAPP offering based on payment history.

Summer Session - TGS

Payments for summer session are due on or before the first day of each class. Students not making payment in full will be dropped from their summer course(s). This policy is unique to the summer session. Extended payment plans are not an option during the summer session.

If possible, students should drop summer course(s) before the first day of class, thus opening up space for any students waiting to enroll in the course. Summer courses, such as distance education, guided research, internships, or reading courses must be paid in full by June 30. This type of coursework follows the full-semester refund policy for withdrawals and dropped courses

Employer Reimbursement

If a student's employer provides tuition reimbursement, contact the Business Office for the "Employer Reimbursement Form." Two methods of payment are acceptable for employer reimbursement:

- (1) Employer to Student. If the employer agrees to pay the student directly, the student must establish a payment plan with the university and pay monthly.
- (2) Employer to the University. If the employer agrees to make payments directly to the University, the following guidelines apply:
 - A letter of verification from your employer stating the company's policy and terms after each course reimbursement must be submitted prior to beginning classes.
 - A tuition reimbursement invoice will be sent to the student or employer after each course is completed. It will include the following information: student's name, ID number, course title, amount of tuition, and any applicable fees. Grades will be obtained from the Records Office. The student is responsible for submitting the invoice

to the employer and seeing that payment is made to Trinity. Checks should be made payable to "Trinity International University"

- The student will be billed for tuition at the beginning of the semester. The 1% monthly deferment fee will not be charged. Instead, a \$100 Tuition Reimbursement Fee will be added to the student's account each semester at the time of registration to cover all deferment charges during the semester. The fee may be waived if the amount is paid in full within thirty days of the beginning of the semester.

General Policies

Accepted Forms of Payment

The university accepts cash, check, money order, debit card, MasterCard, Visa, America Express and Discover. Please note that a \$40 fee is charged for any check returned by the bank due to non-sufficient funds, a closed account, a stopped payment, or any other reason as listed by the bank.

Students with two returned checks in a given semester will be required to pay by cash or certified check the following semester, after which the restricted payment method will be cleared. The current semester's bill must be paid in full by the end of the semester.

Credit Balance

A Title IV aid credit balance is created when the amount of Title IV aid (Federal Pell grant, SEOG, Federal Perkins loans, Federal direct loans, and/or PLUS loans) on a student's account is greater than the amount of charges assessed to the student's account (Tuition, Fees, Room, Board, up to \$200 of prior year balance and/or other educationally-related expenses). Trinity will automatically issue a refund check within 14 days after the aid posting date for the credit amount on a student's account unless a student requests otherwise in writing. Note: On the first week of every month, any credit pending will be audited for proper request.

On the occurrence of a credit is created due to a course drop or withdrawal, a refund check will be requested to the student or a return of funds to the lender within 30 days due to the necessary adjustment that needs to be in place from various departments.

Student Contact Information

It is the student's responsibility to update address, phone, and e-mail information to insure that notices are received in a timely manner. The student is responsible for any fines or fees assessed if updated information is not given to the Student Accounting Office.

University Email Messaging

All Trinity offices use student's TIU email account for notification of important information and deadlines. It is the student's responsibility to check TIU e-mail on a regular basis.

Outstanding Balances

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

The current semester's bill must be paid in full or be up to date on a traditional TAPP to register for the next semester. All balances owed to the institution must be paid in full prior to the release of official transcripts or a diploma.

Student Financial Services Office Hours and Contact Information

Monday-Friday, from 8:30 a.m. to 4:30 p.m. EST

Phone: 954-382-6573

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

Trinity Law School Payment Policies

Tuition, fees, and charges are to be paid in full before the first day of classes each semester, including tuition for repeated courses. During registration, students are required to select how they will pay for their financial obligations. Options include student loans, employer benefits, VOC Rehab benefits, pay in full out-of-pocket or payment plan out-of-pocket (3 equal monthly installments with the first 33% paid at the time of registration) Only students in the JD program can elect a payment plan, MLS students paying out of pocket must have the course paid in full by the end of the first week of class.

Students have access to their current account balance through the TLSOnline Student Portal.

Student Account Balance email notifications are sent out on the 1st and 15th of every month.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.

General Policies

Credit Balance

Trinity Law School will resolve eligible credit balances in student accounts as promptly as possible, in compliance with all applicable regulations. Students in the JD and Flex programs will receive their Direct Loan credit refund during the first week of the term. Students enrolled in the MLS program will receive their credit refunds after the census date for the term has passed. In some cases credit balances may be refunded at a later date, but will still be provided during the term which the credit balance was created.

Dates of credit refunds will be posted annually in the TLSOnline portal. There are pre-set 'official' refund release dates every semester. Trinity Law School takes the highest priority to ensure that credit refunds are issued on or before the official release dates.

Trinity Law School provides credits to students through direct deposit. It is the student's responsibility to ensure that Direct Deposit information is up to date by contacting the financial aid office at tlsfinaid@tiu.edu with any request to update account information.

Outstanding Balances

Students not bringing their account balance to zero before the first day of classes each semester will be charged a deferment fee of 1% per month for any outstanding balance on their student account. Deferment fees are assessed on the 20th day of each month. Any fee or charge that a student bills to their account is due immediately and is subject to the deferment fee policy.

Students who elect to pay for their financial obligations by procuring student loans but fail to finalize their loan by the third week of the semester are subject to a \$200 non-refundable Failure to Finalize Payment Arrangements Fine.

All students who carry an unpaid balance must pay the balance before they may register for a subsequent term. No diploma or official

transcripts shall be provided to a student until satisfactory payment is made for all school obligations.

Financial Aid and Business Services Office Hours and Contact Information

Monday-Friday, from 9:00 a.m. to 5:00 p.m., PST

Email: tlsfinaid@tiu.edu

Phone: 714-796-7120

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

Tuition Refund Policies

Deerfield Tuition Refund Policy

Dropping Courses

When dropping a course, tuition and fees, including audited courses and courses changed from credit to an audit, will be refunded according to the following refund schedules below. Before changing from full-time to part-time status, students should contact the Office of Financial Aid to determine any reduction of financial aid: finaid@tiu.edu or 847-317-8060.

Fall and Spring Semester Courses

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

May Term and Summer Courses

On or before the first day of class	100%
After the first day of class	0%

Summer nonclassroom courses will be refunded according to the fall and spring semester schedule above.

Modular Based Courses

Graduate Courses

On or before the first day of class	100%
After the first day of class	0%

Quad A & B Courses

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

REACH Courses & Certificate Program

On or before the first class	100%
On or before the second class	50%
After the second class	0%

Online Courses

Modular Online Courses

Through the third day of the start of the course	100%
Through the last day of the second week of the course	50%
After the last day of the second week of the course	0%

Semester Length Online Courses

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

Please Note:

- An online course that runs the full length of the Summer is considered a semester-length course.
- A Trinity Online 7-day week is Monday-Sunday.
- Trinity College Only: The online course fee is nonrefundable if the course has already started (including administrative withdrawals).

Cancellation of Courses

The University reserves the right to cancel any course. If a course section is canceled entirely and a replacement is not offered, students will receive a full refund of tuition paid for the canceled course.

Withdrawing from the University

Subject to the date of official withdrawal, tuition, institutional fees and room & board (as applicable) will be refunded according to the following schedule during the fall and spring semesters:

Through 2nd week of classes	100%
Through 3rd week of classes	80%

Through 4th week of classes	70%
Through 6th week of classes	60%
Through 8th week of classes	50%
Through 9th week of classes	40%
After 9th week of classes	0%

Please be advised:

- Disciplinary measures that require the withdrawal of a student will follow the above-stated refund policy.
- It is the students' responsibility to inform the Student Life Office if they are not returning for the following semester. If notification is not made, students may be liable for pro-ration on tuition, fees, room, and board.
- Students who withdraw during the first 2 weeks of the semester will still be charged for all meal swipes used.

Refund Policy for Title IV Funds

In addition to the institutional refund policy, the following regulations mandated by the Department of Education are applicable. If a student received any financial aid under federal Title IV programs (Supplemental Educational Opportunity Grant, Pell Grant, Perkins Loan, Federal Direct Student Loan and Federal Direct Parent Loan), a portion of these funds may need to be returned under the guidance of the federal formula, except the Federal Work Study Program.

Withdrawal Date

The day the student withdraws is the date (determined by the University):

- The student began the official withdrawal process prescribed by contacting the Student Life Office; or
- The student otherwise provided the University with official notification of the intent to withdraw.

For the student who does not begin the school's official withdrawal process or notify the school of the intent to withdraw, the midpoint of the period of enrollment for which Title IV assistance was disbursed is used (unless the institution can document a later date).

If the school determines the student did not begin the withdrawal process or notify the school of the intent to withdraw due to illness, accident, grievous personal loss, or other such circumstances beyond the student's control, then the school may determine the appropriate withdrawal date.

Percent of Aid Earned

The percentage of the period of enrollment for which federal aid was awarded is determined by dividing the total number of calendar days within the period of enrollment into the number of calendar days completed as of the day the student withdrew.

The percentage of aid earned during this period is equal to the percentage of the term completed. The percentage of "unearned" aid is determined by subtracting earned aid from 100%. The school is required to return the lesser of the unearned aid percentage applied to the institutional charges and the unearned percentage applied to total federal aid received.

Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

If this calculation indicates that funds should be returned, a specific order of refund has been established by the federal government (as applicable):

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Perkins loan
4. Federal Direct PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (SEOG)
7. Federal TEACH Grant
8. Other Title IV assistance (as applicable)

The school must return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after the date of the institution's determination that the student withdrew.

Post-withdrawal Disbursement

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

If the post-withdrawal disbursement includes loan funds, the school must get the student's permission before it can disburse them. A notification regarding the post-withdrawal disbursement will be sent to the student (or parent in the case of a Parent PLUS loan), within 30 days of the date the school determines the student's withdrawal. A student may choose to decline some or all of the loan funds so additional debt is not incurred.

The school may automatically use all or a portion of the post-withdrawal disbursement of grant (Pell Grant and SEOG) funds for tuition, fees, and room and board charges (as contracted with the school). The school needs the student's permission to use the post-withdrawal grant disbursement for all other school charges. If the student does not give their permission, the student will be offered the funds. However, it may be in the student's best interest to allow the school to keep the funds to reduce any debt at the school. For any grant funds owed a student, the school must make the disbursement as soon as possible, but no later than 45 days after the date of the institution's determination that the student withdrew.

Excess Funds

If a student receives (or the school or parent receive on the student's behalf) excess Title IV program funds that must be returned based upon the calculation described above, the school must return a portion of the excess equal to the lesser of:

1. the student's institutional charges multiplied by the unearned percentage of their funds, or
2. the entire amount of excess funds.

The school must return this amount even if it did not keep this amount of the student's Title IV program funds. If the school is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that the student (or parent for a Direct PLUS Loan) must return, must be repaid in accordance with the terms of the promissory note. That is, the scheduled payments must be paid to the holder of the loan over a period of time.

Any amount of unearned grant funds that the student must return is called an overpayment. The maximum amount of a grant overpayment that a student must repay is half of the grant funds they received or were scheduled to receive. A student does not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. A student must make arrangements with the school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when a student withdraws are separate from any refund policy that the school may have. Therefore, a student may still owe funds to the school to cover unpaid institutional charges. The school may also charge a student for any Title IV program funds that the school was required to return.

For additional information on refunds to Title IV sources, please contact the Office of Financial Aid at 847.317.8060. For additional questions regarding Title IV program funds, call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at <http://www.studentaid.ed.gov>.

Florida Regional Center Tuition Refund Policy

Students have the right to a full refund of all monies paid, including application and registration fee, if they withdraw within three business days after signing the Registration Form. The University will retain the application fee for students who withdraw from the University prior to the start of their program and after the three-day cancellation period. Refunds will be paid within 30 days of a student's official withdrawal.

Credit Balances on Student Accounts Policy

In the event that a credit is generated on the student account due to overpayment, grants or from student loan funds, the credit will be requested in the form of a refund check within 14 business days of the posting date. Should a credit be created due to a drop or withdrawal, a refund check will be requested to the student, or a return of funds to the lender, within 30 days due to the necessary adjustment(s) required for various departments (e.g. Business Office tuition adjustment and fees, Financial Aid adjustments (R2T4), and library fines). On the first week of every month, any credit pending will be audited for proper request.

Dropping Courses

When dropping a course, tuition and fees, including audited courses and courses changed from credit to an audit, will be refunded according to the refund schedules below. Before changing from full-time to part-time status, students should contact the Office of Student Financial Services to determine any reduction of financial aid.

Non-Traditional Undergraduate Program

Modular Courses (Non-traditional: In class)	
Through the first week of class*	100%
Through the first 25% of class meetings	75%

Through the first 50% of class meetings	25%
Through more than 50% of the class meetings	No refund

Students who have enrolled for an entire semester will receive a full refund minus \$75.00 withdrawal fee per course (non-refundable).

Online Courses - Graduate and Undergraduate

Modular Online Courses

Through the third day of the start of the course	100%
Through last day of the second week of the course	50%
After the last day of the second week of the course	0%

Semester Length Online Courses

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

Please Note:

- An online course that runs the full length of the Summer is considered a semester-length course.
- A Trinity Online 7-day week is Monday-Sunday.
- Undergrad Courses: The online course fee is nonrefundable if the course has already started (including administrative withdrawals).

Traditional Graduate Program:

Dropping courses

Fall and Spring Semester Courses

Through the 2nd week of the semester	100%
After the 2nd week of the semester	No refund

May Term - Summer Courses

Through the first day (or week) of class	100%
After the second day (or week) of class	No refund

Modular Based Courses: (week long or weekends)*

Through the first class meeting*	100%
Through the second class and/or the first 25% of class meetings	75%
Through the first 50% of class meetings	25%
Through more than 50% of the class (course) meetings	No Refund

* Add/Drop Period

Cancellation of Courses

The university reserves the right to cancel any course. If a course section is canceled entirely and a replacement is not offered, students will receive a full refund of tuition paid for the canceled course.

Withdrawing from the University

Subject to the date of official withdrawal, tuition, institutional fees will be refunded according to the following schedule during the fall and spring semesters:

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

Please be advised:

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

• A \$130.00 administrative withdrawal fee is added to students who register for a course and do not attend, and do not officially withdraw from the course.

- It is the students' responsibility to inform the Student Life Office if they are not returning for the following semester. If notification is not made, students may be liable for pro-ration on tuition, fees.

Refund Policy for Title IV Funds

In addition to the institutional refund policy, the following regulations mandated by the Department of Education are applicable. If a student received any financial aid under federal Title IV programs (Supplemental Educational Opportunity Grant, Pell Grant, Federal Direct Student Loan, and Federal Direct Parent Loan), a portion of these funds may need to be returned under the guidance of the federal formula.

Withdrawal Date

The day the student withdraws is the date (determined by the University):

- The student began the official withdrawal process prescribed by contacting the Student Life Office; or
- The student otherwise provided the University with official notification of the intent to withdraw.

For the student who does not begin the school's official withdrawal process or notifies the school of the intent to withdraw, the midpoint of the period of enrollment for which Title IV assistance was disbursed is used (unless the institution can document a later date).

If the school determines the student did not begin the withdrawal process or notify the school of the intent to withdraw due to illness, accident, grievous personal loss, or other such circumstances beyond the student's control, then the school may determine the appropriate withdrawal date.

Percent of Aid Earned

The percentage of the period of enrollment for which federal aid was awarded is determined by dividing the total number of calendar days within the period of enrollment into the number of calendar days completed as of the day the student withdrew.

The percentage of aid earned during this period is equal to the percentage of the term completed. The percentage of "unearned" aid is determined by subtracting earned aid from 100%. The school is required to return the lesser of the unearned aid percentage applied to the institutional charges and the unearned percentage applied to total federal aid received.

Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

If this calculation indicates that funds should be returned, a specific order of refund has been established by the federal government (as applicable):

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Perkins loan
4. Federal Direct PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (SEOG)
7. Other Title IV assistance (as applicable)

The school must return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after the date of the institution's determination that the student withdrew.

Post-withdrawal Disbursement

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

If the post-withdrawal disbursement includes loan funds, the school must get the student's permission before it can disburse them. A notification regarding the post-withdrawal disbursement will be sent to the student (or parent in the case of a Parent PLUS loan), within 30 days of the date the student school determines the student's withdrawal. A student may choose to decline some or all of the loan funds so additional debt is not incurred.

The school may automatically use all or a portion of the post-withdrawal disbursement of grant (Pell Grant and SEOG) funds for tuition, fees, and room and board charges (as contracted with the school). The school needs the student's permission to use the post-withdrawal grant disbursement for all other school charges. If the student does not give their permission, the student will be offered the funds. However, it may be in the student's best interest to allow the school to keep the funds to reduce any debt at the school. For any grant funds owed a student, the school must make the disbursement as soon as possible, but no later than 45 days after the date of the institution's determination that the student withdrew.

Excess Funds

If a student receives (or the school or parent receive on the student's behalf) excess Title IV program funds that must be returned based upon the calculation described above, the school must return a portion of the excess equal to the lesser of:

1. the student's institutional charges multiplied by the unearned percentage of their funds, or
2. the entire amount of excess funds.

The school must return this amount even if it did not keep this amount of the student's Title IV program funds. If the school is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that the student (or parent for a Direct PLUS Loan) must return, must be repaid in accordance with the terms of the promissory note. That is, the scheduled payments must be paid to the holder of the loan over a period of time.

Any amount of unearned grant funds that the student must return is called an overpayment. The maximum amount of a grant overpayment that a student must repay is half of the grant funds they received or were scheduled to receive. A student does not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. A student must make arrangements with the school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when a student withdraws are separate from any refund policy that the school may have. Therefore, a student may still owe funds to the school to cover unpaid institutional charges. The school may also charge a student for any Title IV program funds that the school was required to return.

For additional information on refunds to Title IV sources, please contact the Office of Student Financial Services at 954-382-6400. For additional questions regarding Title IV program funds, call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at <http://www.studentaid.ed.gov>.

Trinity Law School Tuition Refund Policy

Dropping Courses

When dropping a course tuition and fees, including audited courses and courses changed from credit to an audit, will be refunded according to the following refund schedules below. Before changing from full-time to part-time status, students should contact the Financial Aid and Business Services Office to determine any reduction of financial aid.

Fall and Spring Semester Courses

Through the 3rd week of the semester	100%
After the 3rd week of the semester	0%

Summer Courses

On or before the 2nd week of class	100%
After the 2nd week of class	0%

Modular Courses

On or before the 1st day of class	100%
After the 1st day of class	0%

MLS Degree Refund Schedule

Dropping Courses

During first week of course	100% refund
After first week of course	No refund

Withdrawing from Program

During first week of course	100% refund
After first week of course	No refund

*Withdrawal date for an MLS course will be determined by the date of last academic event. Please see the Official Policies (p. 550) section of our catalog for more information.

Cancellation of Courses

The University reserves the right to cancel any course. If a course section is canceled entirely and a replacement is not offered, students will receive a full refund of tuition paid for the canceled course.

Withdrawing from the University

Students withdrawing or granted a leave of absence after the first day of class are entitled to a partial refund. Tuition and institutional fees will be refunded according to the following schedule:

Through 3rd week of classes	100%
Through 4th week of classes	75%
Through 5th week of classes	50%
Through 6th week of classes	25%
After 6th week of classes	No refund

Refund Policy for Title IV Funds

Withdrawal Date

The day the student withdraws is the date (determined by the University):

- The student began the official withdrawal process prescribed by contacting the Student Life Office; or
- The student otherwise provided the University with official notification of the intent to withdraw.

For the student who does not begin the school's official withdrawal process or notify the school of the intent to withdraw, the midpoint of the period of enrollment for which Title IV assistance was disbursed is used (unless the institution can document a later date).

If the school determines the student did not begin the withdrawal process or notify the school of the intent to withdraw due to illness, accident, grievous personal loss, or other such circumstances beyond the student's control, then the school may determine the appropriate withdrawal date.

Percent of Aid Earned

The percentage of the period of enrollment for which federal aid was awarded is determined by dividing the total number of calendar days within the period of enrollment into the number of calendar days completed as of the day the student withdrew.

The percentage of aid earned during this period is equal to the percentage of the term completed. The percentage of "unearned" aid is determined by subtracting earned aid from 100%. The school is required to return the lesser of the unearned aid percentage applied to the institutional charges and the unearned percentage applied to total federal aid received.

Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

If this calculation indicates that funds should be returned, a specific order of refund has been established by the federal government (as applicable):

1. Unsubsidized Federal Direct Loan
2. Federal Direct PLUS Loan
3. Other Title IV assistance (as applicable)

The school must return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after the date of the institution's determination that the student withdrew.

Post-withdrawal Disbursement

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

If the post-withdrawal disbursement includes loan funds, the school must get the student's permission before it can disburse them. A notification regarding the post-withdrawal disbursement will be sent to the student within 30 days of the date the student school determines the student's withdrawal. A student may choose to decline some or all of the loan funds so additional debt is not incurred.

Excess Funds

If a student receives (or the school receives on the student's behalf) excess Title IV program funds that must be returned based upon the calculation described above, the school must return a portion of the excess equal to the lesser of:

1. the student's institutional charges multiplied by the unearned percentage of their funds, or

2. the entire amount of excess funds.

The school must return this amount even if it did not keep this amount of the student's Title IV program funds. If the school is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that the student must return, must be repaid in accordance with the terms of the promissory note. That is, the scheduled payments must be paid to the holder of the loan over a period of time.

The requirements for Title IV program funds when a student withdraws are separate from any refund policy that the school may have. Therefore, a student may still owe funds to the school to cover unpaid institutional charges. The school may also charge a student for any Title IV program funds that the school was required to return.

When aid is returned, a student may owe an outstanding balance to the University. In this case, it his/her responsibility to contact the Financial Aid and Business Services Office to make payment arrangements.

For additional information on refunds to Title IV sources, please call: 714-836-7121.

For additional questions regarding Title IV program funds, call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov (<http://www.studentaid.ed.gov>).

Right to Cancel

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

Financial Assistance

Financial Assistance Overview

The Financial Aid Office assists students in applying for and securing financial assistance when family resources are insufficient to meet educational expenses. For those who qualify, financial aid is a source of monetary support provided by various agencies, such as: federal, state, and local governments, the university, community organizations, and private corporations or individuals.

- Federal and state grants are awards based on financial need, as determined by the FAFSA and do not have to be repaid.
- Institutional Scholarships are based upon merit, special talent, or financial need, and do not have to be repaid. Scholarship opportunities vary by academic program and campus location. Please view the pages within this section of the catalog for more information or visit our website at: www.tiu.edu.
- Student loans are available to students and/or their parents at low-interest rates with the option to defer repayment until graduation or after the student drops below halftime.

Free Application for Federal Student Aid (FAFSA)

All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) (<https://fafsa.ed.gov>). Applicants must have an FSA ID in order to complete the FAFSA process. Please note that the FSA ID is used each year for filing, signing the FAFSA electronically and to access FAFSA records online. A renewal FAFSA must be submitted for each subsequent year of enrollment. Earliest date to file the FAFSA for the proceeding academic year is October 1st.

Trinity International University FAFSA School Codes:

- Deerfield Campus: 001772
- Florida Regional Center: 012314
- Trinity Law School: E00961

Financial Aid Office Contact Information

Please contact the appropriate campus location below for questions regarding financial aid:

Deerfield Campus: Student Financial Services
 Email: finaid@tiu.edu (finaid@tiu.edu)
 Phone: 847.317.8060
 Office Hours: Monday-Friday 8:30 a.m.-4:30 p.m., CST

Florida Regional Center: Financial Aid
 Email: FLfinaid@tiu.edu (flfinaid@tiu.edu)
 Phone: 954.382.6442
 Office Hours: Monday-Friday, 9:00 a.m. – 4:30 p.m., EST

Trinity Law School: Business Office
 Email: tlfinaid@tiu.edu (tlfinaid@tiu.edu)
 Phone: 714.796.7120
 Office Hours: Monday – Friday 9:00 a.m. – 5:00 p.m., PST

The Higher Education Act of 2008 (HEOA 2008) provides for the distribution of certain kinds of information to all enrolled students.

To view our consumer information, please visit our website (<http://www.tiu.edu/offices/student-financial-services/consumer-information>).

State of Illinois - Illinois Monetary Award Program (MAP)

Eligibility for this need-based grant for tuition and mandatory fee expenses is for Illinois resident students only based on the results of the FAFSA. Maximum award in 2020-21: \$5,340. For more information, visit the Illinois state website (<http://www.isac.org/home/map-matters/about.html>) for more information.

Federal Grants and Loans

Trinity participates in all Title IV financial aid programs offered by the U.S. Department of Education. By completing a FAFSA, you will be considered for federal aid programs such as the Pell Grant, Supplemental Educational Opportunity Grant, Federal Work-Study Program, and Direct Loan programs. Eligibility and availability of these federal aid programs is based upon academic program and campus location.

Certificate Studies: Students enrolled in a certificate program are not eligible to receive federal or state student aid funds.

Extension Sites: Students seeking a degree and enrolled at least half-time may be eligible to borrow funds through the Direct Student Loan Program.

Federal Grants for Undergraduate Students

Federal Pell Grant

Eligibility for this need-based grant for tuition and educational-related expenses is based on the results of the FAFSA. Grant amount varies. Maximum award in 2020-21: \$6,345.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Eligibility for this need-based grant for tuition and mandatory fees is based on the results of the FAFSA. Awards range from \$100 to \$1,400 per academic year. Limited funding, file FAFSA early.

Federal TEACH Grant (Deerfield Campus Only)

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. For more information, visit the TEACH Grant portion of the federal website. (<https://studentaid.ed.gov/sa/types/grants-scholarships/teach>)

FSAG Grant (Florida Regional Center Only)

The Federal Student Assistance Grant (FSAG) Program is a need-based grant program available to degree-seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating post-secondary institutions. Limited funding, first come first serve basis.

Student Loan Assistance

The terms of, the schedules for, and the necessity of loan repayment and required loan entrance (first-time borrowers) and exit counseling, and terms and conditions under which student loan deferments may be requested may be viewed on the federal student aid website. (<https://studentaid.ed.gov/sa/types/loans>)

Loan funds are intended to meet education-related expenses only. We encourage you to limit borrowing, not to exceed your educationally

related needs. Education-related expenses may include books and supplies, housing, food, childcare, and transportation.

A student/parent may view their personal student loan history and total indebtedness by logging into the National Student Loan Data System (<http://nslds.ed.gov>) through federal student aid website (<https://studentaid.ed.gov/sa/types/loans>). Please note that loan information will be submitted to NSLDS and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system

The University Academic Records Office must consider students at least half-time to qualify for Federal Student Loans.

Federal Direct Student Loans for Undergraduate and Graduate Students

A low-interest student loan; FAFSA completion is required. The borrower receives a six month grace period after graduation or when dropping below half-time status before repayment begins. The amount that a student may borrow is based upon grade level and academic program.

New borrowers are required to complete the following at www.studentloans.gov (<https://studentloans.gov/myDirectLoan/index.action>):

- Online Entrance Counseling
- Master Promissory Note

(If student has borrowed at a previous institution and are a new student at Trinity, you are only required to complete a new Master Promissory Note)

Federal Direct Parental Loan to Undergraduate Students (PLUS)

A low-interest loan that parents borrow on the dependent student's behalf. FAFSA completion is required to determine eligibility. Repayment begins within sixty days after the loan is fully disbursed. Parents may elect to defer repayment until six months after the student graduates or drops below half-time enrollment. A parent may apply for a loan amount up to the Cost of Attendance (COA) less any other financial aid. We encourage parents to borrow only the amount needed to cover educationally related expenses. For more information and to apply visit www.studentloans.gov (<https://studentloans.gov/myDirectLoan/index.action>).

For applicants with adverse credit: You may still be eligible for a Parent PLUS loan if initially dismissed. Visit the FSA website (<https://studentloans.gov/myDirectLoan/whatYouNeed.action?page=credit>) for more information.

Federal Direct Graduate PLUS Loan

The Federal Direct Graduate PLUS loan is a low-interest loan that graduate students may borrow on their own behalf. FAFSA completion is required to determine eligibility. Repayment begins within sixty days after the loan is disbursed or may be deferred until six months after the student graduates or drops below half-time status.

A student may apply for a loan amount up to the Cost of Attendance (COA) less any other financial aid. We encourage students to borrow only the amount needed to cover educationally related expenses. For more information and to apply visit www.studentloans.gov (<https://studentloans.gov/myDirectLoan/index.action>).

Trinity Law School Students: Please refer to your award letter for maximum amounts.

In addition to the Grad PLUS Loan application, new borrowers are required to complete the following at www.studentloans.gov (<https://studentloans.gov/myDirectLoan/index.action>):

- Online Entrance Counseling
- Grad Master Promissory Note

For applicants with adverse credit: You may still be eligible for a Grad PLUS loan if initially dismissed. Visit the FSA website (<https://studentloans.gov/myDirectLoan/whatYouNeed.action?page=credit>) for more information.

Bar Study Loans

Creditworthy JD students or those with a creditworthy cosigner may be eligible for bar study loans, which are private educational loans that can be used to cover the costs associated with bar preparation courses and bar exam expenses. Different lenders have varying requirements, interest rates, and borrowing limits. Generally, the maximum loan is \$15,000.

Bar study loans should be researched, applied for, and procured entirely by the student; they are not considered part of your financial aid package. This means the loans will be sent to the borrower directly, not through Trinity.

The following links will take you to common bar loan lender websites:

- Sallie Mae (<https://www.salliemae.com/student-loans/bar-study-loan>)
- Discover (<https://www.discover.com/student-loans/bar-exam-loans.html>)
- PNC (<http://www.pnconcampus.com/studentloanguide/privateloans/barstudy>)

Veteran's Benefits

Trinity courses are approved for the training of veterans. Students who intend to apply for benefits should contact the appropriate VA certifying official indicated below.

For more information regarding veteran's benefits, please visit www.vba.va.gov (<http://benefits.va.gov/benefits>).

VA Certifying Official by Campus Location:

Deerfield Campus Certifying Official: Nicole Kelleher
Phone: 847.317.7061
Email: nekelleher@tiu.edu

Florida Regional Center Certifying Official: Dennis Martinez
Phone: 954.382.6461
Email: dhmartinez@tiu.edu

Trinity Law School Certifying Official: Jennifer Tracy
Phone: 714-796-7120
Email: jtracy@tiu.edu

Standards of Progress

An enrolled student receiving VA education benefits is subject to all established regulations as outlined in the Code of Federal Regulations. As such, a student receiving VA benefits must meet the satisfactory academic standards established by the university to continue receiving benefits. For more information, please review the appropriate pages

within this section of the catalog, titled Satisfactory Academic Progress (p. 58). Please note that the veteran will be held to the pass/fail course threshold specific to their campus of attendance/academic program:

Trinity College (p. 82)

Trinity Evangelical Divinity School (p. 307)

Trinity Graduate School (p. 446)

Trinity Law School (p. 518)

Florida Regional Center (p. 566)

Transfer Credits

In accordance with the Standards of Progress CFR 21.4253(b)(3), Trinity maintains a written record of previous education and training of the veteran or eligible person which clearly indicates that appropriate credit has been given by the school for previous education and training, with the training period shortened proportionately. The record is cumulative in that the results of each enrollment period (semester) must be included so that it shows each subject undertaken and the final result, i.e., passed, failed, incomplete or withdrawn.

In order to appropriately evaluate transfer credits, all veteran's benefits recipients must provide Trinity with official transcripts for all prior education without exception.

Withdrawal Policy

Veteran students (i.e. any VA benefit recipient) must notify the Trinity Certifying Official (SCO) of any changes to their enrollment. If a veteran student withdraws from a course, the corresponding certification will be terminated and the effective date/last date of attendance will be reported accordingly. Depending on the circumstances, a withdrawal will likely result in an overpayment of VA benefits. If an overpayment is created by the withdrawal, the veteran student will be notified in writing by the VA's Debt Management Center (DMC). The veteran student is required to send via fax, e-mail, or mail a copy of the DMC notice to the TIU School Certifying Official. This enables Trinity to comply with the VA balances and credit the student's account where appropriate. This is applicable to student initiated withdrawals, administrative withdrawals, individual course withdrawals, and withdrawals from the program. Contact the SCO for more information.

Trinity College Scholarships and Grants

The financial aid office determines Trinity scholarship and grant assistance for new students using FAFSA information, along with the information provided during the admission application process. A FAFSA is not required, however, a student cannot be considered for any need-based aid without the submission of this application.

Please Note:

- Eligibility for Trinity-based scholarships and grants is determined at the time of admission as a first-time freshman or as a new incoming transfer student (unless otherwise specified) and is based on the current awards available at the time of admission. If a new Trinity scholarship is implemented at a later point, currently enrolled students will not be considered for the awards. Students will continue to receive the scholarships they have been awarded each academic year as long as they are still meeting any required criteria to maintain the awards.

- A student must be enrolled full-time each semester in a degree-seeking program in order to maintain Trinity scholarship eligibility.

Trinity College Scholarships include:

- Merit-based
- Academic
- Ability-based
 - Leadership
 - Music
 - Athletic
- Church Partnership
- EFCA Ministry Family
- Timber-lee
- AWANA
- Church Match
- Endowed and Annual
- Waybright International
- Other Non-Merit based

TEDS & TGS Scholarships and Grants

For consideration of TEDS and TGS scholarships and grants, students are encouraged to complete the appropriate scholarship application:

- New students: Submit the following application prior to the start of their first semester, Scholarship Application for Incoming Students (<http://divinity.tiu.edu/admissions-financial-aid/scholarship-aid/apply-for-aid/graduate-financial-aid-application>).
- Continuing students: Submit the following application annually in the spring semester, TEDS/TGS Returning Financial Aid Application (http://www.formstack.com/forms/tiu_forms-returning).

Additional information concerning the various grants and scholarships offered by Trinity, including the application, can be found on our website (<http://divinity.tiu.edu/admissions-financial-aid>).

All Trinity scholarship opportunities indicated on this page are designed specifically for Divinity School and Graduate School students pursuing a degree on the Deerfield Campus or via TEDS online. Extension Site students are not eligible for Trinity scholarship consideration, and are therefore not required to complete the Trinity scholarship application. Most scholarships and grants are not available during the summer term.

Financial aid is available to part-time students. Students who are enrolled at least half-time (5 hours) will be eligible to receive institutional financial aid on a pro-rated schedule:

Hours Per Semester	Scholarship Amount
10 or more hours, master's level	100%
9 or more hours, doctoral level	100%
5-9 hours, master's level	50%
5-8 hours, doctoral level	50%

Please note that certain courses/credits cannot be included in the hours needed to achieve half-time or full-time status for purposes of calculating Trinity scholarship eligibility. Extension site courses are charged at a reduced rate, thus these courses cannot be combined with regularly priced courses to establish TIU scholarship eligibility.

TEDS & TGS Scholarships include:

- Merit-based
- Academic
- Leadership
- Carl F.H. Henry
- Mosaic Ministries
- EFCA Church Planting
- Chaplaincy
- Global Impact
- Waybright International
- Church Partnership
- Church Match
- Endowed and Annual
- Ministry Rebates

Doctoral Scholarships include:

- Merit-based
- Leadership
- Fellowships

Florida Regional Center Scholarships and Grants

Florida State Grants

ABLE Grant

The Access to Better Learning and Education (ABLE) Grant Program provides tuition assistance to Florida undergraduate students enrolled in degree programs (Christian Ministry degree not eligible). A student must be full-time. Annual amounts vary per academic year (*based on availability of funds at Trinity*).

Bright Futures Scholarship

The Florida Bright Futures Scholarship Program offers three types of scholarship awards- The Florida Academic Scholars award (FAS), the Florida Medallion Scholars award (FMS), and the Florida Gold Seal Vocational Scholars award (GSV). Visit the state website (<http://www.floridastudentfinancialaid.org/SSFAD/bf>) for more information.

Florida Work experience Program (FWEP):

The Florida Work Experience Program (FWEP) is a need-based program providing eligible Florida students work experiences to complement and reinforce their educational and career goals. For more information, please visit the Florida state website. (<http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm>)

Florida Regional Center Scholarships

Ministry Rebate Scholarship

This scholarship is available only to students enrolled in Trinity Graduate School and TEDS programs. The Ministry Rebate Scholarship provides a discount of \$100.00 per credit hour (up to \$900.00) for TIU-Florida graduate and divinity school students whose primary source of income is directly from work in Christian ministry.

Youth for Christ Scholarship

This is a private scholarship given to students who can work a minimum of 5 hours per week with Miami Youth for Christ ministries. All locations are located in south Miami. Preference will be given to first year students

pursuing degrees in Christian Ministry. A 50% scholarship will be awarded per semester. (Based on availability of funds at Trinity).

Trinity Law School Scholarships and Grants

Prospective students should contact their Admissions Counselor to discuss what scholarships they may be eligible for. Individuals who have been dismissed from a law school are not eligible for merit-based scholarships. Visit our website (<https://tls.edu/aid>) to view more information regarding our financial aid options and steps to apply.

Dean's Scholarships

A limited number of full-tuition scholarships, some of which include additional stipend, are being offered by Trinity Law School to qualified students of high academic caliber and personal excellence who seek to serve in the practice of law. Applicants must have an LSAT score in the 50th percentile or higher (152-180) to be considered. Stipend consideration begins at the 60th percentile. This scholarship is renewable if specific academic requirements are maintained each semester.

Dean's partial-tuition scholarships are awarded to incoming law students based upon academic excellence and LSAT performance. Applicants must have an LSAT score in the 40th percentile or higher (149-151) to be considered. This scholarship is renewable if specific academic requirements are maintained each semester.

Justice Scholarship

This scholarship is awarded to incoming students based upon academic excellence and LSAT performance. This scholarship is renewable if specific academic requirements are maintained each semester. Applicants must have an LSAT score above the 30th percentile (146-148) to be considered.

Non-Merit Based Scholarships

Christian College Scholarship

In order to minister to graduates and employees of Christian colleges and universities, Trinity Law School is offering a scholarship worth 50 percent of the cost of tuition for the entire three-year law school degree to any graduate from a regionally accredited Christian college or university that is a member of the North American Coalition for Christian Admission Professionals and meets the requirements for admission to Trinity's regular JD program. This scholarship also applies to the immediate family members of the employees at these colleges and universities.

Evangelical Free Church Scholarship

Trinity Law School is part of the Trinity International University family of schools; this family is part of the Evangelical Free Church of America. Because of this affiliation, as a voluntary service to the EFCA, Trinity Law School offers a scholarship worth 50% of the cost of tuition for the entire three-year law degree to the following: members of EFCA churches for at least one year, employees of EFCA churches, and immediate family members of full-time EFCA church or denomination employees. Candidates must also meet the requirements for admission into Trinity's regular JD program.

Founder's Scholarship

This scholarship honors the vision of Dr. John Warwick Montgomery, a renowned historian and lawyer; Dr. Harold Lindsell, a popular Bible scholar; and Dr. Walter Martin, a celebrated Christian apologist. Each desired to integrate law, human rights, and Christian apologetics into a single academic institution through the founding of Simon Greenleaf University (where Trinity Law School first began). This vision is continued

by awarding scholarships to students who demonstrate the desire to integrate law and theology.

Mephibosheth Scholarship

The Mephibosheth Endowed Scholarship Program is provided by the late Peter DeKorte of Hawthorne, New Jersey. Mr. DeKorte, a successful businessman who had a disability, established this scholarship fund for Trinity Law School out of gratitude to the Lord for all He had done for him. Recipients of this scholarship must have a physical or sensory impairment that is likely to continue indefinitely. Recipients may be eligible for renewal each year if they maintain specific academic requirements. Preference will be given to those who have an impairment that makes employment during the academic year less likely. Click here (<https://tls.edu/aid>) for more information about the Mephibosheth Scholarship.

Grants

Public Service Grants

These grants are awarded to first-year law students demonstrating a commitment to public and community service. Examples of grant recipients may include pastors and their families, or law enforcement personnel, as well as applicants with significant volunteer involvement in their community.

Community College Grants

These are awarded to AA or AS graduates of California community colleges who have not yet earned a bachelor's degree and who are beginning their first year of law study. Employees of California community colleges who work 20 or more hours per week are also eligible to receive this award upon verification.

Church Match Scholarship

If a church donates funds towards your education, Trinity Law School will match the donations each academic year. Certain restrictions apply (talk to your admissions counselor for more details).

Satisfactory Academic Progress

Deerfield and Florida (FRC) Satisfactory Academic Progress Policy

Trinity International University is required by federal regulation to apply both qualitative and quantitative standards when measuring academic progress to determine financial aid eligibility. These standards apply to all students who receive institutional, state, and federal Title IV funds administered by the university. Federal Title IV programs include Direct Loans, federal Perkins Loans, and federal Work-Study.

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

1. Qualitative Standards of Academic Progress

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

Hours Attempted ¹	Cumulative GPA
Freshman	1.6 CGPA
Sophomore	1.8 CGPA
Junior	2.0 CGPA
Senior	2.0 CGPA
EXCEL, FRC	2.0 CGPA
Graduate Programs, TEDS & TGS	2.0 CGPA

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

2. Quantitative Standards of Academic Progress or PACE

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

- Credit hours transferred from another institution that are accepted toward the student's educational program must be counted as both attempted and completed hours.
- Course incompletes and withdrawals will count toward "hours attempted" and will negatively affect PACE.
- Successful retaking of a course may improve PACE.
- Administrative Withdrawals will NOT count towards "hours attempted" and will NOT affect PACE.

Failure to Meet the Satisfactory Academic Progress Standards

1. Financial Aid Warning

Student records are reviewed after each semester. Students who fail to meet either the qualitative or quantitative standards are placed on Financial Aid Warning for one semester. During the semester

of Financial Aid Warning, the student continues to be eligible to receive financial aid.

2. Financial Aid Suspension

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

3. Financial Aid Appeal

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

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

An appeal may be approved only if the school:

- Has determined that the student will be able to meet SAP standards after the subsequent payment period, or
- Develops an academic plan with the student that, if followed, will ensure that the student is able to meet SAP standards by a specific point in time.

Change in major. On a case-by-case basis, as part of the appeal process, we will permit that for students who change majors, credits and grades that do not count toward the new major will not be included in the satisfactory progress determination.

A student who submits a financial aid appeal will be notified in writing of the results of the appeal. A successful appeal results in one semester or specified time period of *Financial Aid Probation*.

4. Financial Aid Probation

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

Trinity Law School Satisfactory Academic Progress Policy

Trinity Law School is required by federal regulation to apply both qualitative and quantitative standards when measuring academic progress to determine financial aid eligibility. These standards apply to all students who receive state and federal Title IV funds administered by

the law school. Federal Title IV programs at Trinity Law School are the Direct Unsubsidized and Grad Plus Loans.

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

1. Qualitative Standards of Academic Progress

Financial aid recipients are governed by the performance standards of the school or college in which they are enrolled. In order to maintain financial aid eligibility, students must maintain a 2.0 cumulative grade point average.

- Credits transferred in, Incompletes and Course Withdrawal will not count toward the cumulative GPA average
- Successful retaking of a course may improve the Cumulative GPA average.

2. Quantitative Standards of Academic Progress

Financial aid recipients are expected to complete a degree within 150% of the expected rate of completion. The Department of Education dictates that the student must successfully complete attempted coursework at a specified pace. Pace is defined as the number of cumulative successfully completed credit hours divided by the cumulative number of credit hours attempted.

- Credit hours transferred in from another institution that are accepted toward the student’s educational program must be counted as both attempted and completed hours
- Course Incompletes and Withdrawals will count toward ‘hours attempted’ and will negatively affect pace
- Successful retaking of a course may improve pace

To comply with additional timing requirements, students are to adhere to the following pace guides to be in compliance both with federal and CBE requirements regarding academic progress.

Rule	When
Student will not be permitted to complete more than 40 units	Within the first 12 months of study
Student will not be permitted to complete more than 70 units	Within the first 24 months of study
A candidate for the J.D. degree must complete his or her studies	No earlier than 32 month and no later than 60 months after the student has commenced law study at Trinity Law School, or a school from which the law student has transferred credit.
Students must successfully complete the prescribed program of 90 units of study	Within 5 years
A student must file a petition with the Registrar	A student must file a petition with the Registrar If the student will take longer than 60 months to complete the J.D. degree

Academic Plans

Academic plans are prescribed upon admission for all new students based on their status as full or part time, and taking into consideration

personal factors such as home life, work schedule, commute to campus, etc.

These plans are agreed upon by the student and a formal contract is sent through echo-sign and signed by the student and Director of Academic support. These plans all meet the requirements for SAP at Trinity Law School.

To change an academic plan for any reason will require a meeting with the student’s advisor and re-approval by academic support.

Failure to Meet Satisfactory Academic Progress Standards

1. Financial Aid Warning

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

2. Financial Aid Termination

Failure to achieve Satisfactory Academic Progress at the end of the Warning Semester or Probation semester results in **Financial Aid Termination**. Once financial aid is terminated, students are no longer eligible to receive federal or institutional financial aid. This would not preclude a student from paying tuition out of pocket or securing a private student loan.

3. Financial Aid Probation

A student on Financial Aid Probation may receive federal financial aid funds for one semester. At the end of the Probationary semester, the student must meet Satisfactory Academic Progress standards in order to receive financial aid in subsequent semesters.

4. Financial Aid Appeal

Under certain circumstances, students who fail to meet SAP after the warning semester may submit a written appeal to the Financial Aid Department. The written appeal must include:

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

An appeal can only be approved if the school:

- Has determined that the student will be able to meet SAP standards after the subsequent payment period
- Develops an academic plan with the student that, if followed, will ensure that the student is able to meet SAP standards by a specific point in time.

Official University Policies

A comprehensive list of TIU policies can be found on myTIU (https://my.tiu.edu/ICS/Administrative_Resources/University_Policies.jnz).

Academic Integrity

The community at Trinity International University promotes a commitment to integrity in all areas of life. Academic integrity is essential in the search for and promotion of truth. This pursuit of truth, while being an important goal in itself, is integral to other essential beliefs foundational to the Trinity community:

1. all individuals, being in the image of God, are to be respected for their intellectual contributions;
2. the use of one's God-given talents is the responsibility of every individual, and, for the Christian, excellence is a sacrifice to the Lord Jesus Christ to the glory of God; and
3. relationships within our community are to be nurtured in an environment of trust.

Therefore, plagiarism and cheating in any form will not be condoned within the Trinity community. Plagiarism, whether intentional or indirect, gives the impression that the words or ideas in a person's writings are one's own, whereas in reality they are taken from someone else's written or oral presentation(s), even when a reference to the original source is made in footnotes or bibliography. Cheating is an expression of fraud and deception, as students give the impression of doing better on assignments, quizzes or exams than they deserve.

Plagiarism and cheating have a negative effect on the Trinity community in that they do not promote truth, they break the relationship of trust, they do not encourage the individual to develop his or her creative talents, and they erode the moral fiber so vital in an academic community. For a further description, see the *Student Handbook*.

Any student who breaks the standard of academic integrity by cheating or plagiarism will be dealt with severely by the faculty and staff and will be reported to the Dean of Students. The result may be failure of the course, expulsion from the institution, or a revocation of a degree already granted by Trinity.

Acceptable Use Policy Summary for Technology and Telecommunication Systems

The following summarizes major points contained in the Acceptable Use Policy (https://my.tiu.edu/ICS/Portlets/ICS/Handoutportlet/viewhandler.ashx?handout_id=b30dc30e-0efb-4f95-9483-6259ec93a2af). Students are responsible for abiding by the complete text contained within the "Terms and Conditions for University Technology and Telecommunications Systems—Acceptable Use Policy." For the complete text, please visit MyTIU> Administrative Resources>University Policies. This policy supersedes all other policies and applies to all individuals with respect to the acceptable use of university networks, phone systems, computer systems, and technology.

The university network and systems are to be used primarily for activities related to the educational mission of the university. Personal use of the network is limited to e-mail and browsing web pages, providing such use complies with these terms and conditions and does not, at the university's discretion, utilize excessive capacity of resources, or in the

case of employees, interfere with the employee's work. For any other personal use, written approval is required from the Student Life Office.

Computer login and phone PIN (Personal Identification Number) account holders are responsible for any activity originating from their accounts. Your computer and account may be used:

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

Official notifications made by university offices are increasingly made using e-mail, rather than by paper memos sent through the university mail services. E-mail used for such notifications will be delivered to the recipient's university e-mail account. **Employees and students are expected to read their university e-mail and are strongly encouraged to use their university e-mail accounts for all communication within the university to ensure reliable and secure delivery.**

University personnel can and will access files when necessary for maintaining the university network and computer systems. Every effort will be made to respect the privacy of user files, and the contents of user files will be examined only when it is required by law or by the policies of the university.

Individuals may not use university computers, networks, system resources, and phones:

- For commercial or business purposes
- For accessing or distributing defamatory, abusive, obscene, sexually oriented/ pornographic, threatening, racially offensive or illegal material. Any access to such materials by way of the university internet connection will be blocked, logged, and reported
- For any activity which interferes or inhibits the use of the network or university systems by others
- To connect non-authorized private networks. University networks may not be modified, extended, or used in any manner that violates a federal, state, or local law or a university policy

Additionally, individuals may not use university computers, networks, and system resources:

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

Students and employees who do not comply with the "Terms and Conditions for University Technology and Telecommunications Systems—Acceptable Use Policy" are subject to disciplinary action. The university reserves the right to cooperate fully with local, state, and federal officials in investigations relating to information accessed or distributed using university computing systems, the university network, the university phone system, or the university internet connection.

Auxiliary Aids and Services for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is the policy of Trinity International University to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The Associate Dean of Students assists students with disabilities in obtaining auxiliary aids and services and in consultation with the faculty member(s) involved assists students with disabilities by making academic adjustments. Academic adjustments are determined on a case-by-case basis and are subject to review by the Dean.

It is the policy of the Trinity International University as outlined by the ADA to require from the students supporting diagnostic test results and professional prescriptions for auxiliary aids and services, particularly for those students with hidden disabilities. Documentation for medical/physical disabilities may be satisfied by a physician's statement that includes, but is not limited to, description of the disability and the limitations it poses for the student. Documentation for hidden disabilities, such as specific learning disabilities, poor hearing, or impaired vision, may include the results of medical, psychological, or emotional diagnostic tests, or other professional evaluations to verify the need for auxiliary aids, services, or academic adjustments.

For students with specific learning disabilities, the following is considered reasonable documentation:

- 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.
- 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.
- 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.
- It must include test results for the following characteristics: intelligence, vocabulary, reading rate, reading comprehension, memory, and processing skills. The diagnosis must conform to federal and state regulations.

Students with disabilities who believe that their request for auxiliary aids, services, or academic adjustments have not been appropriately addressed by the ADA Coordinator, should direct their concerns to the Vice President for Student Life or, in his or her absence, to the Provost.

Copyright Policy

The Copyright Permissions Act of 1976 as it may have been or will be amended from time to time requires that permission to reproduce copyrighted materials be obtained from the copyright owner except under very limited circumstances. Faculty, staff, and students of Trinity

are expected to comply with the provisions of the state and federal intellectual property laws, such as the Copyright Act. Procedures for obtaining copyright permissions for course materials have been established and should be followed. Copies of this procedure and other information explaining the Copyright Permissions Act as it pertains to copying both course materials and material for personal use are available through the Dean's Office.

Drug-free Environment

Trinity is committed to the maintenance of a drug-free environment. We believe that the implementation of a drug-free environment is for the protection of students and employees of Trinity, and we have established the following policy designed to maintain such an atmosphere:

1. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited on the campus in general.
2. Employees or students found to be in violation of a drug-free environment will be subject to appropriate action, including termination or expulsion.
3. If individuals become aware of a violation of this policy, they are encouraged to report it to the Dean of Students immediately so that the matter can be investigated promptly.

Family Educational Rights and Privacy Act of 1974

The purpose of the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380) is to ensure access to educational records for students and parents while protecting privacy of such records and to control the careless release of educational information.

In accordance with requirements established by the Act also commonly known as the "Buckley Amendment," Trinity International University hereby provides notice of intention to comply fully with the Act and also provides notice to students of their rights under the Act.

In general, the purpose of the Act is to give presently or formerly enrolled students access to their individual educational records maintained at Trinity and to protect such students' right to privacy by limiting the transfer of their records without their consent. "Educational records" are defined as those records, files, documents, and other materials directly related to a student that are maintained by Trinity, or by a person acting for Trinity, in the normal course of business. The Records Office has a full copy of the Act should you desire to review it in full.

The Act clarifies that an institution is not required to grant access to students to certain materials, including the following:

Private notes and other materials created by Trinity's personnel, provided they are not revealed to another individual.

1. 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).
2. 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, e-mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance, participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.

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:

1. 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:
 - a. Other university officials, including faculty, who have legitimate educational interests
 - b. 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
 - c. 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

- d. Those who serve in connection with the student's application for, or receipt of, financial aid
- e. 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
- f. 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
- g. 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
- h. To parents of a dependent student as defined in Section 152 of the Internal Revenue Code
 - i. To comply with a judicial order or lawfully issued subpoena, subject to the notice provisions of the law
 - j. In connection with a health or safety emergency
 - k. Information that has been designated as "directory information"
 - l. To the parent of a student who is not an eligible student or to the student
 - m. 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
2. 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.
3. 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.
4. Student may inspect material belonging to their education record solely at the office that is responsible for maintaining such information. Any Trinity employee may require that the student inspect that record only in the presence of the professional or staff person qualified to assist in interpreting the information.

Each Trinity department has the ultimate responsibility for establishing appropriate procedures; however, each Trinity department has been instructed to ask that the student's request be made in writing and, where appropriate, in person. On request, students may be required to identify themselves in filing a request prior to having access to their records. The student is obligated to examine the record during reasonable hours at the place the record is maintained and not to interfere with the operation of the office in which the record is being maintained. Under the Act, the

school has forty-five days from the time of request until it must comply with the request.

Copies of records accessible to students shall be transmitted to the student upon payment of the established fee for issuing such copies. The Act does not preclude the school's right to destroy any records if not otherwise precluded by law, unless prior to destruction the student has requested access. In fact, there is general encouragement to reduce the number of records so that destruction of records is consistent with the spirit of the law.

****Notice**** As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records – including your Social Security Number, grades, or other private information – may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Firearms, Weapons, and Explosives

Possession of firearms, weapons, or explosives on campus is not permitted. Students who are found in possession of any type of firearm, weapon, or explosive are subject to immediate dismissal from the institution. This includes, but is not limited to, BB guns, paint ball guns, air-soft pellet guns, bows and arrows, ammunition, sling blades of more than four inches (excluding cutlery manufactured for cooking purposes for apartment residents), toy guns, and any other weapon of any kind or imitation thereof that could be used to cause fear or injury to another person.

Grievance Procedure for Discriminatory and Sexual Harassment Complaints

It is the policy of Trinity International University not to discriminate on the basis of age, disability, color, national origin, race, or sex in student admission and recruitment, educational policies, scholarship and loan programs, employment, and school-administered programs in accordance with applicable laws. It is Trinity's intent to comply with both the letter and the spirit of Title IX of the 1972 Education Amendments, of Title VI of the Civil Rights Act of 1964, of Section SOL of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. In compliance

with these provisions, we have established a set grievance procedure to be followed should a discriminatory or harassment situation occur. The Student Life Office has available for all students a written copy of the official grievance procedures to be followed and will be glad to assist students having questions or concerns regarding such matters.

Human Rights in Research

Trinity is concerned with the moral responsibilities involved in the rights and welfare of human subjects in all research, class projects and related activities. This concern includes the protection of rights to privacy, the need for informed consent, protection of confidential data, and protection against physical, psychological, spiritual, social and legal risks. The safeguarding and confidentiality of records and data collected on individuals and groups, the use of such data by the investigator conducting the original research or by other investigators, and the use of the data at a later time are all within the scope of this policy.

To protect the rights of all human subjects in research carried out by Trinity faculty, staff, and students and to meet the standards required by governmental agencies, the institution has developed a Human Rights in Research policy and protocol that must be followed in conducting all research. Program handbooks contain the policy and procedures used for implementation.

Immunization Requirements

These requirements are designed to prevent the introduction and spread of vaccine-preventable diseases on our campus and the surrounding community. For more information regarding immunizations, contact the Health Services Office (Health@tiu.edu) or go to Health Services (<https://my.tiu.edu/services/counseling-and-health>) on MyTIU.

Posters and Notices

Students are permitted to post items (notices, advertisements, etc.) in designated locations on campus only if the posted item receives an approval stamp. To get an item approved for posting on the graduate side of campus, contact the Student Life Office.

Referenda and Petitions

Students wishing to initiate petitions or referenda are to work with the Dean of Students and the Student Government Association. All referenda and petitions must be submitted to the Dean of Students and approved by the University Leadership Team before being distributed or circulated. All items posted on campus by student must be approved and stamped by the Student Life Office.

Soliciting

No soliciting is permitted on campus and violations of this should be reported to the Dean of Students.

Student Loan Program Code of Conduct

Trinity International University (TIU) has adopted a Code of Conduct, in compliance with sec 487(a) (25) of the HEA of 1985.

The goal of the TIU Office of Student Financial Services is to provide the highest quality service in the most efficient and timely manner possible, while upholding the mission of the institution, and acting in a matter with the integrity of a Christian institution. We willingly adhere to the following "Code of Conduct." All officers, employees and agents of Trinity International University willingly agree to adhere to the Code of Conduct.

- **TIU will not enter into a revenue-sharing agreement with any lender. A “revenue-sharing arrangement” is defined to mean any arrangement made between an institution and a lender under which the lender makes Title IV loans to students attending the institution (or to the families of those students), the institution recommends the lender or the loan products of the lender and, in exchange, the lender pays a fee or provides other material benefits, including revenue or profit-sharing, to the institution or to its officers, employees or agents.**

TIU embraces a ban on the employees of the university receiving gifts from a lender, guaranty agency or loan servicer. No officer or employee of the TIU Office of Student Financial Services, (or an employee or agent who otherwise has responsibilities with respect to educational loans) will solicit or accept any gift from a lender, guarantor, or servicer of education loans. A “gift” is defined as any gratuity, favor, discount, entertainment, hospitality, loan, or other item having monetary value of more than a de minimus amount. However, a gift does not include

1. a brochure, workshop, or training using standard materials relating to a loan, default aversion, or financial literacy, such as a brochure, workshop, or training;
2. food, training, or informational material provided as part of a training session designed to improve the service of a lender, guarantor, or servicer if the training contributes to the professional development of the institution’s officer, employee or agent;
3. favorable terms and benefits on an education loan provided to a student employed by the institution if those terms and benefits are comparable to those provided to all students at the institution;
4. entrance and exit counseling as long as the institution’s staff are in control of the counseling and the counseling does not promote the services of a specific lender;
5. philanthropic contributions from a lender, guarantor, or servicer that are unrelated to education loans or any contribution that is not made in exchange or advantage related to education loans;
6. State education grants, scholarships, or financial aid funds administered by or on behalf of a State.

TIU embraces a ban on contracting agreements. No officer or employee of the university (or agent who otherwise has responsibilities with respect to education loans) will accept from a lender, or an affiliate of any lender, any fee, payment, or other financial benefit as compensation for any type of consulting arrangement or contract to provide services to or on behalf of a lender relating to education loans.

TIU embraces a prohibition against steering borrowers to particular lenders or the delay of loan certifications. For the first time borrower, TIU will not assign, through the award packaging or other methods, the borrower’s loan to a particular lender. In addition, TIU will not refuse to certify, or delay the certification, of any loan based on the borrower’s selection of a particular lender or guaranty agency.

TIU embraces a prohibition on offers of funds for private loans. TIU will not request or accept from any lender any offer of funds for private loans, including funds for an opportunity pool loan, to students in exchange for providing concessions or promises to the lender for a specific number of Title IV loans made, insured, or guaranteed, a specific loan volume, or a preferred lender arrangement. An “opportunity pool loan” is defined as a private education loan made by a lender to a student (or the student’s family) that involves a payment by the institution to the lender for extending credit to the student.

TIU bans the use of staffing assistance from lenders. TIU will not request or accept from any lender any assistance with call center staffing or Office of Student Financial Services staffing, except that provided by a lender that involves professional development training, educational counseling materials (as long as the materials identify the lender that assisted in preparing the materials), or staffing services on a short-term, nonrecurring basis during emergencies or disasters.

TIU adopts a ban on advisory board compensation. An employee of TIU who serves on an advisory board, commission, or group established by a lender or guarantor (or a group of lenders or guarantors) is prohibited from receiving anything of value from the lender, guarantor, or group, except for reimbursement for reasonable expenses incurred by the employee for serving on the board.

Title II Information

For Title II information, you may access the TIU website’s consumer information section. (<http://www.tiu.edu/offices/student-financial-services/consumer-information/>) under the Teacher Preparation Program Report – Title II.

Vehicles

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

VA Benefits

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student’s enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Academic Calendar

Reference should be made to the current *Academic Handbook* or to the University Calendar (<http://events.tiu.edu/calendar/?calendars=3>) on MyTIU and the TIU website for specific dates and deadlines for registration, thesis submission, comprehensive exams, graduation requests, adding/dropping classes, and special seminars and lectures.

Current Year is 2020-21. Next Year is 2021-22.

Calendar Item	Current Year	Next Year
TLS Fall Registration Begins	July 22	July 21
TIU Florida - Undergraduate first day of classes	July 1	July 1
Deerfield Campus - New Student Athletic Orientation	August 10	August 9
TLS Fall Orientation	August 15	August 14
Deerfield Campus - New Student Orientation	August 21-25	August 19-24
Deerfield Campus - TC International New Student Orientation	August 18	August 17
Deerfield Campus - TEDS International New Student Orientation	August 21	August 20
Deerfield Campus - Faculty workshop	August 19-21	August 18-20
TLS First day of Fall Classes	August 24	August 23
Deerfield Campus - First day of Fall classes	August 26	August 25
Convocation	August 26	August 25
TIU Florida - Graduate first day of classes	End of August	End of August
Labor Day holiday (no classes)	September 7	September 6
Deerfield Campus - End Quad A	October 14	October 13
Deerfield Campus - Fall break (no classes)	October 15-18	October 14-17
Deerfield Campus - Quad B begins	October 19	October 18
Day of Prayer (no classes)	October 27	October 26
Fall DMin Classes	November 4-7	November 2-5
TLS Thanksgiving Recess (no classes)	November 23-28	November 22-27
Deerfield Campus - Thanksgiving recess (no classes)	November 25-30	November 24-29
TIU Florida - Thanksgiving Recess	November 22-23	November 21-22
Deerfield Campus - Last day of classes	December 11	December 10
Florida Regional Center - Last day of Classes	December 15	December 14
TLS Fall Final Exams	December 8-19	December 7-18
Deerfield Campus - Semester exams	December 14-17	December 13-16
TEDS/TGS December Commencement	December 18	December 17
TLS Spring Registration Begins	December 9	December 8
TLS Spring Orientation	January 9	January 8
Deerfield Campus - January Term Week	January 2-7	January 6-12
TLS First day of Spring Classes	January 11	January 10
Deerfield Campus - First day of spring classes	January 13	January 12
Martin Luther King Day holiday (no classes for the Deerfield Campus)	January 18	January 17
Deerfield Campus - Quad A ends	March 3	March 2
Deerfield Campus - Spring break (no classes)	March 4-14	March 3-13
Spring DMin Classes	March 2-5	March 8-11
Deerfield Campus - Quad B classes	March 15	March 14
Day of Prayer (no classes)	March 24	March 23
TLS Easter Break	March 29 - April 3	March 28 - April 2
Deerfield Campus- Easter break, no classes	April 1-6	April 14-19
TLS Spring Finals Exams	April 27-May 8	April 26-May 7

Last day of classes	May 7	May 6
TIU Florida - Commencement	May 4	May 3
Deerfield Campus - Final exams	May 10-13	May 9-12
TEDS/TGS Commencement	May 14	May 13
TC Commencement	May 15	May 14
TLS Commencement	May 15	May 14
TEDS May Term Week	May 17-21	May 16-20
TC May term	May 18-Jun 4	May 17-Jun 3
TLS Summer Registration Begins	April 14	April 13
TLS First day of Summer Classes	May 17	May 16
Memorial Day Holiday (no classes)	May 31	May 30
Independence Day Holiday (TLS no classes)	July 5	July 4
TEDS Early Summer Session	May 18-June 26	May 24-July 2
TEDS Late Summer Session	July 6 - August 14	July 12 - August 20
TIU Florida - Last Day of Classes	June 30	June 30
Summer DMin Classes	July 20-23; 27-30	July 19-22; 26-29
TLS Summer Final Exams	August 3-14	August 2-13

General Academic Information

Course Numbering System

The alpha characters of a course number indicate the department or subject of study, the first numeric character indicates the academic level of the course:

- 100-400 Undergraduate Courses
- 5000-6999 Masters Courses
- 7000-7499 Advanced Master's Courses
- 7500-8999 Advanced Master's Courses or Doctoral Courses
- 9000-9999 Doctoral Courses

Academic Year and Semester Hour of Credit

The regular academic year is divided into two semesters of fifteen weeks each including the examination period. A semester hour of credit represents one class period (fifty minutes) per week, with two hours of preparation for each class period. During May term, semester hour credits are based on the same number of instructional hours as the regular school year.

Like the traditional college, adult undergraduate courses (both face-to-face and online) operate within a semester system. These courses are divided into six units each, and their learning outcomes are the same as those in the traditional college.

TIU Credit Hour Policy

A credit/semester hour is an amount of work represented by specific learning outcomes and is verified by evidence of student achievement that is an established institutional policy that reasonably approximates not less than

1. one hour (not fewer than 50 minutes) of in-class or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit. This accounts for approximately 700 minutes of in-class or direct faculty instruction and a minimum of 1,400 minutes of out-of-class student work for a total of approximately 2,100 minutes for one semester hour of credit; or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by TIU, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Grading

The following descriptions provide some guidance to the use of grades at Trinity. These descriptions are not precise and should not to be confused with the precision of grade point averages (GPAs), which reflect levels of program progress. GPAs for candidacy, graduation, and honors are stipulated by program and are noted under each program in the Catalog.

- "A" : outstanding work—superior achievement of course objectives.
 "B" : good work—commendable achievement of course objectives.
 "C" : acceptable work—satisfactory achievement of course objectives.
 "D" : minimal work—marginal achievement of course objectives.

"F" : failure—unacceptable work. "F" is also assigned when a course is dropped after 50 percent course meetings.

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

Technology and Students

Most classrooms are equipped with LCD projectors, networked computers, DVD and VCR players, and other audio-visual equipment. Students are given MyTIU password information and a Trinity e-mail account upon receipt of the tuition deposit in the admissions process and are expected to become familiar with and use their computer skills as part of the academic and student process. Education in the twenty-first century demands technology skills, including use of a computer for course assignments.

Transcripts and Records

Admissions documents are retained for an accepted student who does not enroll for two years and for those who enroll for a period of five years beyond the date of last attendance.

Academic records are retained permanently. Official transcripts bear the seal of the school and are distributed in a sealed envelope. They may be requested from the Records Office by presentation of the Transcript Request Form or a signed letter and will be sent directly to the student, to an institution upon request, or may be picked up in the Records Office. Unofficial transcripts are also available and may be faxed.

Allow seven business days for completion of transcript requests. Transcripts are not issued for students who have outstanding accounts unless payment arrangements have been made. Consult the Catalog or the Records Office for any minimal fees for transcripts.

TRINITY COLLEGE

A Message from the Dean

Trinity College, the undergraduate school of Trinity International University, is a great place for you to continue to develop into the person God wants you to be.

In your undergraduate education at Trinity, you will take courses that help you understand the content of the Bible and grow in your Christian faith. As you complete your foundational courses in what we call general education, you will study across the broad fields of human knowledge including the humanities, natural sciences, and human relationships (social sciences); develop your cultural and global perspectives; and build foundations for lifelong health and wellbeing.

As you focus on a specific field or major, which some students do as early as freshman year but all need to decide no later than the start of the junior year, you gain personal and professional competence in the discipline through courses taught by professors, not teaching assistants. You will get to know your professors personally in classes that are small enough to foster personal relationships as well as through office hours visits and even meals together in Hawkins Dining Hall. All majors include a professional experience where you will learn while doing in an internship or similar experience in your field.

Most importantly, a Christian perspective is infused in all your courses to help you learn to think critically and biblically in all areas of life.

This catalog details the specifics of your Trinity education, so you'll want to read it carefully. Though faculty advisors and others will support you along the way, you will want to explore the catalog yourself to understand the opportunities and expectations of your Trinity education.

Are you ready to get started? We're glad you're here and are eager to walk with you as develop personally and professionally through your Trinity College education.

Cordially,

Karen A. Wrobbel, EdD

Dean of Trinity College and Graduate School

About Trinity College

The Christian Engagement of Culture: Trinity in a Nutshell

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

Trinity College Purpose

The undergraduate program at Trinity International University prepares students to engage and influence their local and global communities through holistic Christ-centered liberal arts education.

To accomplish this, TIU, as an academic community, commits itself to distinctive objectives:

1. A Reasoned Belief in the Christ-Centered Focus of Truth

A belief that:

- Affirms a personal and loving God as source and sustainer of all created beings and values.
- Proclaims Jesus Christ as liberator and Lord of individual and corporate living.
- Appropriates Holy Scripture as God's direct and definitive self-disclosure.
- Discovers God's continual self-revealing activity in every aspect of nature, life, and knowledge.
- Provides illumination and significance to the quest for understanding in all its dimensions.
- Engages in open-minded inquiry as an appropriate response of love to God.

2. A Liberal Arts Approach to Learning

An approach that:

- Gives systematic exposure to the heritage of human experience.
- Sharpens the ability to form significant questions and sound judgments.
- Teaches consistency and comprehensiveness in thought and clarity, and coherence in expression.
- Cultivates appreciation for the beautiful, the imaginative, and the delightful; as well as empathy for the unlovely, the commonplace, and the tragic.
- Develops the human capacity to create, which reflects the creative power of God.

3. A Sustained Interest in Every Participant

An interest that:

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

4. A Purposeful Involvement in Contemporary Society

An involvement that:

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

5. A Serious Attempt to Encourage Career Potential

An attempt that:

- Applies formal instruction to issues of current importance.
- Offers guidance in the development of life-planning skills.
- Emphasizes a range of vocational possibilities more than specific occupational training.
- Promotes effective participation in the body of Christ.

6. A Creative Balancing of Tensions Inherent in the Educational Process

A balance that:

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

Personnel

Trinity College Academic Administration

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

Karen A. Wrobbel, EdD

Dean, Trinity College and Trinity Graduate School

Gregory C. Carlson, PhD

Associate Dean for Leadership Studies

Charles D. King, MM

Director, Division of Humanities

Kristin Lindholm, PhD

Director, Division of Social Science

Ruby L. Owiny, PhD

Director, Division of Education

Joyce A. Shelton, PhD

Director, Division of Science, Technology, and Health

Full-time Faculty and Administrators

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

Daniel Ayala, PhD, 2018

Assistant Professor of Computer Science

BS, Universidad de Puerto Rico
MCS, University of Illinois, Urbana/Champaign
PhD, University of Illinois, Chicago

Prior to coming to Trinity, Dr. Ayala was an assistant professor of Computer Science at Lewis University. Before that, he also worked as a Senior Researcher in Data Science for HERE Technologies, which was a division of Nokia during his time there. Most of his research interests are related to mobile data management and the design of algorithms and applications for improving urban transportation systems. He is currently pursuing a theological degree at Trinity Evangelical Divinity School and is interested in finding new ways in which Computer Science and Information Technology can support the work of God's Kingdom here on Earth.

Paul Bialek, 1995

Professor of Mathematics

BS, MS, PhD, University of Illinois at Urbana-Champaign

Dr. Bialek serves as chair of the Department of Mathematics and Computer Science. For his research, he translates works of the Swiss mathematician Leonhard Euler from Latin to English. Besides Latin, Dr. Bialek has studied Spanish, biblical Greek, biblical Hebrew, Chinese, and French. He has coauthored articles in *Convergence*, *Transactions of the American Mathematical Society*, *International Mathematics Research Notices* and *Canadian Mathematical Society Conference Proceedings*. Dr. Bialek is a member of the Mathematical Association of America, the Association of Christians in the Mathematical Sciences, the National Association of Parliamentarians, the Euler Society, and the Associated Colleges of the Chicago Area, for which he served as Co-Chair of the Mathematics Division in 2018-19. Since 2001, he has graded AP Calculus exams for the College Board. Prior to coming to Trinity, Dr. Bialek taught as a visiting assistant professor of mathematics at Westmont College in Santa Barbara, California. He also served as a mathematics instructor at the College of Wooster in Ohio and as a teaching assistant at the University of Illinois.

Gregory C. Carlson, 2007

Associate Dean for Leadership Studies

Professor of Leadership

BA, Grace University (Omaha)
MACE, Biola University Talbot School of Theology
PhD, University of Nebraska, Lincoln

Before Trinity, Dr. Carlson served as a pastor (13 years); dean of graduate studies and Christian education professor at Grace University (Omaha); and global training director for Awana Clubs International. Areas of research and teaching interest include leadership, teaching the Bible, educational ministry and family ministry. He has authored and edited a variety of books including *Understanding Teaching Creatively*, *Prompting Biblical Life-Change* (Evangelical Training Association) and *Rock Solid Teacher; Discover the Joy of Teaching Like Jesus* (Bethany). Dr.

Carlson is an associate instructor with Walk Thru the Bible and often speaks in ministry and leadership settings. Dr. Carlson is the Academic Director of the Emerging Leaders program and faculty mentor for the Advance BA/MDiv program.

Susan Corapi, 2015

Associate Professor of Education

BA, Wheaton College
MA, Denver Seminary
DipCS, Regent College (Vancouver)
MLS, Texas Woman's University
PhD, University of Arizona

Dr. Susan Corapi teaches literacy classes in the Division of Education. Her work is influenced by the years she spent teaching K-12 students in public and private schools, her experience as a youth services librarian in a public library, the networking she did to generate community support for literacy development, and the international perspectives she gained while living in four countries on three continents. Her research interests center around the use of global children's and adolescent literature to support the development of intercultural competence. She is also interested in teacher study groups as a form of professional development.

Chris Firestone, 1999

Professor of Philosophy

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

Dr. Firestone came to Trinity with experience in teaching and research in Hong Kong and Scotland. At Trinity, he has worked at developing the annual "Trinity Debates" through the Henry Center for Theological Understanding and at leading short-term outreach trips to Eastern Europe. His most recent books are *Kant and the Question of Theology*, co-edited with Nathan Jacobs and James Joiner (Cambridge University Press, 2016), *Persistence of the Sacred in Modern Thought*, co-edited with Nathan Jacobs (Notre Dame Press, 2012), *Kant and the Theology at the Boundaries of Reason* (Ashgate Publications Ltd., 2012) and *In Defense of Kant's Religion*, coauthored with Nathan Jacobs (Indiana University Press, 2008). In 2012, "Choice" selected *Persistence of the Sacred* as an "Outstanding Academic Title." In 2009, the American Philosophical Association nominated *In Defense of Kant's Religion* for "Book of the Year" and the American Academy of Religion nominated it for its prestigious "Textual Analysis Prize." Dr. Firestone was the winner of Trinity College's inaugural Regent's Prize for Teaching and Scholarship in 2007 and received the award again in 2018. He is a former member of the Executive Board of the Evangelical Philosophical Society, and a regular member/attender of the Society of Christian Philosophers, the American Philosophical Association, and the American Academy of Religion. Recent projects include teaching at the 360 Summer Leadership Institute and paper presentations for the AAR and EPS.

Lois C. Fleming, 1986

Associate Professor of English

BA, BA HONS, MA, University of Natal
MA, Wheaton Graduate School

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

Bradley J. Gundlach, 1999

Distinguished Professor of History

AB, Princeton University
 MA, Trinity Evangelical Divinity School
 MA, PhD, University of Rochester

Dr. Gundlach specializes in American intellectual, cultural, and religious history and also enjoys teaching broadly in world civilization, the philosophy and methods of history, and church history – having recently taken Trinity College students to Europe for the Western Cultural Heritage class and taught Reformation History and Theology for the Ambex program in Germany. He serves as director of the division of Humanities and as book review editor for *Fides et Historia*, the journal of the Conference on Faith and History. Dr. Gundlach is the author of *Process and Providence: The Evolution Question at Princeton, 1845-1929*, and is currently at work on a biography of Princeton theologian B.B. Warfield. Dr. Gundlach is the Director of the Division of Humanities.

Don Hedges¹, 1999**Dean of Strategic Initiatives****Professor of Music**

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

In recent years Dr. Don Hedges has served TIU as Associate Dean and Interim Dean of Trinity College and Trinity Graduate School. Previously he directed the Division of Humanities, chaired the Music Department, and taught in the areas of music theory, musical theater, and church music. Before coming to Trinity, Dr. Hedges served as Associate Pastor for Music and Worship at Richview Baptist Church in Toronto, Ontario, and taught music and Christian worship at North American Baptist College and Edmonton Baptist Seminary (Edmonton, Alberta).

Joshua R. Held, 2015**Assistant Professor of English**

BA, Trinity College
 MA, PhD, Indiana University

Dr. Held teaches all periods of British and American literatures, and his scholarship centers on the intersection of literature and religion in Renaissance England. He has published articles in *Studies in Philology*, *Christianity and Literature*, *Arthuriana*, and *The Henry James Review*. He is at work on a book that treats the evolving concept of the “conscience” in English Renaissance literature, with a focus on William Shakespeare and John Milton. Dr. Held is a 2009 honors graduate of Trinity College..

Chrystal Ho Pao, 2006**Associate Professor of Biology**

BA, University of California Berkeley
 PhD, Harvard University

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

publication record attests to the broad spectrum of her technical skills in human genetics and molecular biology.

Dori L. Karlesky, 1989**Associate Professor of Biology and Chemistry**

BS, Wheaton College
 PhD, Texas A&M University

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

Taek Kim, 2017**Assistant Professor of Graphic Design**

BFA Communication Design, Hongik University in South Korea
 MFA Visual Communication Design, the School of the Art Institute of Chicago

Taek Kim is a graphic designer based in Chicago who most recently worked at Thirst (3st.com), a collaborative design studio. He joined the Graphic Design faculty at Trinity College in the Fall of 2017. His work focuses on forming a visual narrative through typography and interactive spaces. Utilizing experimental communication methodology with multiple perspectives, Kim seeks unique formal expressions in his design process. Of late, he is working on issues related to marginalization and invisibility. Kim’s design works have been internationally recognized and a selection of his works is included in the permanent collections of the Joan Flasch Artists’ Books and Chicago Design Archive.

Charles D. King, 2014**Clinical Assistant Professor of Music**

BM, DePaul University
 MM, Northwestern University
 MEd, University of Illinois at Chicago
 MA, Wheaton College

Professor King began teaching at Trinity in 2014. Before that he was a pastoral minister of music, at Berean Baptist Church (Burnsville, Minnesota) and College Church in Wheaton, (Illinois). He holds masters degrees in Music History (Northwestern University), Educational Studies (University of Illinois at Chicago), and Historical Theology (Wheaton College). He taught various musical subjects as an adjunct lecturer at Wheaton College, the College of DuPage, and Trinity. His theology thesis combines musicology, theology, and practical musical-liturgical studies. At TIU he teaches music history, worship and music, music fundamentals, music appreciation, and world music, supervises church music interns, and directs the Trinity Concert Choir. He has been musical director and director/producer for the campus spring musicals.

Kristin Lindholm, 1994**Associate Professor of Communication**

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

Dr. Lindholm teaches how human communication occurs in a variety of contexts. She specializes in how people communicate about health-related concerns in interpersonal and organizational settings. Dr.

Lindholm has coauthored several papers and book chapters, and she has received four awards for her achievements in education. She is a member of the National Communication Association.

Eugene B. Loftin, 2016
Assistant Professor of Criminal Justice
 BA, Trinity International University
 JD, Marquette Law School

Eugene B. Loftin returns to Trinity after receiving his undergraduate degree in psychology in 2006. His experiences at Trinity prepared him well for Law School. He attended Marquette Law School in Milwaukee, Wisconsin. After completing Law School, Mr. Loftin practiced trial law with a focus on indigent criminal defense. While in private practice, he also taught in the areas of Criminal Law and Criminal Justice at a Christian College in Wisconsin before joining the Trinity Faculty. Research interests include evidence-based faith programs for decreasing recidivism and scholarly reflection on the relationship between Christian social justice movements and criminal justice reform in the United States.

Craig M. Long¹, 2017
Associate Dean of the Waupun Correctional Extension Site
Visiting Assistant Professor of Biblical Studies
 BA, Oklahoma Baptist
 MDiv, Southwestern Baptist Seminary
 PhD, Trinity Evangelical Divinity School

Before Trinity, Dr. Long served as a pastor (15 years). Areas of research and teaching interest include Greek grammar, biblical studies, and biblical theology. Dr. Long is the Associate Dean for the Waupun Extension Site and teaches biblical studies courses at that site.

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

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

Annette Monk, 2019
Visiting Assistant Professor of Health Science
 BS, Illinois State University
 MS, University of Illinois

Annette Monk has experience as a clinician practicing as an athletic trainer in a variety of settings since 2006. She has taught in the athletic training program at University of Illinois where she received a master's degree in kinesiology. Her professional experience includes being the first athletic trainer at the Naval Special Warfare Preparatory program, a physical training course for Navy SEAL candidates. She also has experience working as an athletic trainer at the international level as well in the industrial and secondary school settings. Annette brings her

clinical experience to teaching health science courses with hopes of inspiring future professionals to serve as leaders where God calls them forth. Her research interests include tactical athlete health and human performance and clinical athletic training education.

Ruby L. Owiny, 2013
Associate Professor of Education
 BA, MA, Asbury University
 PhD, University of Kentucky

Dr. Owiny worked for thirteen years in both private Christian schools and public schools in Lexington, KY. She served as an elementary classroom teacher and as a special educator. Her passion for teaching lies in the inner city where she spent 11 years of her career and worked to help create higher quality inclusive settings for students with disabilities. Her dissertation was based on virtual coaching of general education and special education teachers in Guatemala to train them in the use of specific praise. Her current research interests include identifying methods for improving the quality of inclusive settings, including strategies teachers use in their general education inclusive classrooms, evidence-based practice, high leverage practice, and the implementation of Universal Design for Learning in K-12 settings. Dr. Owiny is the Director of the Division of Education.

Brian Reichenbach, 2012
Assistant Professor of Music
 BM, Wheaton College
 MM, DePaul University
 DMA, University of Illinois at Urbana-Champaign

Brian Reichenbach directs the Trinity Symphonic Band and teaches trumpet and classes in music theory, aural skills, and brass techniques. He earned a Doctor of Musical Arts degree at the University of Illinois at Urbana-Champaign where he was a Graduate Fellow in 2014-2015 and recipient of the Hindsley Award. Dr. Reichenbach has participated in wind conducting masterclasses with Mallory Thompson, Michael Haithcock, Craig Kirchoff, and Paula Crider and has studied trumpet with Charles Daval, Ronald Romm, John Hagstrom, Stephen Burns, and Terry Schwartz. He is a member of the trumpet section of the Elmhurst Symphony and has also performed with ensembles including Chicago Sinfonietta, Illinois Philharmonic Orchestra, Quad Cities Symphony Orchestra, and Millar Brass. An avid chamber musician, Dr. Reichenbach is a member of the International Chamber Artists, New Chicago Brass, and founding member of the Lincoln Park Brass. He often serves as a guest clinician at area middle and high schools and teaches at Csehy Summer School of Music in Langhorne, Pennsylvania. Dr. Reichenbach presented a session titled "Perform From Memory? But I Play the Trumpet!" with Terry Everson at the 2019 International Trumpet Guild Conference in Miami. Before coming to Trinity, Dr. Reichenbach taught trumpet at Olivet Nazarene University, North Central College, and College of DuPage. He and his wife enjoy an active life in Vernon Hills with their four young children.

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

Professor Rentas was formerly a senior research associate at Baxter Travenol. Moving to Abbott Laboratories, he became the lead scientist of the Gonozyne Technical Support Group and participated in the development of a test kit called Chlamydiazyme. Presently he is overseeing undergraduate research that addresses nucleotide sequence differences among 16S rRNA genes in various species of *Chlorella*. He

has a special interest in creationism and is available for presentations. Professor Rentas is the chair of the Department of Biology and Chemistry.

Timothy M. Robinson, 1988
Associate Professor of Psychology

BS, Western Michigan University
 MA, Trinity Evangelical Divinity School
 MA, EdD, Western Michigan University

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

Joyce A. Shelton, 1988
University Assessment Officer
Professor of Biology
Director of the Division of Science, Technology, and Health

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

Dr. Shelton's pre-doctoral research was in immunology and developmental biology. Prior to coming to Trinity she did postdoctoral research at Northwestern University in biochemistry, immunology, and reproductive biology. She also has interests in the field of bioethics. She is the academic advisor for the MA in Bioethics/BA dual degree. She has served as the director of The Bioethics Institute for Undergraduates and Professionals at the annual Bioethics Conference for many years and is on the editorial board of two bioethics journals. While at Trinity she has been Chair of the Health Sciences Department, Associate Dean of Trinity Graduate School, and Interim Dean of Trinity Graduate School and REACH/EXCEL. She currently teaches biology and bioethics and serves as the Director of the Division of Science, Technology, and Health.

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

Prior to coming to Trinity, Shin spent nearly 20 years in management at the Wrigley Company, a subsidiary of Mars Inc., and PepsiCo, and practiced as a Certified Public Accountant (CPA) at KPMG, LLC. She also co-founded a non-profit organization that mobilized Christian professionals and channeled resources from U.S. corporations to support missionaries in developing countries. Her research interest includes cultural impact on motivation for work. Her passion is to invest in the students to pursue human flourishing through redemptive work in the marketplace.

Aaron C. Smith, 2013
Assistant Professor of Health Science
 BS, Aurora University
 MS, University of Illinois at Chicago

Prior to becoming a full-time faculty member at TIU, Professor Smith taught a variety of exercise science courses at University of Illinois Chicago, TIU, and Aurora University. He completed his master's degree at the University of Illinois Chicago in Applied Exercise Physiology and researched the effects of various exercise tests as a means to predict endurance performance in male and female cyclists. He has also worked as a performance coach with athletes at Velocity Sports Performance and as a Body Geometry FIT Specialist for cyclists. His current research

interests include high-intensity interval training, resistance training for runners, and the biomechanical comparison of barefoot and shod running. Sports, health, and wellness play a major role in people's lives, and Professor Smith feels it is crucial to train up strong Christians with the tools to guide and mentor others in these areas so they can be their best and honor God.

Karen A. Wrobbel¹, 2003
Dean, Trinity College and Trinity Graduate School
Susan B. Stover Chair for Leadership in Christian Higher Education
Professor of Education

BA, Biola University
 MA, Wheaton Graduate School
 EdD, University of Minnesota

Dr. Wrobbel brings many years of experience to the dean's role, having served at Trinity both as a teaching faculty member and as a recognized leader on the campus through responsibilities including director of the Division of Education, Associate Dean, and chair of faculty councils, committees and task forces. Before joining Trinity's faculty, Wrobbel taught missionary kids (MKs) and other international students in Christian schools in Spain and Venezuela; she speaks Spanish fluently.

Dr. Wrobbel continues to be actively involved internationally with Christian education through conference speaking, accreditation work, and as a volunteer with two educationally-focused international groups.

Her expertise and research interests include the education of MKs and other global nomads, languages and education, and intercultural communication. Dr. Wrobbel's articles have appeared in several publications, including *Missiology*, *Evangelical Missions Quarterly*, and *Christian School Education*.

¹ Administrators with faculty status.

Affiliate Faculty

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

Paige Cunningham, 2017
Adjunct Professor of Law and Bioethics
Affiliate Professor of Law and Bioethics, Trinity Graduate School
Affiliate Faculty, Trinity Law School

Executive Director of The Center for Bioethics & Human Dignity
 BA, Taylor University
 MA, Trinity Graduate School
 JD, Northwestern University School of Law
 PhD, Trinity Evangelical Divinity School

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

James R. Moore, 1996**Affiliate Professor in Biblical and Interdisciplinary Studies**

BA, MA, Indiana Wesleyan University
PhD, Trinity Evangelical Divinity School

Dr. Moore pastored churches in Illinois and Indiana before coming to Trinity. He is currently Associate Professor of Educational Ministries in the Divinity School. He has also been associate dean of the Divinity School, director of administration for the Doctoral Programs and assistant dean of the Graduate School. As an affiliate faculty member for the College, Dr. Moore teaches in the Division of Biblical, Religious, and Philosophical Studies and in Interdisciplinary Studies. He has authored numerous published articles and curricula and has taught at public schools in Illinois and Indiana. Personal interests include engaging world-and-life view issues in the Wesleyan theological tradition and serving in the local church.

Professors Emeriti

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

Harold J. Baxter**Associate Professor Emeritus of English, 1989-2009**

BA, Houghton College
BD, Evangelical School of Theology
ThM, Eastern Baptist Seminary
MA, Old Dominion University
PhD, Florida State University

Jacqueline H. Bell**Associate Professor Emerita of Music, 1971-1999**

BME, Wheaton College
MM, American Conservatory of Music

E. Morris Faugerstrom**Professor Emeritus of Music, 1952-1998**

BM, Wheaton College
MM, PhD, Northwestern University

Steven D. Fratt**Professor Emeritus of History, 1990-2020**

BA, Westmont College
MA, PhD, University of California–Santa Barbara

Karl J. Glass**Associate Professor Emeritus of Health Science, 2001-2020**

BA, Spring Arbor College
MS, Indiana State University

William E. Graddy**Professor Emeritus of English, 1973-2010**

BA, MA, PhD, Southern Illinois University

Jeanette L. Hsieh**Provost Emerita, Trinity International University****Dean Emerita, Trinity College and Graduate School, 1997-2015**

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

Carol L. Kennett**Professor Emerita of Education, 1996-2012**

BA, Eastern College
MA, Immaculata College
PhD, University of Pennsylvania

Carmen T. Mendoza**Associate Professor Emerita of English/Communication, 1985-2012**

BA, Asbury College
MA, Northeastern Illinois University
PhD, Loyola University

William J. Moulder**Professor Emeritus of Biblical Studies, 1975-2020**

BA, Columbia Bible College
MDiv, Trinity Evangelical Divinity School
PhD, St. Andrews University

Donna Peterson**Dean Emerita, College of Arts & Sciences, 1987-1997**

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

Robert W. Pirsein**Professor Emeritus of Business**

Full time: 1997-2004

Adjunct: 1989-1996

BA, MA, Marquette University
PhD, Northwestern University

Steven R. Pointer**Professor Emeritus of History, 1985-2012**

BA, Duke University
MA, Trinity Evangelical Divinity School
PhD, Duke University

Paul Satre**Professor Emeritus of Music, 1996-2017**

BA, Trinity College, cum laude
MMus, DMA, American Conservatory of Music

Jana Sundene**Associate Professor Emeritus of Christian Ministries, 1990-2020**

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

Paul A. Twelker**Professor Emeritus of Psychology, 1984-2004**

BA, San Diego State University
MA, EdD, University of California–Los Angeles

Timothy J. Voss**Associate Professor Emeritus of Human Performance and Wellness, 1990-2012**

BA, Trinity College
MS, University of Illinois

Clifford E. Williams**Professor Emeritus of Philosophy, 1982-2012**

BA, Wheaton College
PhD, Indiana University

Peter Wright**Associate Professor Emeritus of Education, 2007-2017**

BA, Trinity College

MSEd, Northern Illinois University
MSEd, National College of Education
EdD, National-Louis University

Endowed Faculty Chairs

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

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

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

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

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

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

Adjunct Faculty

Adjunct faculty members are part-time teaching faculty who teach one or more classes on an occasional basis. The degree to which adjunct faculty participate in daily campus life is limited. They are appointments of the Dean of the College. The date that follows the listing of each adjunct indicates the beginning year of service at Trinity.

Allison Alcorn, PhD

Lecturer in Music, 1998

BA, Wheaton College
PhD, University of North Texas

Rich Allen, MBA

Lecturer in Business, 2016

BA, Trinity International University
MBA, Lake Forest Graduate School

Lukas Amstutz, MA

Lecturer in Philosophy, 2020

BA, MA, Trinity International University

Kim Bacalla, DAT

Lecturer in Health Science, 2019

BS, Indiana Wesleyan University
MBA, Olivet Nazarene University
DAT, Moravian College

Donald Balasa, JD

Lecturer in Political Science, 2006

BA, Northwestern University
MBA University of Chicago
JD, Northwestern University of Law

Rainbow F. Bell, PsyD

Lecturer in Educational Psychology, 2019

BA, Southeastern University
MA, PsyD, Argosy University, Illinois School of Professional Psychology

Matt Boutilier, MDiv

Lecturer in Biblical and Religious Studies, 2012

BS, Moody Bible Institute
MDiv, Baptist Bible Seminary
MS Ed, Purdue University

Eldon Carlson, MDiv

Lecturer in Christian Ministries, 2013

BA, Grace University
MDiv, Grace Seminary

Tommy Carrington, MA

Lecturer in Psychology, 1996

BS, Miami Christian College
MA, Trinity Evangelical Divinity School

Reed Castele, MA

Lecturer in Psychology, 2009

BA, University of Arizona
MA, Trinity Evangelical Divinity School

Eli Chen, MM

Lecturer in Music, 2016

BS, University of Virginia
MM, Northwestern University

Cheong (David) Choi, MS

Lecturer in Physical Science, 2019

MS, MS, Baylor University

Sam Choy, MBA

Lecturer in Business, 2012

BS, University of Illinois at Chicago
MBA, DePaul University

Zilola Chulieva, MA

Lecturer in Interdisciplinary Studies, 2019

BA, Bukhara State University
MA, Trinity International University

Brad Coleman, MFA

Lecturer in Art, 2019

MFA, California State University

Margaret R. Conner, MA

Lecturer in REACH, 2008

BS, Suffolk University
MA, Boston College

Wayne Corapi, PhD

Lecturer in Biology, 2016

BA, University of Colorado
DVM, College of Veterinarian Medicine, Colorado State University
MS, Seattle Pacific University
ThM, MCS, Regent College
PhD, NY State College of Veterinarian Medicine, Cornell University

Alex Daye, MA

Lecturer in Graphic Design, 2016

BFA, Barry University
MA, Savannah College of Art and Design

David Dillon, EdD

Lecturer in Psychology, 2016

BA, Judson College
BA, Aurora University
MSEd, EdD, Northern Illinois University

Margarette Firman, MSW, LCSW

Lecturer in Psychology, 2005

BA, Trinity College
MSW, University of Illinois-Chicago

Michael Folker, MM

Lecturer in Music, 2019

BA, Millikin University
MM, DePaul University

Richard Gascho, DMin

Lecturer in Christian Ministries, 2011

BA, Trinity College
MDiv, Grand Rapids Seminary
ThM, Calvin Seminary
DMin, Trinity Evangelical Divinity School

Deborah Gillette, BM

Lecturer in Music, 1999

BM, Michigan State University

Gary A. Gilles

Lecturer in Psychology, 1988

BS, Indiana University
MA, MDiv, Trinity Evangelical Divinity School

Jonathan Gilley, MM

Lecturer in Music, 2019
BM, Eastman School of Music
MM, Manhattan School of Music

Keith Hanson, JD

Lecturer in Political Science, 2012
BS, University of Wisconsin-Madison
JD, University of Wisconsin Law School, Madison

Ronald Haynes, JD

Lecturer in Political Science, 2016
BA, Lee University
JD, University of Tennessee

Bruce R. Henne, ThM

Lecturer in REACH, 1988
Associate in Religious Arts, Luther College
BFA, School of Visual Arts
ThM, Trinity Evangelical Divinity School

Fred D. Hjertstedt, Jr., MS

Lecturer in Biology, 2017
BA, Trinity College
MS, National-Louis University
MS, Northwestern Illinois University

David Howington, MS

Lecturer in Human Performance and Wellness, 2016
BA, Trinity International University
MS, T. Still University
PhD, Concordia University Chicago

Eugenia Jeong, DM

Lecturer in Music, 2018
BA, Eastman School of Music
MM, Northwestern University
DM, Northwestern University

Julie Jung, MEd

Lecturer in English, 2014
BA, DePaul University
Secondary English Certificate, DePaul University
MEd, DePaul University

Kray Kibler, MBA

Lecturer in Business, 1997
BS, Geneva College
MBA, North Park College, Chicago, IL

Jieun Kim, PhD

Lecturer in Education, 2019
BA, Chung-Ang University, South Korea.
MA, Chung-Ang University, South Korea.
Teaching English to Speakers of Other Languages (TESOL) Certification,
Winona State University
PhD, University of Wisconsin-Madison

Joanne Kim, MA

Lecturer in Christian Ministries, 2019
BA, Northeastern Illinois University

MA Trinity Evangelical Divinity School

Matthew D. Kim, MFA

Lecturer in Graphic Design, 2018
BFA, MFA, The School of the Art Institute of Chicago

Soohyun Kim, MFA

Lecturer in Graphic Design, 2019
BS, Seoul National University
BFA, School of Art Institute of Chicago
MFA, Hongik University
MFA, University of Illinois, Chicago

Joshua Klos, MA

Lecturer in Communication, 2019
BA, Moody Bible Institute
MA, Trinity Graduate School

Steven Kozak, MA

Lecturer in Interdisciplinary Studies, 2017
BA, Michigan State University
MA, Biola University
MTh, Moody Theological Seminary

Patti Krusa, MA

Lecturer in Education (Clinical Supervisor), 2017
BA, Trinity International University
MA, National Louis University

Heather Kuruvilla

Lecturer in Biology, 2019
BS, Houghton College
PhD, State University of New York at Buffalo

Brittany Lange, BA

Lecturer in Health Science, 2019
BA, Trinity International University
BOC Certification

Garrett Luck, MA

Lecturer in Interdisciplinary Studies, 2019
BA, Moody Bible Institute
MA, MA, Trinity Evangelical Divinity School

Stacy Lung, MS

Lecturer in Physical Science, 2018
BS, Michigan Technology University
MS, Concordia University

William J. Lyon, MA/T

Lecturer in Education, 2011
BS, Oregon State University
MM, Kellogg Graduate School of Management
MA/T, Trinity Graduate School

Miriam Lythberg, MS

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

Daniel MacKinney, EdD

Lecturer in Spanish, 2011
BA, University of Illinois
MA, Middlebury College

EdD, Loyola University

Christine Majors

Lecturer in Education, 1999

BA, Langston University
MA, Governors State University

Yvette Mayo, MA

Lecturer in Communication, 2020

BA, BS, MA, Ohio University

Stephen McCausland, MM

Lecturer in Music, 2018

BA, Masters College
MM, Southern Baptist Theological Seminary

Shelly McDaniel, MBA

Lecturer in Business, 2018

MBA, Benedictine University

Alexander Moberg, MM

Lecturer in Music, 2020

BA, Trinity International University
MM, University of Illinois, Champaign-Urbana

Gawaine Nash, III, MBA

Lecturer in Business

MBA, Olivet Nazarene University

Brian Ng, MBA

Lecturer in Business, 2016

BS, New York University
MBA, University of Chicago

David Nonnemacher, MDiv

Lecturer in Interdisciplinary Studies, 2019

BA, Southern Wesleyan University
MDiv, Asbury Theological Seminary

Amanda Onapito, MA

Lecturer in Leadership, 2015

MA, Trinity International University
MA, University of Leicester

Miriam Stark Parent, PhD

Lecturer in Psychology, 1993

BA, The King's College
MA, Liberty University
MA, Biola University
PhD, Rosemead Graduate School

Kristen Paul, EdD

Lecturer in Education, 2019

MA, Northern Illinois University
EdD, Concordia University, Chicago

Catherine Pecoraro, PhD

Lecturer in Science, 2008

BS, Purdue University
MA, Trinity Evangelical Divinity School
PhD, University of Illinois at Urbana-Champaign

Elizabeth A. Poest, PhD

Lecturer in Christian Ministries, 2015

BS, MA, Olivet Nazarene University

PhD, Trinity Evangelical Divinity School

Jeffrey Price, MBA

Lecturer in Business, 2004

BA, DePauw University
MBA, University of Michigan

Naomi Reese, PhD

Lecturer in Christian Doctrine, 2016

BA, Jacksonville State University
MDiv, Beeson Divinity School
MTh, Talbot School of Theology
PhD, Trinity Evangelical Divinity School

Cynthia Schiro Riehm, MBA

Lecturer in Leadership, 2020

BS, Southern Illinois University
MBA, Lake Forest Graduate School of Management

R. Neil Rodgers, JD

Lecturer in Business, 2013

BA, University of California, Los Angeles
JD, Western State College of Law

Luis G. San Roman, EdD

Lecturer in Psychology, 2020

BA, Northern Illinois University
MA/TS; MA/MHC, Trinity Evangelical Divinity School
EdD, Governors State University

Sheilah Scherer

Lecturer in Psychology, 2006

BS, University of Iowa
MS, Seattle Pacific Christian University

Maralee Scott, MA

Lecturer in Education, 2014

BS, Northwestern College
MA, University of Minnesota

Jennifer Searle, MA

Lecturer in Education (Clinical Supervisor), 2014

BA, Wheaton College
MA, Northern Illinois University

Thomas Seckler, PhD

Lecturer in Psychology, 2020

BA, Southern Illinois University
MA, Columbus International University
PhD, Trinity Evangelical Divinity School

Gene Smillie, PhD

Lecturer in REACH, 2007

BA, Wheaton College
MA, Wheaton Graduate School
MDiv, Princeton Theological Seminary
PhD, Trinity Evangelical Divinity School

Jennifer Strehler, MS

Lecturer in Mathematics, 2006

BS, Illinois State University
MS, University of Tennessee

Brent Strom, EdD

Lecturer in Education, 2011

BA, Judson College
MA, Breadloaf School of English
MA, Northeastern University
EdD, Loyola University

James Thompson, DM

Lecturer in Biblical Studies, Waupun, 2020

BS, University of Wisconsin
MDiv, Trinity Evangelical Divinity School
DM, Denver Seminary

Sally Thomson, EdD

Lecturer in Education, 2013

BSEd, Western Illinois University
MSEd, Illinois State University
MS, Northern Illinois University
EdD, Aurora University

Beverly Kay Tronson, PhD

Lecturer in English, 2019

MA, Washington State University
PhD, Washington State University

Natalie Vanlaningham, MS

Lecturer in Education, 2020

BA, Trinity International University
MS, Fort Hays State University
ESL Endorsement, Grand Canyon University

Elizabeth Verbeten, MAT

Lecturer in Education (Clinical Supervisor), 2010

BA, St. Norbert College
MAT, National Louis University

Lisa Weathers, MA

Lecturer in Interdisciplinary Studies, 2012

BA, Fisk University
MA, New Orleans Theological Seminary

Lisa Weyehaeuser, MACP

Lecturer in Psychology, 2006

BA, Trinity College
MAR, Trinity Evangelical Divinity School
MACP, Trinity Evangelical Divinity School

La Tonia Winston, MA

Lecturer in Preparation for College Studies, 2016

BA, MA, University of Wisconsin-Milwaukee
MA, Regent University

Somang Yang, MS

Lecturer in Graphic Design, 2020

MS, Illinois State University

Lauren Young, BA

Lecturer in Communication, 2019

BA, Indiana Wesleyan University
Social Media Strategy Certification, Chancellor University

Academic Life

Academic Information

Academic Load

The average academic load for a full-time student is 16 credit hours per semester. The minimum full-time load is 12 credit hours. Students wishing to take more than 18 credit hours must receive written approval from the Dean of the College. Students who find it necessary to earn part or all of their expenses are encouraged to reduce their academic loads accordingly. Visiting students are limited to a maximum of 6 credit hours per semester or one course during May term.

Academic Year and Semester Hour of Credit

The regular academic year is divided into two semesters of fifteen weeks each including the examination period. A semester hour of credit represents one class period (fifty minutes) per week, with two hours of preparation for each class period. During May term, semester hour credits are based on the same number of instructional hours as the regular school year.

Like the traditional college, adult undergraduate courses (both face-to-face and online) operate within a semester system. These courses are divided into six units each, and their learning outcomes are the same as those in the traditional college.

Grade Point Average

Academic grade point averages are computed as follows:

A+, A	4.0 points per credit
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Only grade points earned for courses completed through Trinity International University, Deerfield Campus, are used in determining the grade point average unless the student is being considered for honors at graduation. (See Graduation Honors (p. 83) for details.)

Grades

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

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

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

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

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

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

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

Failure to appear for a final examination or complete the semester's work in the time allowed is not evidence for the Incomplete except as indicated above and, in absence of such evidence, the test and other work will be graded as an "F".

P – Pass: indicates that a student has performed at a "C–" or higher level of scholastic achievement. The P grade is not computed into the Trinity grade point average. Policies for the Pass/No Credit option: junior or senior classification (58 or more hours); course not applied to general education, major, or minor requirements; one course per semester; and a maximum of 12 hours with a P grade applicable to meeting the 124-hour graduation requirement. Student must file application for Pass / No Credit option by the start of the third week of the semester (corresponding to the last day to add a class). Once selected, this option may not be returned to the letter-grade system.

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

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

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

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

Note: A special grade designation is posted whenever a student grade is not submitted by a faculty instructor. The student will see an "NR" designation posted on the web Grade Report, which indicates that the Records Office is waiting for the grade to be submitted. Students should

contact their faculty instructor with questions regarding any pending grades posted with an “NR” designation.

Student Classifications

Student classifications are based on credit hours earned.

Freshman	0-25 hours of college credits
Sophomore	26-57
Junior	58-91
Senior	92+

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

Auditor: A student permitted to enroll in a course without being required to fulfill the normal requirements in that course when it is taken for credit. No credit is granted. Audited courses will be recorded on the official transcript. Abbreviated admissions credentials are required of those students who are only auditing classes.

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

Inactivated Student (REACH Program): Students who do not plan to register for any courses for a period of one to three semesters (a maximum of twelve months) should request a Leave of Absence (LOA) from the REACH Student Services Office as per the LOA policy. Students who do not request a LOA and do not register for at least one course for a period of one to two semesters (a maximum of six months) will be inactivated (no longer considered to be a TIU student). The REACH program is not accepting new students or re-admissions at this time, as the program is closing.

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

Student At Large: A student who meets all admission requirements but is not pursuing a degree program at Trinity. Such students elect a specialized program of their own choosing and are not required to meet degree requirements.

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

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

Scholastic Status

Dean's List

Students who earn at least 12 hours and a session grade point average of 3.50 or above in a given semester are awarded special recognition by being placed on the Dean's List.

Graduation Honors

Graduates who attain a cumulative grade point average of 3.50 or above with a minimum of 48 credit hours of Trinity work are recognized as follows:

summa cum laude	3.90 GPA, or 3.80 GPA and completion of the honors program
magna cum laude	3.70 GPA, or 3.60 GPA and completion of the honors program
cum laude	3.50 GPA, or 3.40 GPA and completion of the honors program

Honors shall be determined on the basis of work completed prior to the semester in which the graduation exercises are held. The diploma and transcript will reflect honors earned in all undergraduate work. The official honors designation awarded will include the final semester coursework and is based on the transcript posting of degree completion. If the final semester GPA calculation to determine honors differs from the honors announcement at commencement, the honors award will be adjusted accordingly.

Satisfactory Progress

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

Hours Attempted ¹	Cumulative GPA
1-26	1.50
27-42	1.62
43-58	1.75
59-75	1.87
76+	2.00

¹ Including transfer credits but not grades.

Academic Warning

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

Academic Probation

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

Academic Dismissal

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

Academic Dismissal Appeal Process

A student who has been academically dismissed may appeal to the Dean of the College within five days of receipt of notification. The basis of the appeal must be extraordinary circumstances such as serious and documented illness, injury, or family crisis.

Reinstatement

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

Academic Policies

Academic Appeal Process

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

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

If the student is unable to resolve the issue to her/his satisfaction by conversing with the faculty/staff member, the student should approach the chair of the department or director of the division to seek resolution.

Failing resolution at the department/division level, the student may submit a written appeal to the College Academic Appeals Committee, (CAAC) a standing committee composed of two full-time faculty members and the University Registrar. This formal, written appeal to the CAAC must be initiated within sixty days of receipt of the grade or interpretation/implementation of policy that is in question. **Note:** Complete "Academic Appeal Instructions" are available from the Academic Records office via MyTIU.

Finally, if the matter is still not resolved, or if the student is still dissatisfied with the outcome, the student may appeal to the Dean of the College. Such an appeal must be initiated within ten days of the written communication indicating the decision of the CAAC.

At any stage of this process the student may choose to be represented by legal counsel; however, the Dean of the College should be informed of this in advance to give the college the opportunity to obtain legal representation.

Academic 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. The Academic Integrity policy details the university's expectations. In the case of an incident of cheating, plagiarism, or other academic dishonesty, the professor will submit a form to the academic dean outlining the incident and the disciplinary action taken (usually failure of the assignment if a first incident, but depending on the severity of the incident or pattern of dishonesty, possible failure of the course). Subsequent or egregious first incidents result in more severe disciplinary actions, up to and including failure of the course or academic dismissal. Students receiving a disciplinary failure in a course may not withdraw from the course.

The academic dean will refer students with two or more incidents of academic dishonesty to the Dean of Students as a community standard violation. A file of all academic dishonesty incidents is maintained in the academic dean's office. Students with multiple incidents of academic dishonesty are subject to dismissal from Trinity College.

The Scholastic Standards Committee, which includes faculty and administrative representatives, will hold a hearing to consider the case.

The student is entitled to appear before the committee, and to have an advocate present. The faculty member(s) who have reported cases

of academic dishonesty are expected to appear or provide information to the committee. If the Scholastic Standards Committee decides to suspend or dismiss a student, the student may appeal to the Dean of the College, whose decision will be final.

Advanced Standing

Some entering freshmen and transfers may qualify for waiving of certain requirements.

Advanced Placement

Students who earn acceptable scores in the Advanced Placement Program of the CollegeBoard will receive credit at Trinity providing they receive a grade of 3 or better and that all appropriate materials and scores are submitted to Trinity.

CLEP

College Level Examination Program (CLEP) scores (subject examinations only) may be accepted for credit upon the recommendation of the department. A student may not earn CLEP credit for a course previously taken, as an audit or for credit, at Trinity International University.

Competency Exams in Old Testament and New Testament

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

Credit by Examination (CBE)

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

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

1. Obtain a "Credit By Exam" form from the Student Accounting Office. The Student Accounting Office will initiate the approval process by assessing the appropriate CBE fee (see "Fees" section in this catalog).
2. Make arrangements for completing the exam with the department chair or instructor.
3. Obtain the signature of the department chair.

4. Submit the completed CBE form to the instructor.
5. Upon completion of the exam, the instructor will post the test results on the CBE form, sign, and submit the form to Records.
6. The Records Office will notify the student when the CBE credit is posted on the transcript.

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

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

Credit for Military Basic Training

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

International Baccalaureate Program

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

Pre-High School Diploma, College-level Work

Trinity accepts, under normal transfer credit guidelines, course credit earned by a high school student provided that the credit appears on the transcript of a regionally accredited college or university and that the student attended the regularly scheduled classes on the institution's campus.

Transfer Credit Policy

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

- The sending institution must be accredited by a body recognized by the United States Department of Education (USDE), including—but not limited to—regional accrediting agencies, such as the Higher Learning Commission, national accrediting agencies such as the Association for Biblical Higher Education (ABHE) (<https://www.abhe.org>) and the Transnational Association of Christian Colleges and Schools (TRACS) (<http://www.tracs.org>), and specialized accrediting agencies such as the National Association of Schools of Music (NASM) (<http://nasm.arts-accredit.org>). (For a complete listing of recognized accrediting bodies and accredited institutions, see the USDE Database of Accredited Postsecondary Institutions and Programs (<http://ope.ed.gov/accreditation>).) A maximum of 30 credits from postsecondary institutions not accredited by a USDE-recognized agency, which satisfy all other criteria (see below), will be received after the student has completed at least 24 credit hours of Trinity coursework at a cumulative GPA of 2.5 or higher.
- The student must have received a grade of "C" or higher (or its equivalent) from the sending institution in all coursework presented for transfer.
- Trinity credits are based on semester hours, so credits from institutions that grant credits according to other delivery systems (e.g., quarters, trimesters) will be adjusted accordingly and proportional credit received.
- Nontransferable courses that must be taken at Trinity include:
 - For Traditional and Online students: The general education course IDS 150 and the capstone course in each major.
 - For Adult Undergraduate students (EXCEL): The general education course IDS 105.
- The general education courses BI 101, BI 111, and BI 210 are transferable, but the credits received to satisfy these requirements must be from sending institutions that are members of the Council for Christian Colleges and Universities (CCCU) (<http://www.cccu.org>) or that are accredited by ABHE or TRACS.
- A maximum of 82 credits at the 100 or 200 level may be transferred into a BA degree program at Trinity.
- At least 30 of the last 45 credits (exclusive of credits by examination) applied to a degree must be taken at Trinity or in a nonresident program of study authorized by the faculty.
- Students who complete any of the following - an Associate in Arts (A.A.) degree, an Associate in Science (A.S.) degree, or an Associate in Fine Arts (A.F.A.) degree - at an accredited institution are guaranteed a minimum of 60 transfer credits. The A.A., A.S., or the A.F.A. degree fulfills general education requirements in all categories with the exception of:
 - For Traditional and Online students: The Foundations of Christian Thinking and Living category. Students with an Associate degree must fulfill the Christian Thinking and Living course requirements in accordance with established policies.
 - For Adult Undergraduate students: Foundations of Adult Learning (IDS 105), Understanding the Old Testament (BI 101) and Understanding the New Testament (BI 111). Students with an A.A. degree must fulfill these course requirements in accordance with established policies.
- The Illinois Articulation Initiative's (<http://www.itransfer.org/IAI/container.aspx?file=iai>) general education core, completed at an accredited Illinois institution, fulfills the general education requirements in all categories with the exception of the Foundations of Christian Thinking and Living category and the Foundations of Adult Learning course. Students who complete the IAI general education core must fulfill the Christian Thinking and Living course requirements in accordance with established policies.
- Traditional and Online undergraduate students who transfer to Trinity as juniors (minimum 58 hours earned) must take IDS 150 and two of the three Bible classes in the category Foundations of Christian Thinking and Living (BI 101, BI 111, and BI 210).
- Undergraduate online students may have a maximum of 33 percent of the total credit hours for any major accepted as transfer credit. Because of the integrated nature of the courses in each major and the elements that are built across the curriculum, students must take a majority of the courses that constitute the major from Trinity.
- To facilitate efficient transfer processes, Trinity maintains a database (<http://www.tiu.edu/transfer>) of transfer articulation agreements involving individual courses, as well as blocks of courses taken at other institutions, including (but not limited to) area community

colleges and online course offerings. The Records Office can also facilitate pre-approval of transfer coursework according to university policies.

- Students who wish to appeal an evaluation of credits presented for transfer may do so in writing to the Dean of the College and Graduate School or designee.
- Please note that the transferability of credits taken at Trinity to other colleges and universities is at the discretion of the receiving institution. It is the student's responsibility to confirm whether another college of the student's choice will accept credits earned at Trinity.
- Transfer credits may not apply towards the completion of any Certificate program.

Prior Learning Assessment

(Not Available to Traditional Undergraduate Students)

The university recognizes learning gained through various life experiences. This learning may have been acquired through professional/job endeavors, ministry/church activities, personal or family events or education in unaccredited settings. Students may receive credit for college-level learning gained through these experiences, not for the experiences themselves. This college-level learning can be demonstrated through life learning papers, business and professional training, as well as through credit by examination as described elsewhere in this section. To be considered college-level learning, the experience must be measurable through documentation, be at a level of achievement defined by faculty as university equivalent or consistent with the learning of other students in university studies, be applicable outside of the specific job or context in which it was learned, have a knowledge base, be reasonably current, imply a theoretical or conceptual as well as practical understanding, show some relationship to degree or lifelong learning goals, and not repeat learning for which credit has already been earned.

Prior learning credit may be applied to general education electives, or major requirements as appropriate.

Prior Learning Assessment workshops are offered to inform students about the process of writing papers to demonstrate life learning. Students may seek advice from advisors about the potential number of credits they may petition for through Prior Learning Assessments (PLAs) but advisors do not determine how many credits papers are worth.

PLA credits (including Life Learning Papers, and Business and Professional Training) are classified under, and are therefore subject to, transfer credit policies. On this basis, students needing to complete credit hours toward graduation requirements may be eligible to petition up to 82 hours of credit through PLAs. It is important to note that the maximum of 82 credits includes both transfer credits from other schools and PLA.

PLAs are divided into two categories:

1. Business and Professional Training (BPT): demonstrates college-level learning through documented nontraditional educational experience such as conferences and workshops. The student verifies learning through providing documentation regarding the curriculum, organization, trainers/teachers, and hours. Faculty evaluate the BPTs.
2. Life Learning Paper (LLP): demonstrates college-level learning through previous life experience apart from formal training. This can include travel abroad, family, work and ministry experience, and life-changing events (e.g. divorce, leadership, ministry).

Upon completion of the appropriate documentation, the student submits the PLA to the Student Services Office. The documentation is then forwarded to a faculty reader qualified to evaluate the subject matter. The faculty reader determines if the documentation needs to be rewritten or the amount and level of credit to be awarded, if any. The faculty reader then returns the PLA to the Student Services Office. The student is notified of the results via mail. The process takes approximately six to eight weeks.

Students should refrain from contacting the Student Services Office regarding the status of the PLA until eight weeks have elapsed.

The title of each PLA-awarded paper will appear on the student's transcript, with one of two alpha-numeric codes, either IDS 199E for lower division coursework, or IDS 399E for upper division coursework. PLA credit is listed as a number of credits with no grade. There is a fee for prior learning assessment based on the number of credits petitioned, not the number of credits earned.

VA Student Credit for Previous Education and Training

Veteran students must report all previous education and training. Trinity International University will evaluate such education and training, and if appropriate will award transfer credit. VA Benefits exception: For VA benefit awards, it is not required that a student's last semester of degree completion only include TIU courses. However, the awarding of credits toward the degree is subject to the normal request, review, transfer and acceptance policy of TIU.

Class Attendance

Traditional Undergraduate

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.

REACH

If students miss one class session, they will receive a 3 percent deduction off their percentage score for the course. For example, if a student earned a 92 percent for the course but missed one class session, the student's final percentage for the course would be 89 percent. Or, if the student earned an 86 percent for the course but missed one class session, the student's final percentage for the course would be an 83 percent. In this way, missing a class may result in a lower grade, or it may not; however, it always results in having 3 percent deducted from the student's score. The 3 percent reduction is due to a lack of participation in the face-to-face classroom setting. If a student misses a class, these participation points cannot be "made up." The participation is lost. Note well: If students miss two class sessions, this amounts to missing 40 percent of the class time. If this happens, they must retake the course, with no exceptions.

Commencement Participation

The College has an annual commencement ceremony in May. College policy permits participation in the ceremony for students who are within 6 hours of meeting graduation requirements. To be eligible for the "6-Hour

Contract," a student must be within 6 hours of completing all graduation requirements at the end of the spring semester.

Confidentiality of Records

Trinity complies with the Family Educational Rights and Privacy Act (FERPA). Specific information may be obtained from the Records Office. For additional information, see Family Educational Rights and Privacy Act of 1974 in the Official Policies section (p. 60) of this catalog, or contact the Records Office.

Co-curricular Activities

A student must be enrolled as a full-time student to hold a student office, serve as editor of a student publication, or hold membership on Student Council or any faculty committee. Intercollegiate sports eligibility will follow the rules and regulations set forth by the NAIA (National Association of Intercollegiate Athletics), of which Trinity is a member.

Course Delivery Modalities

Trinity College offers instruction via several delivery modalities.

- Traditional, semester-length classes are offered face to face on the Deerfield campus. Classes meet 50 minutes weekly for each hour of credit earned. This is referred to as "traditional," and it is the delivery mode used by the majority of Trinity's undergraduate students.
- Online classes are part of Trinity's fully online degree program designed for working adults, who can complete their degree while continuing their work and ministry wherever they live. Online courses last six, twelve, or 18 weeks. Trinity's accelerated online courses require about 20 weekly study hours for a six-week three-credit online class. Students enrolled in the traditional undergraduate program of Trinity College are limited to one online course per semester. Note that an additional fee may apply for online courses. During summer term (including May term), students may enroll in up to 12 credit hours of online and face-to-face Trinity classes. However, they may enroll in no more than six credit hours (or two courses) concurrently.
- The REACH (p. 280) and Excel adult undergraduate (p. 566) programs are designed for working adults. The curriculum assumes the life experience and contextual understanding of adults who are in the workplace full time. Students in the traditional undergraduate program may take a REACH course only if approved to do so by an academic dean. However, REACH students are welcome to take courses in the traditional undergraduate program.

Cross-Registration

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

Formal Student Complaint Policy

Formal Student Complaint Policy

Trinity College, as part of Trinity International University, in accordance with the Federal Compliance Policy, keeps a record of formal student complaints. Formal complaints should be addressed in writing (dated

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

Guided Study

A regular course listed in the catalog may be offered on an individual basis to an enrolled Trinity student if a requirement in the student's academic program cannot be met in any other manner. Conditions for a guided study include the following:

1. the regular course is not offered in the semester of the guided study, or the course cannot fit into the student's schedule;
2. the student has at least a 2.0 cumulative GPA and has completed at least 50 semester hours of coursework.

Prior to final registration, written permission to enroll in the guided study must be secured from the instructor, department chair, and the Dean of the College. All work for the guided study is due according to the schedule determined by the instructor and no later than the final exam week of the semester. A student may earn a maximum of 21 credits by any combination of guided or independent studies. A guided study may not be used to retake a course (i.e., to improve a grade).

Independent Study

An independent study is a non-catalog course in which a faculty member and an advanced student design research on a topic of special interest that extends beyond the scope and depth of courses regularly offered in the curriculum.

To be eligible for an independent study, a matriculated Trinity undergraduate student must have a cumulative grade point average of at least 3.0 and must have completed at least 50 credit hours of academic work prior to the semester in which the independent study is taken. The topic or content must have the written approval of the instructor, the department chair, and the Dean of the College. All work is due according to the schedule determined by the instructor and no later than final exam week. A student may earn a maximum of 21 credits by any combination of independent and guided studies.

Policy for Students Called to Active Military Duty

Trinity students called to active military duty have the following options, which are based on the current catalog policies:

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

3. Withdraw from all current semester courses with a full refund of tuition and fees

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

Readmission

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

Registration

Students register for classes using Trinity's web-based registration system or by submitting a Registration Form in the Academic Records office.

- Late enrollment will be permitted after the first day of the semester and through the end of the fifth teaching day of the semester, during which time a fee will be assessed.
- Individual courses may be added through the end of the tenth teaching day of the semester.
- Beginning the eleventh teaching day, and prior to the end of the tenth week of the semester, a student may drop a class and receive a withdrawal grade (W) for the course.

Requirements for a Minor

Trinity College offers academic minors in two ways: specified and unspecified. The requirements for each are described below.

Specified minors: In a number of academic areas, coursework for an academic minor is prescribed in this Catalog. (See course requirements listed under the "Programs" tab.) Students must successfully complete all the requirements specified for the minor to be recognized and recorded. These requirements will include at least 18 credits of coursework, at least 6 credits of which must be earned at Trinity (at least 9 credits in the Biblical Studies Minor). If a specified minor requires fewer than 24 credits of coursework, at least half of those credits must be earned in 300-level or 400-level courses. Specified minors will generally include one third or more of the coursework required in a major in the same field if the college offers a major in that field.

Unspecified minors: In areas of study in which the college does not offer a specified minor (or in which both a specified minor and an unspecified minor are offered), students may elect to comprise a minor by successfully completing at least 24 credits of coursework in one department.

Students may not declare a minor in the same field as their declared major(s). General Studies majors may not declare a minor. Humanities and Social Science majors may only declare a minor outside of the division of the major.

To have a minor recorded, whether specified or unspecified, students must first declare that minor by completing the "Declaration of Minor" form and submitting it to the Academic Records office.

Retaking Courses

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 College in a regularly scheduled class, excluding Guided Study courses. All grades will be retained on a student's transcript.

Retaking a course in which credit has been earned (i.e., in which the student receives a passing grade) may produce an improved grade, but will not provide additional credit. The highest grade achieved in a repeated course will count toward graduation requirements and calculation of the cumulative grade point average.

A course in which credit has been earned (i.e., in which the student receives a passing grade) may be repeated only once.

Withdrawal from the College

Students who find it necessary to withdraw entirely from the college must complete an official withdrawal form available in the Student Life Office. A student is not eligible for refunds (where applicable) and forfeits academic standing in the college if this form is not properly completed and submitted. Students withdrawing by the last day to drop classes will receive a "W" designation (withdrawal) for all classes. Students withdrawing after the last day to drop classes will receive a regular letter grade.

Refunds

After official withdrawal from the college, students may be eligible for a partial refund of tuition and board (p. 45). All refunds are based on the date of official withdrawal from the college.

Planning an Academic Program

All regular students are assigned a faculty advisor who is available to help in planning a college program. As possible, advisors are assigned according to a student's interest area. Students are encouraged to work closely with their faculty advisors during pursuit of an academic program at Trinity. Advisement sheets listing general education and major requirements are available in the College Dean's Office. As a student progresses in his or her degree work and completed requirements are posted on the academic transcript, the student and academic advisor may access and review this information by using the "Degree Audit" and "Academic Record" links on the Web.

Students who have not decided on a major field of study should concentrate on meeting general education requirements. First-year students should register for a Bible course unless an exception is made by the Dean of the College. Students who have fairly well-defined educational goals should begin coursework in the major, at the same time finishing general education courses. This is especially important in music, education, and science. When a major field is selected, students should confer with the department chair and apply for a major. An advisor will be assigned from that discipline to help students plan a program of study consistent with personal objectives and goals. A declaration of major must be filed prior to registration for the junior year.

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

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

When curricular changes are made, students may follow either the original or changed curriculum requirements. However, students must choose one catalog or the other—not a combination of the two. Reasonable substitutions will be made for discontinued or changed courses. Students seeking licensure in elementary, secondary or K-12 education should be aware that the programs are accredited by and subject to Illinois State Board of Education curriculum requirements. While every effort will be made to apprise students of changes, they must fulfill these requirements to be licensed regardless of their matriculation catalog.

Students working toward a degree must file the "Application for Graduation" document one calendar year prior to the date (semester) that a student intends to complete all degree requirements to assure proper and timely completion of graduation requirements.

Graduation Requirements

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

1. 124 semester hours of credit. Included in this are those hours required in general education and the student's major field of study.

A maximum of 12 hours of applied music (except music majors), 4 hours of Preparation for College Studies (PCS) classes, 4 hours of drama production, 6 hours of human performance and wellness activity courses, and 12 hours of internship will count toward graduation.

2. An overall Trinity cumulative grade point average (GPA) of 2.00. The general education, major,¹ and minor requirements must each be completed with a minimum of 2.00 GPA.
 3. Successful completion of the general education requirements.
 4. Acceptance into a major and fulfillment of the requirements of that major. Students must declare no later than the second semester of their sophomore year or on entrance, in the case of junior and senior transfer students. A minimum of 9 upper-division credits in the major must be earned while in residence.
 5. Fulfillment of the Service Learning requirement. Each full-time student is required to complete 2 units of Service Learning while at Trinity. Transfer students are required to complete only one service learning unit if they transfer 58 or more approved credit hours.
 6. Fulfillment of the chapel attendance requirement. Chapel attendance is considered an important part of the total college program.
 7. At least 30 of the last 45 hours must be taken at Trinity, or in a nonresident program of study authorized by the faculty, as a regular student in order to receive a degree. Hours completed through Credit by Examination (CBE) do not count toward these 30 hours. Seniors who plan to matriculate in another college and transfer their final credits to Trinity must make arrangements with the Records Office prior to leaving Trinity.
 8. A student may complete degree requirements and graduate from Trinity at the end of one of three different completion semesters: fall, spring, or summer. The Application for Graduation is due on December 15 of the year prior to the anticipated graduation year for spring and summer graduands. For fall graduands, the Application for Graduation is due on July 15 of the anticipated graduation year. The following documentation must be filed with the University Records Office for review and verification of degree completion. All of these documents are available online or in the Records Office:
 - a. Application for Graduation form
 - b. When approved by faculty, any "Substitution/Waiver Form" should also be submitted to the Records Office for processing.
 - c. "6-Hour Contract," if applicable, for commencement participation (see Commencement Participation (p. 87) for further information).
 9. Attendance² at commencement. Permission to graduate *in absentia* must be obtained from the Dean of the College.
- ¹ Students should review their specific major requirements as listed in this catalog. Some majors require a higher cumulative GPA for graduation.
- ² Attendance at commencement does not necessarily indicate degree completion.

General Education

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

Purpose

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

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

General Education Requirements

Code	Title	Hours
Foundations of Christian Thinking and Living (goals 1, 4, 5) ¹		
BI 101	Understanding the Old Testament	3
BI 111	Understanding the New Testament	3
BI 210	Biblical Interpretation	3
IDS 150	Foundations of Christian Thinking and Living	3
IDS 499X	Integrative Thought Capstone	0-1
Foundations of Life Long Learning (goals 2, 3, 5)		
Communication Skills:		
ENG 111	Critical Thinking and Writing ²	3
Arts and Humanities:		
Select one of the following:		3
PH 170	Logic	
PH 180	Introduction to Philosophy	
PH 182	Ethics	
Select one of the following:		3
ENG 220	Studies in Poetry	
ENG 222	Studies in Fiction	
ENG 224	Studies in Drama	
Select one of the following:		3
ART 121	Art Appreciation	
ART 233X	Comparative Arts	
IDS 301/302	The Western Cultural Heritage I ³	
MUH 121	Music Appreciation	
MUH 241	Introduction Music History and Literature	
Quantitative and Analytical Reasoning:		
Select one of the following:		4
BIO 103	Introductory Biology	
BIO 105S	Environmental Biology	
BIO 111	General Biology	
BIO 112	Biology: Plant and Animal Kingdoms	
BIO 140	Survey of Human Anatomy and Physiology	

Select one of the following:		3-6
CH 101	Contemporary Chemistry	
CH 103	Introduction to Chemistry	
CH 111	General Chemistry I	
PHY 111	General Physics I	
PHY 112	General Physics II	
PS 110	Introduction to the Physical World	
Students who have an ACT Math subscore between 17 and 24 or an SAT Math subscore between 400 and 560 (inclusive) select one of the following: ^{4,5}		
MA 117	Mathematics in the Modern World	
MA 120	College Algebra and Trigonometry	
MA 121	Calculus and Analytic Geometry I	
MA 280X	Introductory Statistics	
MA 285X	Statistics	
Foundations of Cultural and Global Perspectives (goals, 5, 6, 7, 8)		
Historical and Cultural Contexts:		
Select one of the following:		3
HI 201	World Civilizations to 1600	
HI 202	World Civilizations Since 1600	
IDS 301/302	The Western Cultural Heritage I ²	
Economic, Social, and Political Structures:		
Select one of the following:		3
BUS 103	Introduction to Economics	
BUS 208	Macroeconomics	
GEO 100	World Geography	
POL 111	Introduction to Political Science	
POL 250	American Government	
POL 361	International Relations	
SOC 101	Introduction to Sociology	
SOC 222	Social Problems	
Approved cross-cultural experience (limit of 3 credits in this category)		
Religious and Ethnic Diversity:		
Select one of the following:		3
BRS/PH 363X	Survey of Religious Diversity	
COM 330	Intercultural Communication	
IDS 303	Cross Cultural Contexts	
MUH 211	Survey of World Music	
SOC 330	Race and Ethnic Relations	
Approved cross-cultural experience (limit of 3 credits in this category)		
Foreign Language Competency:		
See note 6 below.		0-8
Foundations of Personal Growth, Health, and Wellness (goals 4, 9)		
HPW 180	Introduction to Health and Wellness	3
or HS 202	Nutrition	
Select one of the following:		3
HPW 228X	Sport and Wellness Psychology	
PSY 140	Introduction to Psychology	
PSY 210	Life Planning	
PSY 240	Human Sexuality	
PSY 255	Psychology of Addiction	
ED/PSY 260X	Educational Psychology/Human Development ⁷	
Total Hours		46-58

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

2 Students whose ACT English subscore is lower than 19 (or whose SAT English subscore is lower than 450) need to take:

- PCS 106 and PCS 109
- or PCS 108

(depending on the scores) as a prerequisite to ENG 111.

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

4 This requirement is waived for students who have earned an ACT Math subscore of 25 or higher or an SAT Math subscore of 570 or higher.

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

6 In order to graduate, students must demonstrate competency in a foreign language by one of the following means:

- Two years of high school study of the same language with grades of C or higher both years
- Two semesters of study of the same language at Trinity with grades of C or higher in both semesters
- Transfer from another college or university of two semesters with grades of C or higher in both semesters
- Passing the appropriate competency exam for the language in question.

American Sign Language (ASL) does not meet this requirement.

7 Education majors only

Service Learning

(See IDS 106)

Service Learning is a graduation requirement for all college students. Each full-time undergraduate student is required to fulfill two Trinity Service Learning units while at Trinity College. Transfer students are required to complete only one Service Learning Unit if they transfer 58 or more approved credit hours.

Service learning has the following learning outcomes:

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

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

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

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

To receive credit for a Service Learning project, the student must register for IDS 106 Trinity Service Learning, submit the planning form early in the semester of service, submit the Student Reflection Form and ensure that the Supervisor Evaluation Form is completed and submitted by the last day

of class during the fall and spring semester or two weeks prior to the first day of the fall semester if the service-learning project was done over the summer.

- Note: All Service Learning projects must be done while the student is enrolled at Trinity College. All forms and additional information can be found on MyTIU (<http://my.tiu.edu>).

Three Year Degree Option

Trinity offers qualified students a three-year degree option, with free summer tuition for most courses. Exercising this option, students in many majors can complete their degree in three years. Most summer courses are offered *at no additional tuition cost to qualified students* (see below). This represents significant savings in that the student pays for only three years of tuition (i.e., instead of four) *and* is able to be employed or engaged in graduate study in the fourth year.

To qualify for tuition-free May term face-to-face and summer online courses, the student must meet all of the following conditions:

1. composite ACT score of 20 or higher (or the SAT equivalent)
2. full-time enrollment at Trinity in the two semesters immediately preceding the summer study (i.e., fall/spring)
3. cumulative Trinity College GPA of 3.0 or higher at the end of the preceding fall semester
4. enrollment in further undergraduate coursework at Trinity in the (fall) semester immediately following the summer in question (unless graduating)

Those who meet these qualifications will receive a 100% tuition rebate for up to 12 credits of coursework (four 3-credit-hour courses) in the intervening summer, in any combination of the following:

- one May term course and/or
- up to two online courses in each of the two summer online terms. [A per-course technology fee will be assessed for each online course; the tuition rebate does not cover this fee.]

Note: Guided studies, independent studies, and internships are not included in the summer tuition rebate. BE 476X/PH 476X and BE 477X/PH 477X, associated with The Center for Bioethics & Human Dignity's annual summer conference, provide a unique opportunity for students to interact with internationally recognized professionals in their field and receive academic credit; these courses also are not included in the summer tuition rebate.

Academic Majors and Minors by Discipline

- Athletic Training (p. 256)
- Bible and Ministry (p. 114)
- Bioethics (p. 139)
- Biology and Chemistry (p. 128)
- Business (p. 140)
- Communication (p. 150)
- Computer Science
- Criminal Justice (p. 106)
- Education (p. 163)
- English (p. 182)
- Graphic Design (p. 157)
- Health Sciences (p. 190)
- History (p. 203)
- Interdisciplinary Studies (p. 95)
- Leadership (p. 112)
- Mathematics (p. 214)
- Music (p. 224)
- Philosophy (p. 240)
- Political Science (p. 111)
- Pre-Law (p. 112)
- Psychology (p. 245)
- Sociology (p. 112)

Interdisciplinary Studies

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

Division: Varied

Majors: General Studies, Humanities, Social Science

Majors

- General Studies Major (p. 110)
- Humanities Major (p. 111)
- Social Science Major (p. 111)

Courses

IDS 102 Compass Program Training - 0 Hours

Building blocks for success—in college, and in life—for students who are members of the Compass program. Required for all Compass students each semester of the Compass program. Limited to Compass students. Offered only on a pass-fail basis. Repeatable once. Offered every semester. Prerequisite: permission of the instructor. Delivery mode: Deerfield traditional undergraduate.

IDS 105 Foundations for Adult Learning - 3 Hours

This course focuses on the knowledge, skills, attitudes and values required to maximize the benefit of education for adults. Concepts include the basic principles of adult development, learning approaches, personality, and work/life management. The ideas of Christian liberal arts education, learning in community, and lifelong learning as spiritual journey are explored. Various assessments and self-exploration tools will be used to aid goal-setting, writing placement, and advising. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

IDS 106 Trinity Service Learning - 0 Hours

Trinity Service Learning seeks to develop students' ethic of service, sense of social responsibility, and commitment to civic engagement. Through service, students will grow in their capacity to love and serve individuals and communities, within and outside Trinity, both locally and globally. Students will use their skills and abilities to make a difference in real-world settings, and will put their faith into action. Opportunities may include service in on-campus activities and programs, a local church, community programs, mission trips, and summer camp leadership. Some paid or stipend positions may count if the position involves direct service to others in a leadership capacity. Students must register for IDS 106 in the semester of their project, complete a planning form, submit a reflection by the due date, and be evaluated by their supervisor. Course is offered only on a pass-fail basis, repeatable for obtaining a Service Learning unit. Offered every semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

IDS 150 Foundations of Christian Thinking and Living - 3 Hours

This course equips Trinity College students to live as active and thoughtful believers on campus and in society at large. It orients students to the unique features of Christian liberal arts education at Trinity College, examines the core doctrinal elements of the Christian faith, and investigates what it means to live Christianly in the world today. Required of all Trinity College students. This course must be taken at Trinity. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

IDS 200 Law, Justice and Culture - 3 Hours

Focuses on the conceptions of law and justice of three civilizations or cultures: the ancient Hebrews and biblical law; the United States Constitution and inalienable rights; and Nazism and the Nuremberg Trials. By studying law in the context of these societies, it is hoped that the student will develop an appreciation for humanity's attempts to understand its beliefs, institutions, and rules in light of transcendent moral principles. In particular, the course seeks to challenge students to (1) think about the nature of justice, the relationship between law and morality, and the role of law in achieving a just society, (2) formulate a Christian view of law premised on biblical principles, and (3) strengthen each student's ability to analyze and reason and to articulate and defend positions. Offered May term through Olivet Nazarene University. Delivery mode: Deerfield traditional undergraduate.

IDS 301 The Western Cultural Heritage I - 3 Hours

A survey of the arts, religious faiths, and ideas of the Western tradition from ancient times to the present while traveling in Europe. These classes will involve extensive field work in museums, art galleries, cathedrals, and diverse historical sites. They will emphasize thoughtful consideration of Christian and cultural concerns through preparatory readings, lectures, discussion, and writing. Offered Spring semester and May Term in even-numbered years for Deerfield traditional undergraduate. Prerequisite: Junior status or consent of instructor. Note: IDS 301-IDS 302 may be used to fulfill any two of the following general education requirements: History 201 (World Civ I), History 202 (World Civ II), Fine Arts, Christian Faith Elective, or Humanities Elective. Delivery mode: Deerfield traditional undergraduate.

IDS 302 The Western Cultural Heritage II - 3 Hours

A survey of the arts, religious faiths, and ideas of the Western tradition from ancient times to the present while traveling in Europe. These classes will involve extensive field work in museums, art galleries, cathedrals, and diverse historical sites. They will emphasize thoughtful consideration of Christian and cultural concerns through preparatory readings, lectures, discussion, and writing. Offered May Term for Deerfield traditional undergraduate. Prerequisite: Junior status or consent of instructor. Note: IDS 301-302 may be used to fulfill any two of the following general education requirements: HI 201 (World Civ I), HI 202 (World Civ II), Fine Arts, Christian Faith Elective, or Humanities Elective. Delivery mode: Deerfield traditional undergraduate.

IDS 303 Cross Cultural Contexts - 3 Hours

This course is an opportunity for students to understand principles for effective cross-cultural engagement through an immersive field experience. Reading and assignments will provide a theoretical framework, to include historical, theological, and sociological perspectives. Select Global Community Partnerships trips or other approved cross-cultural experiences will be combined with instruction to meet the objectives of this course. Offered spring semester for Deerfield traditional undergraduate as scheduled. Delivery mode: Deerfield traditional undergraduate.

IDS 320 American Studies Program (Washington, D.C.) - 1-10 Hours

As a member of the Council of Christian Colleges and Universities, Trinity participates in the American Studies Program, an interdisciplinary internship/seminar program based in Washington, D.C. Founded in 1976, the program is designed to expose undergraduates to opportunities for involvement in public life and provides students with a general understanding of the public policy dynamics at work in the nation's capital. The program provides internship opportunities for the diverse majors and career interests of university juniors and seniors. Students live together in campus apartments, work as voluntary interns, and participate in a seminar program for which they receive full academic credit. Since the number of participants is limited, the program is highly selective. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 321 Au Sable Inst of Environmental Studies (multiple locations) - 1-10 Hours

The mission of Au Sable Institute is the integration of knowledge of the creation with biblical principles for the purpose of bringing the Christian community to a better understanding of the Creator and the stewardship of God's creation. All of its programs and activities are structured to allow, and are conducted for, promotion of Christian environmental stewardship. The Institute offers courses at five locations: Great Lakes, Pacific Rim (Puget Sound), East Coast (Chesapeake Bay), Africa, and India. Courses are offered in four formats: January session, May session, and two summer sessions for Deerfield traditional undergraduate. Environmental education internships are available, as are certificates in stewardship ecology, environmental analysis, land resource analysis, and water resource analysis. Additional information is available from the Associate Dean or the Director of the Division of Science, Technology, and Health. Delivery mode: Deerfield traditional undergraduate.

IDS 322 China Studies Program - 1-10 Hours

The China Studies Program enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization first-hand, students participate in seminar courses on the historical, cultural, religious, geographic, and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. Students choose between completing a broad Chinese Studies concentration or a Business Concentration, including an internship in an international business in Shanghai. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi'an, and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16-17 semester hours of credit. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 323 Christian Center for Urban Studies (Chicago, IL) - 1-10 Hours

The Christian Center for Urban Studies (CCUS) was formed in 1980 in Chicago to link the needs and opportunities of the city with the faith and gifts of today's college and seminary students. As a cooperative venture of Christian colleges, CCUS prepares students for America's multicultural and urban future. Chicago serves as an ideal laboratory for ministry and career preparation. CCUS programs prepare students to serve full-time in urban or cross-cultural settings, identify career paths in the urban environment, and understand social justice and cultural issues. Urban semesters provide a foundation for understanding urban cultures, systems, and poverty through an individually tailored internship and course of study. Mini-terms provide a three-week introduction to cultural perspectives and interpretation. Interning for ten to twenty hours per week gives students the opportunity to gain practical experience in a variety of fields, as CCUS has more than a hundred potential placement sites in Chicago. College sophomores, juniors, or seniors in good standing are eligible to apply. Individual study programs are approved in advance by academic advisors of the student's home institution as part of the application process. Additional information is available from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 324 Contemporary Music Center (Nashville, TN) - 1-10 Hours

The Contemporary Music Center provides students with the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers, or recording engineers. The Executive Track is designed for business, arts management, marketing, communications, and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters, or entertainment industry entrepreneurs. Students earn 16 semester hours of credit. For more information, contact the Associate Dean or the Chair of the Music Department. Delivery mode: Deerfield traditional undergraduate.

IDS 325 Daystar University (Kenya) - 1-10 Hours

As a member of the Christian College Consortium, Trinity allows junior and senior students to study for one semester at Daystar University in Nairobi, Kenya. Daystar is the only accredited Christian liberal arts college in all of Black, English-speaking Africa. Consortium students join African students from more than twenty-one African nations at Daystar. Specific courses introduce the history, culture, literature, politics, art, music, and religions of Africa. All instruction is in English and offered by a primarily African national faculty. Additional information is available in the office of the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 326 Focus on the Family Institute (Colorado Springs, CO) - 1-10 Hours

This semester program is commissioned by Focus on the Family to provide an undergraduate program that crosses academic and professional disciplines. The program addresses issues facing contemporary families and society from a Christian worldview. The program is tailored to the student's interests, academic, professional, and life goals. The institute is located in Colorado Springs, Colorado, on the campus of Focus on the Family. Additional information is available from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 327 Jerusalem University College (Israel) - 1-10 Hours

This Evangelical Protestant Christian university, established in 1957, is dedicated to the study of the geography, culture, history, languages, and archaeology of biblical lands as they relate to biblical interpretation and a better understanding of the Middle East. The school offers its intercultural student body long- and short-term programs, including the Master of Arts degree in several disciplines, graduate and undergraduate semester abroad, and short-term academic study tours. Additional information is available from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 328 Latin American Studies Program (Costa Rica) - 1-10 Hours

Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (designed for Spanish majors and offered both fall and spring terms); International Business: Management and Marketing (offered only in fall terms); and Environmental Science (offered only during spring terms). Students in all concentrations earn 16-18 semester credits. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 329 Los Angeles Film Studies Center - 1-10 Hours

Founded in 1991, the Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester, students live, learn, and work in L.A. The curriculum consists of two required Hollywood Production Workshop and Theology in focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 330 Middle East Studies Program (Egypt) - 1-10 Hours

This program, based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern peoples. Students also study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Lebanon, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim world in an informed, constructive, and Christ-centered manner. Students earn 16 semester hours of credit. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 332 Scholars' Semester in Oxford Program (England) - 1-10 Hours

Scholars' Semester in Oxford (SSO) is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of the university's historic halls. SSO students enroll in a Primary and Secondary Tutorial, an Integrative Seminar, and the course Christianity and Cultures. The SSO is designed for students interested in the fields of Classics, English and Literature, Theology and Religious Studies, Philosophy, and History, though all majors may apply. Applicants are generally honors and other very-high-achieving students. Students earn 17 semester hours of credit. Additional information is available from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 333 Approved Special Program - Hours

Approved Special Program.

IDS 334 Uganda Studies Program - 1-10 Hours

Uganda Studies Program (USP) offers students a very personal encounter with this African success story, which has become an economic and public health model in its region. Another success story, Uganda Christian University (UCU), serves as the base of study for students in the USP.

Set on the outskirts of the capital city of Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. Courses taught by local faculty in the English tutorial tradition will immerse students in a uniquely African education. Topics such as Christianity and Islam in Contemporary Africa, African Literature, and East African History will present many insights into African life. Home stays, travel, service learning, and daily interaction with Honours College students form the backbone of the USP experience. In addition to the core experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 hours of credit. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 335 Australia Studies Center - 1-10 Hours

The Australia Studies Centre (ASC) is designed to integrate the first-hand observation and study of Australian culture, history, religion, and politics, together with experiential service learning and formal instruction in the arts. The program, based at the Wesley Institute in Sydney, is composed of one required seminar course in Australian history, culture, and society (especially for ASC students), a choice of integrative courses, and a variety of elective options in theology, music, dance, drama, or design to total 15-16 credits for the semester. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 336 Washington Journalism Center - 1-10 Hours

The Washington Journalism Center (WJC) is a semester-long study program in Washington, D.C., created for students interested in the field of journalism. While in Washington students will take classes focusing on the history and future of the media and how it relates to the public, as well as to their personal writing skills. These Foundations for Media Involvement; Reporting in Washington; and Washington, News and Public combined with an internship at a top news publication will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities, as well as live with families in home stays as part of the WJC experience. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 337 India Studies Program - 1-10 Hours

The India Studies Program is structured to provide students with both immersion in a local community and broad exposure to a variety of peoples, places and customs in India including an extensive two week travel portion of the program to provide students a close up look at India's diversity. Students will participate in two core courses designed to provide a broad overview of the historical, religious, geographical and economic landscape of India. Building on their basic understanding of India's past and contemporary realities students will have opportunities to explore a variety of issues -poverty, social justice, rapid social change, religious pluralism - through the eyes and experience of Indian Christians. Rounding out the semester experience, students will also have the opportunity to take courses in their major areas with Indian students and professors. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 338 Ambex Program - 1-10 Hours

The Ambex program is based in Regensburg, Germany, and is accredited by Corban University of Oregon (a fellow CCCU school). The program consists of a variety of courses, including Reformation history and theology, which are done sequentially in modular fashion and also include a series of European excursions to enhance the experiential dimension. Teaching faculty from Corban and a number of other Christian institutions are used in the program. Additional information is available at www.ambex.org or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 351 Consortium Student Visitor Program Asbury - 1-10 Hours

The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 352 Consortium Student Visitor Program Bethel - 1-10 Hours

The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 353 Consortium Student Visitor Program George Fox - 1-10 Hours

The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 354 Consortium Student Visitor Program Gordon - 1-10 Hours

The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 355 Consortium Student Visitor Program Greenville - 1-10 Hours

The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 356 Consortium Student Visitor Program Houghton - 1-10 Hours

The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 357 Consortium Student Visitor Program Malone - 1-10 Hours

The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 358 Consortium Student Visitor Program Messiah - 1-10 Hours

The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 359 Consortium Student Visitor Program Seattle Pacific - 1-10 Hours

The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 360 Consortium Student Visitor Program Taylor - 1-10 Hours

The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 361 Consortium Student Visitor Program Westmont - 1-10 Hours

The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 362 Consortium Student Visitor Program Wheaton - 1-10 Hours

The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 390 Trinity Professional Experience - 0-1 Hours

This course fulfills the professional experience general education requirement for students in non discipline specific fields of study. Students should propose and develop individualized research, marketplace, or professional experiences that follow the general education guidelines. Requires advisor approval. Offered on demand. Delivery mode: Deerfield traditional undergraduate.

IDS 499X Integrative Thought Capstone - 0-1 Hours

This course integrates the learning goals of the Trinity College General Education curriculum with the student's major area and contributes to the assessment of student learning outcomes. This requirement must be fulfilled by taking a designated capstone course in the student's major field. Delivery mode: Deerfield traditional undergraduate.

CRJ 101 Introduction to Criminal Justice - 3 Hours

This course provides an overview of the history and operations of the U.S. criminal justice system. Attention will be placed on law enforcement, prosecutors, public defender, the judiciary and the correctional process. This course will also evaluate the impact of crime on society and basic criminal law. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 105X Introduction to Forensic Science - 3 Hours

An overview of the many ways evidence is collected through the scientific disciplines of chemistry, biology, and physics. Principles and applications of DNA analysis, explosives analysis, detection of illegal drugs, toxicological analysis, and firearms identification will be discussed. Legal requirements for the collection, storage, and presentation of evidence with a focus on expert testimony and the standards that govern expert testimony will be presented. Offered Fall semester in even-numbered years for Deerfield traditional undergraduate. Cross-listed with CH 105X. Delivery mode: Deerfield traditional undergraduate.

CRJ 201 Criminal Law and Procedure - 3 Hours

This course covers the principle areas of criminal law and of criminal procedure including federal restraints on the activities of law enforcement personnel. Students will examine the tenets of basic criminal law such as reus, mens rea, and general doctrines attempt, complicity, causation, and conspiracy. The course also examines legal authority of law enforcement personnel and rights of the accused person. Consideration is given to various procedural stages from criminal charges through post-conviction appeal. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 210 Criminal Courts - 3 Hours

This course presents how cases are processed in state and federal criminal courts, including venues, the study of prosecutors, defense attorneys, judges, jury selection, plea bargaining and sentencing. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 300 Legal Writing and Communication - 3 Hours

This course focuses on skills related to analysis and objective explanation in the context of criminal justice. Students will examine individual cases and reports to analyze decisions and understand precedential value and legal reasoning as well as synthesize the results of several cases to understand larger principles and predict how the law will apply in future cases. Students will draft documents and provide oral reports on a variety of topics, such as crime investigation reports, evidence collection reports, correctional incidents, substance abuse reports, motions, complaints and legal briefs. Prerequisite: ENG 111. Offered spring semester beginning 2024 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 320 Police and Societal Interactions - 3 Hours

This course examines the psychological, sociological, and philosophical role of the police as it relates to topics such as criminal behavior, police brutality, corruption, and stress. It also examines the racial, ethnic, and gender issues in law enforcement. Offered fall semester in odd years beginning 2017-2024 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 322 Policing with Digital Technology - 2 Hours

This course examines law enforcement's use of modern technology, namely social media, to aid in carrying out their goal of preventing and investigating crime. This course will examine the use of social media for anticipation of crimes, closing crimes quickly, and two-way communication. Offered fall semester, even years beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 330 Corrections - 3 Hours

This course provides an in-depth consideration of probation, penology, the theories of punishment, and community supervision sectors of the field of criminal justice. Alternatives to institutionalization are explored. Offered fall semester even years beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Prerequisite: CRJ 201. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 350 Topics in Criminal Justice - 3 Hours

Selected topics as announced. Course may be repeated with a different topic. Prerequisite: CRJ 101 or permission of instructor. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 351 Drugs, Alcohol, and Crime - 3 Hours

This course will explore the relationship of substance use and crime. Topics include how drug trafficking impacts communities and the effectiveness of current policies aimed at controlling drug use. Prerequisite: CRJ 201. Offered spring semester even years beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 352 Cybercrime - 2 Hours

This course examines legal and policy issues before developing from cybersecurity threats. Topics include digital foreign espionage, website hacking, intellectual property theft, and breaches of corporate databases. Focus will be placed on the governance of the Internet, as it relates to the roles of the government and non-governmental actors, and the expectations of privacy. Prerequisite: CRJ 201. Offered spring semester even years beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 360 Race, Gender, Ethnicity, and Criminal Justice - 3 Hours

This course focuses on gender, race, and ethnicity issues in the criminal justice system. The course emphasizes developing an understanding of cross-cultural variation; the effects of gender and race on the lives of people within the context of contemporary issues of justice. Prerequisite: CRJ 201. Offered spring semester odd years beginning 2017-2024 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 361 Juvenile Justice and Delinquency - 3 Hours

This course examines the juvenile justice system and the impact of various legal, social, and political policies of at-risk youth, including child-trafficking. Students will conduct an assessment of causal theory and problems of corrections and prevention of delinquency. Prerequisite: CRJ 201. Offered fall semester odd years beginning 2017-2024 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 420 Police Response to Protests, Riots, and Disasters - 3 Hours

This course will examine the theories of behavior and action. Focus will be placed on how law enforcement should respond to protests, riots, disasters, and threats to social order. Prerequisite: CRJ 201. Offered spring semester even years beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 430 White Collar Crime - 3 Hours

This course focuses on crime committed by governmental and corporate entities and actors in "white collar" professions. It is inclusive of state political crimes, corporate abuse of power, and financial, occupational, and environmental crimes, as the enforcement of law and punishment against such crimes. Prerequisite: CRJ 201. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 445 Criminal Justice Internship - 3 Hours

This course is field experience to further the student's integration of theory and practice. It is for junior and senior standing criminal justice majors whose academic performance is appropriate for placement. Potential placements include federal, state, county, and municipal criminal justice, law enforcement, law firms, corrections, administrative law agencies, residential treatment facilities, or related offices or agencies. Students must complete at least 135 hours of work. Satisfies the professional experience requirement for Criminal Justice majors. Prerequisite: Junior standing. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 450 Independent Study - 1-4 Hours

Research and specialized studies to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 451 Legal Issues in Technology - 3 Hours

This course examines how new technologies are transforming the experience, regulation, and meaning of personal privacy. This course will study U.S. courts' evolving reaction to challenges presented by digital surveillance with a focus on Fourth Amendment case law and key statutes. The topics explored will include database searches, GPS trackers, and the National Security Agency's telephonic metadata program. Prerequisite: CRJ 201. Offered spring semester even years beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 460 Victimology and Restorative Justice - 3 Hours

This course examines the relationship between victims and their offenders, the interactions between victims and the criminal justice system, the impact of the crime on families of the victims, and the connections between victims and other social groups and institutions. Additional discussion on Christian views of reconciliation and reintroducing offenders to society. Prerequisite: CRJ 201. Offered spring semester even years beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 490 Criminal Justice Seminar - 3 Hours

This course serves as the capstone course for Criminal Justice major. Students will be challenged to incorporate learning from throughout the curriculum, culminating in the development of a comprehensive integration paper. Course content focuses on ethical decision-making by criminal justice practitioners. Distinctions are made between Christian and non-Christian perspectives. This course fulfills the IDS 499X requirements for Criminal Justice majors. Prerequisites: CRJ 201, SOC 324, and senior standing. Offered fall semester beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

LR 170X Leadership Dynamics - 3 Hours

This course will study the vital role and responsibilities of leaders within various organizations. Emphasis will be given to the study of a biblical concept of leadership, various leadership styles, spiritual gifts, personal development, leadership management, administration/delegation, change management, conflict management, and development of leadership staff. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with PSY 170X. Delivery mode: Deerfield traditional undergraduate.

LR 173 Emerging Leadership I - 1 Hour

Students will be exposed to the theory and practice of team leadership and group dynamics. Through a series of papers and other assignments, course participants will delve more deeply into the principles learned in Emerging Leaders program. Practical experience will be gained by planning a leadership conference for high school students. Prerequisite: Admittance into Emerging Leaders Program and permission of instructor. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

LR 174 Emerging Leadership II - 2 Hours

Students in this course will gain practical leadership experience by planning and conducting a leadership conference for high school students. Participants will be challenged to apply principles in organizing, group dynamics, motivation, delegation, and conflict resolution. In addition to the experiences offered in the Emerging Leaders program, students will complete a series of assignments designed to help them in their personal leadership development. Prerequisites: LR 173 Emerging Leadership I and permission of instructor. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

LR 220 Practicum in Leadership - 1 Hour

This practicum is for students who hold approved leadership positions but who are not in executive roles. Qualifying leadership experiences must involve at least 20 hours of leadership responsibilities during a semester. Students are required to keep a leadership journal as well as complete a reflection paper and research paper dealing with topics related to leadership. Students will adhere to internship standards. May be repeated. Prerequisite: Permission of instructor. Delivery mode: Deerfield traditional undergraduate.

LR 350 Topics in Leadership - 1-3 Hours

Selected topics as announced. Course may be repeated with different topic. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

LR 378X Servant Leadership - 3 Hours

This course is designed to move the student from theory to practice as it relates to being a Servant Leader (SL). Emphasis will be given to the strategic and tactical aspects of Servant Leadership with a pervasive focus given to evidencing a SL ethic. Servant Leader domains covered include: valuing people, developing people, displaying oneself authentically, building community, providing and sharing leadership. Prerequisite: LR 170X or LR 174/174 or PSY 140. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Cross-listed with PSY 378X. Delivery mode: Deerfield traditional undergraduate.

LR 420 Practicum in Advanced Leadership - 1 Hour

This practicum is up for students who hold executive leadership positions in approved on-campus activities. Qualifying leadership experiences must involve at least 45 hours of practical leadership experience along with significant responsibility/oversight of others. Students will adhere to TIU internship standards including keeping a leadership journal, meetings with a Leadership Coach, and the completion of a reflection paper. May be repeated. Prerequisite: permission of instructor. Delivery mode: Deerfield traditional undergraduate.

LR 440 Practical Leadership Capstone - 1 Hour

This course challenges students to synthesize their leadership coursework and activities to prepare them for professional leadership positions. Students will reflect upon their leadership and growth and gain a greater appreciation of their individual leadership styles through tools such as ePortfolios, Personal Development Plans, Leadership Practices inventory, and integration papers. Upon completion of the course, students will receive an endorsement letter documenting their involvement in the Practical Leadership Program and citing their individual leadership strengths. Prerequisites: Senior standing and permission of instructor. Course fee required. Delivery mode: Deerfield traditional undergraduate.

LR 470X Leadership Dynamics Practicum - 1-6 Hours

An advanced application course in leadership dynamics. Students will integrate leadership theory with experience in a practical setting, either on or off campus. Program specifics should allow students to practice all areas of leadership, including planning, implementation, and supervision. Practica experiences must be approved by the chair of either the Business or Psychology department. Enrollment is contingent upon completion of the College's internship contract, including the stipulation of course requirements. May be repeated for up to twelve total hours of credit. Prerequisite: Junior or senior standing and enrollment in an academic leadership program: the OL emphases, leadership emphases or minor in leadership. Offered each semester. Cross listed with PSY 470X. Delivery mode: Deerfield traditional undergraduate.

LR 5001 Foundations for Integrative Thought in Leadership - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention given to Scriptural applications of leadership theory and godly stewardship in the workplace. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current issues in leadership in the light of biblical principles. Offered face to face at Deerfield and Florida, and online.

LR 5002 Foundations for Cultural Engagement in Leadership - 3 Hours

This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working assumptions of contemporary culture regarding influence, transformation, and effectiveness in leadership. 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 wise interaction with contemporary thought about leadership. Offered face to face at Deerfield and Florida, and online.

LR 5010 Introduction to Leadership: Definition and Perspectives - 1 Hour

This course defines leadership and develops an initial set of skills for the study, research, assessment, and development of learning within the leadership arena. Offered on Deerfield, Dolton, and Florida campuses.

LR 5020 Ethical Foundations and Integration of Leadership - 3 Hours

This course surveys the ethical, philosophical Biblical and practical dimensions of the leadership domain. Students will gain a foundation in the ethical challenges of leaders past and present, and leadership theory criticism. The course also surveys the Biblical narrative from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention given to Scriptural applications of leadership theory and godly stewardship in the workplace. Topics include power, hierarchy, influence, charisma, duty and the greater good. Offered face-to-face/cluster.

LR 5300 Contemporary Issues in Leadership-Global Leadership Summit - 2 Hours

The need of developing a Biblical and practical strategy for leadership in organizations, non-profits, and international networks is the intent of this "wrap-around" course. Students will also address several key issues facing leaders today and develop a customized plan for their organization's work. This course is conducted in cooperation with attendance at the Global Leadership Summit, but is the full responsibility of the Trinity Graduate School of Trinity International University. May be repeated in succeeding years. Offered Online.

LR 5460 Change and Conflict Management - 2 Hours

This course surveys the dynamics of change and conflict from a variety of perspectives, emphasizing skills of negotiation, building consensus and collaboration. Students will learn how to cultivate effective change within different types of organizations. This course also addresses specific strategies to address conflict situations, whether the conflict is interpersonal or organizational. Offered face-to-face/cluster._

LR 5570 Group and Organizational Communication - 3 Hours

A study of communication in the context of informal and formal groups, as well as organizations of various sizes and different degrees of complexity. The course will include research about communication in nonprofit and for-profit settings. Offered face-to-face/cluster._

LR 5820 Globalization for Leadership - 3 Hours

Students in this course will explore the variety of ways our world has become and is increasingly becoming interconnected while simultaneously remaining fragmented and how these two forces impact leadership dynamics. Offered face-to-face/cluster.

LR 5890 International Practicum - 3 Hours

The fieldwork in this practicum is designed to provide supervised experience in an international Christian setting to help students develop and reflect upon leadership. The opportunity is intended to provide exposure to different cultural, philosophical, and practical bases for functioning effectively in an international leadership setting.

LR 6020 Contextualization, Worldview & Communication - 3 Hours

Students in this course will be challenged to develop both the mindset and skill set of communications in various organizational situations. Specifically, the course will focus on the importance of evaluating the working assumptions of contemporary culture and investigate several models for Christian engagement with culture. The course encourages the positive formation of a Christian worldview as a foundation for wise interaction with contemporary thought about leadership. Topics include contextualization, verbal and nonverbal communication, public speaking, communicating vision, public relations, crisis management, and social media utilization. Innovation and creativity will also be explored. Offered face-to-face/cluster.

LR 6030 Leadership and Finances - 2 Hours

This course investigates the personal and organizational ethics and processes of financial management. Topics include gaining skills in budgeting, acquiring wealth, utilizing capital, managing resources and gaining a faith-based accountability in handling finances.

LR 6100 Topics in Leadership - 1-3 Hours

Selected topics as announced. Course may be repeated with different topics. Offered face-to-face/cluster.

LR 6130 Leadership Research - 2 Hours

This course is designed to equip learners with the basic skills in both qualitative and quantitative research techniques, including assessing initiative outcomes in applied organizational contexts.

LR 6150 Applied Leadership Project - 1-3 Hours

This course is used as the applied project component of either a previously taken undergraduate course or a graduate course without an included project. Students will conduct an approved mentor-directed project in a leadership role related to course. Leadership program director approval required. May be repeated for credit.

LR 6380 Assessment and Innovation - 2 Hours

This course will review state-of-the-art theoretical and applied models of creativity and innovation as they apply to the assessment process. Students will develop both the skills and the mindset to understand the critical nature of innovation as it relates to growth—personally and organizationally. Offered face-to-face/cluster.

LR 6520 Coaching and Mentoring - 3 Hours

Course provides the opportunity for students to acquire a clear understanding of coaching and mentoring as leadership tools. Students will learn coaching skills, become familiar with coaching models, be exposed to a variety of assessment techniques and reflect on ethical and other professional issues in the world of coaching and mentoring.

LR 6720 Followership - 2-3 Hours

This course is a study of leadership through understanding the leader-follower relationship. This increasingly important dynamic to the leadership domain will examine the significance of how subordinates can and should ethically relate to their superiors and the impact this relationship dynamic has on an organization. Offered face-to-face/cluster.

LR 6811 Social and Cultural Understanding for Leadership - 2 Hours

This course will equip students to investigate diverse social and cultural contexts with attention to macro level issues such as globalization, ethnicity, and poverty, as well as the more interpersonal dynamics of culture-based differences regarding communication, values, lifestyles, and leadership. Special attention is paid to critical self-awareness and the impact of cultural difference within an organization. Offered face-to-face/cluster.

LR 6850 Organizational Dynamics - 2 Hours

This course examines the foundations of the role of the organizational leader. A scaffold for understanding how to lead others in organizations, the course addresses topics such as leading change, adaptation of roles for organizational effectiveness, and developing other leaders. Offered face-to-face/cluster.

LR 6920 Human Resource Management - 3 Hours

The content of the course focuses on helping learners develop the skills and abilities for effective human resource management including developing job descriptions, interviewing and selection, development, and separation. Special attention will be given to using volunteers in nonprofit organizations. Offered face-to-face/cluster.

LR 6940 Essentials of Nonprofit Operational Management - 3 Hours

This course helps students address the operational challenges specific to nonprofit organizations including strategic planning, budgeting, financial statement interpretation, multisite management, communications campaigns and building projects. Offered face-to-face/cluster and online.

LR 6960 Nonprofit Organizational Dynamics - 3 Hours

The specifics of working for a nonprofit organization are presented. Content includes nonprofit organizational structures, and nonprofit law and policy. Various issues in nonprofit constituency management included are board management, donor relationships and client service. Offered face-to-face/cluster and online.

LR 7400 Leadership Comprehensive Examination - 0 Hours

This course is for students who opt for taking additional leadership coursework in place of writing a capstone. Procedures for an extensive pass/fail examination over the content and practical material of the MA in Leadership program are available from the program director/Associate Dean. The comprehensive exam should be taken in the last semester before graduation.

LR 7468 Leadership Capstone Literature Review - 1-2 Hours

This is a guided research course in the area of a student's particular interest and is intended to facilitate the research process of the capstone project or integrative paper. This would generally be taken the semester before the capstone or integrative paper and would help to facilitate the proposal process.

LR 7478 Leadership Capstone Project - 2-3 Hours

A student may choose to do a final project in a research-based practicum requiring a practical leadership component or an integrative paper for their capstone. This should be chosen in collaboration with a faculty advisor. The research and project or integrative paper will be presented before student colleagues and faculty readers. The capstone will reflect approximately eighty-four clock hours of work (for 2 credits) or 126 clock hours of work (for 3 credits). Counts as half-time academic status in Florida.

LR 7486 Leadership Capstone Extension - 0 Hours

A total of three semesters extension for LR 7478 may be granted when progress is being made on the capstone. Extension fee when not enrolled in other courses. Counts as half-time student status when registrant affirms a minimum of 20 hours per week are invested on the capstone. Zero credit.

LR 7501 Guided Research in Leadership - 1-3 Hours

This elective provides an opportunity to conduct a major project (typically writing a major paper) on a leadership topic of special interest. Students may arrange such a course in any term with an appropriate faculty advisor. May be repeated for credit.

POL 111 Introduction to Political Science - 3 Hours

A survey of concepts and theories of politics and government, including an examination of some of the enduring questions of conflict and cooperation within and between nation states. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

POL 250 American Government - 3 Hours

This course surveys the structure, function, and principles of federal, state, and local government. National and state constitutional principles are specifically considered. Special attention is also paid to the historical development of governmental institutions in America. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

POL 252 Comparative Government - 3 Hours

A study of different governmental systems and political life in selected European and Third-World nations. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

POL 255 Constitutional Law - 3 Hours

An examination of the American constitutional system with special emphasis given to the role of judicial institutions and the impact of Supreme Court decisions. Offered spring semester 2017 and every third year for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

POL 350 Topics in Political Science - 3 Hours

A seminar focusing on a selected topic in political science. May be repeated for credit if topic varies. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

POL 361 International Relations - 3 Hours

An analysis of the foreign policies of the major powers and their interaction, major variables in international politics (resources, military power, institutions, etc.), techniques of international political relations (diplomacy, propaganda, war, economics), and an examination of global and regional international agencies. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

POL 375 Topics in Law and Government - 3 Hours

A seminar focus on a selected topic such as church and state relations or the First Amendment and American democracy. May be repeated for credit if topic varies. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

POL 382 Political Theory - 3 Hours

The development of Western political thought through the study of major theorists from Plato to the present. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

POL 445 Internship - 2-4 Hours

Practical, supervised field experience in law, government, or public service. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

POL 450 Independent Study - 1-4 Hours

Research and specialized studies designed to meet the need of individual students. Prerequisite: consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

SOC 101 Introduction to Sociology - 3 Hours

A study of the basic structures of human society including social forces that hold groups together or pull them apart. Social institutions such as family, education, religion, and political economic systems are examined using sociological tools of analysis. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

SOC 221 Marriage and the Family - 3 Hours

Marriage and the family in historic and contemporary society, including the changes in family structure, function, and roles. The problems of dating, courtship, and marriage in modern American society are presented and related to biblical principles. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

SOC 222 Social Problems - 3 Hours

A study of the principles of social disorganization and the application of these principles to an analysis of selected social problems. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate. Final offering for REACH adult undergraduate.

SOC 231 Cultural Anthropology - 3 Hours

An introduction to the principles of cultural anthropology. Includes the cross-cultural analysis of such topics as religion, language, family, economics, and political systems and an introduction to culture and personality studies, structural-functional analysis, and cultural ecology. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

SOC 232 Social Movements - 3 Hours

This course focuses on theoretical domains in the sociological study of social movements and general social processes rather than on specific movements. Substantive work on specific movements is used to explain issues such as mobilization, tactics, and ideology, as well as how the social context in which a movement takes place matters. Offered fall semester beginning 2017-2024 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

SOC 250 Special Topics - 3 Hours

An exploration of current topics in society and the discipline as addressed by sociological theory and research. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

SOC 285X Statistics - 4 Hours

An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests including one-way analysis of variance. Specific instruction and computer experience in the use of SPSS is provided. Offered each semester for Deerfield traditional undergraduate. Computer fee. Cross-listed with BIO 285X, MA 285X, PSY 285X. Delivery mode: Deerfield traditional undergraduate.

SOC 324 Criminology - 3 Hours

A study of individual and community factors as they relate to cause and correction. Theories in their historical context will be integrated with the present-day perspective of prevention and treatment. The roles of the church, the courts, the governments, and other community agencies will be considered. Prerequisite: SOC 101. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

SOC 330 Race and Ethnic Relations - 3 Hours

This course provides a sociological perspective on intergroup relations between different ethnic groups. Cultural-based differences regarding communication styles, lifestyles, and ideology are explored, as well as the mechanisms of discrimination as they influence power structures inhibiting equality. The history and current experiences of some of the ethnic groups represented in the United States are examined. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

SOC 335 Urban Sociology - 3 Hours

An examination of the urbanization process, the dynamics of the urban "explosion" and its implications worldwide. Particular attention is given to subcultural groupings and to the social and subcultural interactions that characterize the urban experience. The inherent problems of urban growth and the enactment of urban policies designed to address those problems are also considered. Students are given first-hand exposure to the urban environment. Prerequisite: SOC 101 or permission by online or Excel advisor. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

SOC 345 Internship I - 2-6 Hours

Provides the students with opportunities to apply various principles of the social sciences learned in previous coursework to actual settings at an agency or organization. Direct supervision is provided by onsite personnel, and overall progress is monitored by a faculty member. Normally a junior year experience. May be used as sociology elective hours. Offered in any semester or session for Deerfield traditional undergraduate. Cross-listed with PSY 346X. Delivery mode: Deerfield traditional undergraduate.

SOC 346X Research Methods and Design - 3 Hours

This course introduces students to research methods in the social sciences. The course guides students, as researchers, in making good choices in applying research methods to reach quality conclusions. It also guides students, as research consumers, in evaluating research reports and coming to quality decisions by recognizing research methods strengths and limiting liabilities. Majors are strongly encouraged to complete this course no later than their junior year. Prerequisites: SOC 101 and SOC 285X. Offered spring semester for Deerfield traditional undergraduate. (Not open to students with credit in PSY 340.) Delivery mode: Deerfield traditional undergraduate.

SOC 350X Social Psychology - 3 Hours

A study of the interrelationships between the individual and social groups. Topics included are the formation of attitudes and attitude change, the nature of groups and group processes, and theoretical perspectives of social psychology. Prerequisite: PSY 140 or SOC 101. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with PSY 350X. Delivery mode: Deerfield traditional undergraduate.

SOC 360X Introduction to Social Work - 3 Hours

A study of social casework principles, procedures and philosophy, welfare history, and administration. Related to a biblical view of humanity and the helping process. Prerequisite: PSY 140 or SOC 101. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Cross-listed with PSY 360X. Delivery mode: Deerfield traditional undergraduate.

SOC 420X Advanced Interpersonal Skills - 3 Hours

An advanced course in interpersonal relationships that explores elements of group leadership. Students will have an opportunity to train other students in relationship skills, to lead groups, and to receive supervision from the professor. Prerequisite: PSY 220, and invitation of the instructor. Offered each semester for Deerfield traditional undergraduate. Cross-listed with PSY 420X. Delivery mode: Deerfield traditional undergraduate.

SOC 445 Internship II - 2-6 Hours

Provides the students with advanced opportunities to apply various principles of the social sciences learned in previous coursework or a previous internship experience to actual settings at an agency or organization. Direct supervision is provided by onsite personnel, and overall progress is monitored by a faculty member. Normally a senior year experience. May be used as sociology elective hours. May be repeated for credit, but total internship credit is limited to 12 hours. Offered in any semester or session for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

Criminal Justice

Within a Christ-centered liberal arts curriculum, the mission of the Criminal Justice Program is to provide students with a strong foundation in the studies of criminology including criminal law, legal systems, corrections, and policing in order to prepare them to enter advanced programs in legal studies and law enforcement, and for allied careers in the criminal justice field.

Program Outcomes:

Students completing a Bachelor of Arts degree in *Criminal Justice* will be able to:

- understand crime
- understand the ethics of criminal justice
- demonstrate a knowledge of the judicial system
- demonstrate critical thinking
- demonstrate research and writing skills
- appreciate race, culture and gender
- demonstrate appropriate interpersonal behavior

Required General Education courses:

- PSY 255
- SOC 101
- SOC 330

Code	Title	Hours
Required Courses		
CRJ 101	Introduction to Criminal Justice	3
CRJ 201	Criminal Law and Procedure	3
CRJ 330	Corrections	3
CRJ 360	Race, Gender, Ethnicity, and Criminal Justice	3
CRJ 361	Juvenile Justice and Delinquency	3
CRJ 445	Criminal Justice Internship	3
CRJ 460	Victimology and Restorative Justice	3
CRJ 490	Criminal Justice Seminar	3
POL 250	American Government	3
POL 255	Constitutional Law	3
PSY 285X	Statistics	4
SOC 324	Criminology	3
Emphasis		
Complete one emphasis from the following		13-17
Total Hours		50-54

Emphases

Digital Studies Emphasis (16-17)

Code	Title	Hours
BUS 388	Digital Analytics	3
CS 120	Computer Programming I	3
CRJ 322	Policing with Digital Technology	2
CRJ 352	Cybercrime	2
CRJ 451	Legal Issues in Technology	3
Choose one of the following:		3-4
CS 160	Computer Hardware	
GPH 205	Intermediate Design Software	

GPH 271	Introduction to Web Design ¹	
Total Hours		16-17

¹ Prerequisite required.

Law Enforcement Emphasis (13-14 hrs)

Code	Title	Hours
CRJ 320	Police and Societal Interactions	3
CRJ 322	Policing with Digital Technology	2
CRJ 351	Drugs, Alcohol, and Crime	3
CRJ 420	Police Response to Protests, Riots, and Disasters	3
Choose one of the following:		2-3
CRJ 352	Cybercrime	
CRJ 451	Legal Issues in Technology	
HS 165	Responding to Emergencies and Sport Safety Training	
PSY 220	Interpersonal Skills Training	
PSY 230	Crisis Intervention	
SOC 360X	Introduction to Social Work	
Total Hours		13-14

Legal Studies Emphasis (14-15)

Code	Title	Hours
COM 112	Speech	3
CRJ 210	Criminal Courts	3
CRJ 300	Legal Writing and Communication	3
CRJ 352	Cybercrime	2
Choose one:		3-4
BUS 201	Introduction to Business Law	
CRJ 322	Policing with Digital Technology	
CRJ 430	White Collar Crime	
CRJ 451	Legal Issues in Technology	
HI 410	Seminar in Ancient Greece and Rome	
HI 420	Seminar in Medieval/Renaissance History	
HI 430	Seminar in Early Modern Europe	
HI 440	Seminar in Modern Europe	
HI 475	Seminar in American History	
IDS 200	Law, Justice and Culture	
PH 170	Logic	
PSY 220	Interpersonal Skills Training	
SOC 335	Urban Sociology	
Total Hours		14-15

CRJ 101 Introduction to Criminal Justice - 3 Hours

This course provides an overview of the history and operations of the U.S. criminal justice system. Attention will be placed on law enforcement, prosecutors, public defender, the judiciary and the correctional process. This course will also evaluate the impact of crime on society and basic criminal law. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 105X Introduction to Forensic Science - 3 Hours

An overview of the many ways evidence is collected through the scientific disciplines of chemistry, biology, and physics. Principles and applications of DNA analysis, explosives analysis, detection of illegal drugs, toxicological analysis, and firearms identification will be discussed. Legal requirements for the collection, storage, and presentation of evidence with a focus on expert testimony and the standards that govern expert testimony will be presented. Offered Fall semester in even-numbered years for Deerfield traditional undergraduate. Cross-listed with CH 105X. Delivery mode: Deerfield traditional undergraduate.

CRJ 201 Criminal Law and Procedure - 3 Hours

This course covers the principle areas of criminal law and of criminal procedure including federal restraints on the activities of law enforcement personnel. Students will examine the tenets of basic criminal law such as reus, mens rea, and general doctrines attempt, complicity, causation, and conspiracy. The course also examines legal authority of law enforcement personnel and rights of the accused person. Consideration is given to various procedural stages from criminal charges through post-conviction appeal. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 210 Criminal Courts - 3 Hours

This course presents how cases are processed in state and federal criminal courts, including venues, the study of prosecutors, defense attorneys, judges, jury selection, plea bargaining and sentencing. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 300 Legal Writing and Communication - 3 Hours

This course focuses on skills related to analysis and objective explanation in the context of criminal justice. Students will examine individual cases and reports to analyze decisions and understand precedential value and legal reasoning as well as synthesize the results of several cases to understand larger principles and predict how the law will apply in future cases. Students will draft documents and provide oral reports on a variety of topics, such as crime investigation reports, evidence collection reports, correctional incidents, substance abuse reports, motions, complaints and legal briefs. Prerequisite: ENG 111. Offered spring semester beginning 2024 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 320 Police and Societal Interactions - 3 Hours

This course examines the psychological, sociological, and philosophical role of the police as it relates to topics such as criminal behavior, police brutality, corruption, and stress. It also examines the racial, ethnic, and gender issues in law enforcement. Offered fall semester in odd years beginning 2017-2024 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 322 Policing with Digital Technology - 2 Hours

This course examines law enforcement's use of modern technology, namely social media, to aid in carrying out their goal of preventing and investigating crime. This course will examine the use of social media for anticipation of crimes, closing crimes quickly, and two-way communication. Offered fall semester, even years beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 330 Corrections - 3 Hours

This course provides an in-depth consideration of probation, penology, the theories of punishment, and community supervision sectors of the field of criminal justice. Alternatives to institutionalization are explored. Offered fall semester even years beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Prerequisite: CRJ 201. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 350 Topics in Criminal Justice - 3 Hours

Selected topics as announced. Course may be repeated with a different topic. Prerequisite: CRJ 101 or permission of instructor. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 351 Drugs, Alcohol, and Crime - 3 Hours

This course will explore the relationship of substance use and crime. Topics include how drug trafficking impacts communities and the effectiveness of current policies aimed at controlling drug use. Prerequisite: CRJ 201. Offered spring semester even years beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 352 Cybercrime - 2 Hours

This course examines legal and policy issues before developing from cybersecurity threats. Topics include digital foreign espionage, website hacking, intellectual property theft, and breaches of corporate databases. Focus will be placed on the governance of the Internet, as it relates to the roles of the government and non-governmental actors, and the expectations of privacy. Prerequisite: CRJ 201. Offered spring semester even years beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 360 Race, Gender, Ethnicity, and Criminal Justice - 3 Hours

This course focuses on gender, race, and ethnicity issues in the criminal justice system. The course emphasizes developing an understanding of cross-cultural variation; the effects of gender and race on the lives of people within the context of contemporary issues of justice. Prerequisite: CRJ 201. Offered spring semester odd years beginning 2017-2024 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 361 Juvenile Justice and Delinquency - 3 Hours

This course examines the juvenile justice system and the impact of various legal, social, and political policies of at-risk youth, including child-trafficking. Students will conduct an assessment of causal theory and problems of corrections and prevention of delinquency. Prerequisite: CRJ 201. Offered fall semester odd years beginning 2017-2024 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 420 Police Response to Protests, Riots, and Disasters - 3 Hours

This course will examine the theories of behavior and action. Focus will be placed on how law enforcement should respond to protests, riots, disasters, and threats to social order. Prerequisite: CRJ 201. Offered spring semester even years beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 430 White Collar Crime - 3 Hours

This course focuses on crime committed by governmental and corporate entities and actors in "white collar" professions. It is inclusive of state political crimes, corporate abuse of power, and financial, occupational, and environmental crimes, as the enforcement of law and punishment against such crimes. Prerequisite: CRJ 201. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 445 Criminal Justice Internship - 3 Hours

This course is field experience to further the student's integration of theory and practice. It is for junior and senior standing criminal justice majors whose academic performance is appropriate for placement. Potential placements include federal, state, county, and municipal criminal justice, law enforcement, law firms, corrections, administrative law agencies, residential treatment facilities, or related offices or agencies. Students must complete at least 135 hours of work. Satisfies the professional experience requirement for Criminal Justice majors. Prerequisite: Junior standing. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 450 Independent Study - 1-4 Hours

Research and specialized studies to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 451 Legal Issues in Technology - 3 Hours

This course examines how new technologies are transforming the experience, regulation, and meaning of personal privacy. This course will study U.S. courts' evolving reaction to challenges presented by digital surveillance with a focus on Fourth Amendment case law and key statutes. The topics explored will include database searches, GPS trackers, and the National Security Agency's telephonic metadata program. Prerequisite: CRJ 201. Offered spring semester even years beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 460 Victimology and Restorative Justice - 3 Hours

This course examines the relationship between victims and their offenders, the interactions between victims and the criminal justice system, the impact of the crime on families of the victims, and the connections between victims and other social groups and institutions. Additional discussion on Christian views of reconciliation and reintroducing offenders to society. Prerequisite: CRJ 201. Offered spring semester even years beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

CRJ 490 Criminal Justice Seminar - 3 Hours

This course serves as the capstone course for Criminal Justice major. Students will be challenged to incorporate learning from throughout the curriculum, culminating in the development of a comprehensive integration paper. Course content focuses on ethical decision-making by criminal justice practitioners. Distinctions are made between Christian and non-Christian perspectives. This course fulfills the IDS 499X requirements for Criminal Justice majors. Prerequisites: CRJ 201, SOC 324, and senior standing. Offered fall semester beginning 2024-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

General Studies Major

The General Studies major is designed to provide a wide exposure to the liberal arts rather than a concentration in one department or division. This major provides an interdisciplinary program that may be suited for those transferring from a Bible school or community college.

Requirements total 60 hours, which are distributed among three divisions or the TEDS Undergraduate Teaching Department. The following courses are excluded: ENG 214, ENG 241X, ENG 441X, HPW 180, HPWA activities classes, MUZ 214, applied music, and music organizations. Students must also meet general education requirements. The number of hours within the major that meet general education requirements depends on the three divisions selected.

Prioritize three divisions/areas of study, as follows, from the College's academic divisions and/or Bible and ministry courses taught by the TEDS Undergraduate Teaching Department.

Division 1	Complete 30 hours, with a minimum of 12 hours in 300-level or above courses
Division 2	Complete 18 hours, with a minimum of 6 hours in 300-level or above courses
Division 3	Complete 12 hours, with a minimum of 3 hours in 300-level or above courses

Bible and Ministry

- Bible
- Biblical and Religious Studies
- Christian Ministries
- Greek and Hebrew

Division of Education

- Education

Division of Humanities

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

Division of Science, Technology, and Health

- Biology
- Chemistry
- Computer Science
- Health Sciences
- Human Performance and Wellness
- Mathematics
- Physics and Physical Science

Division of Social Sciences

- Business
- Communication and Graphic Design
- Criminal Justice
- Political Science
- Psychology

Humanities Major

The Humanities major is designed to provide a comprehensive foundation in the areas of art, English, foreign languages, philosophy, and music. The major is useful for students who want to pursue graduate programs in one of the areas in the humanities or a career in law, theology, government work, research, creative writing, or library work.

Requirements total 60 hours. Up to 20 hours required in the major may be used to meet general education requirements. The following courses are excluded: ENG 214, ENG 241X, ENG 441X, MUZ 214, applied music, and music organizations. The Humanities Major will not be granted as a third major in conjunction with a combination of two of the following majors: English, History, Music, Philosophy. In addition, courses applied toward the Humanities Major may not be used to count toward any minors.

Coursework must meet the following minimum distribution and total 60 hours:

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

Social Science Major

The Social Science major is designed to provide a broad foundation in the areas of business, communication, criminal justice, history, political science, psychology, and sociology, and to help develop a Christian worldview. It also functions as a stepping-stone to graduate programs in the social sciences.

Requirements total 60 hours. Up to 15 hours required in the major may be used to meet general education requirements.

- 21 hours (9 hours at 300-level or above) in the Business Department, Communication Department, Education Division, History Department, Psychology Department, the area of Criminal Justice, the area of Human Performance and Wellness, the area of Political Science, or the area of Sociology
- 15 hours (6 hours at 300-level or above) in second choice of above departments or areas of study
- 12 hours (3 hours at 300-level or above) in third choice of above departments or areas of study
- 12 hours (3 hours at 300-level or above) in any of the six remaining departments or areas of study listed above
- A capstone course must be taken in the 21 or 15 hour department to fulfill the general education requirement of IDS 499X.

Political Science Minor

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

Code	Title	Hours
Required Courses		
POL 111	Introduction to Political Science	3
POL 250 or POL 252	American Government Comparative Government	3
Select one of the following:		3
POL 361	International Relations	
POL 382	Political Theory	
Elective Courses		
Select one of the following:		15-16
Track A: American Studies Program semester, Washington D.C.		
Track B: Selected political science–related courses from Au Sable Institute May Term, Summer Semester I or Summer Semester II: Great Lakes, Pacific Rim, East Coast, or Africa. See Director of Division of Social Sciences for approved political science–related courses		
Track C: Choose from the following: IDS 200, any political science elective course from Trinity or Au Sable Institute catalog. See Director of Division of Social Sciences for approved political science–related courses at Au Sable		

Total Hours

24-25

Pre-Law Minor

Requirements total 24 hours. This includes 12 hours of electives and 12 hours of skills courses.

Code	Title	Hours
Elective Courses		
Select 12 hours of the following:		12
BUS 201	Introduction to Business Law	
IDS 200	Law, Justice and Culture	
POL 250	American Government	
POL 255	Constitutional Law	
POL 375	Topics in Law and Government	
POL 382	Political Theory	
POL 445	Internship	
PH 381	History of Western Thought I	
PH 382	History of Western Thought II	
SOC 324	Criminology	
Skills Courses		
Select at least one from each category:		12
Writing:		
COM 240X	Writing for the Media I	
ENG 111	Critical Thinking and Writing (Honors) ¹	
ENG 336	Creative Writing	
Analytical Reasoning and Research:		
COM 230	Advanced Public Speaking	
PH 170	Logic	
PSY 285X	Statistics	
Any 300-400 level course with a major research paper (15 pages or more) as a component		
Total Hours		24

¹ ENG 111 must be taken as an honors course for this minor.

Sociology Minor

Requirements total a minimum of 25 hours.

Code	Title	Hours
Required Courses		
SOC 101	Introduction to Sociology	3
SOC 285X	Statistics	4
SOC 330	Race and Ethnic Relations	3
Elective Courses		
Select 15 hours of electives in Sociology ¹		15
Total Hours		25

¹ 9 hours must be at 300 or 400 level

Leadership

The Leadership minor has been created for qualified students who seek to grow their Servant Leadership of others across broad contexts. With dual emphasis on both theory and practice, the minor gives students an opportunity to develop and refine their philosophy of leadership and prepare them to be successful as Servant Leaders. This minor is not available to Communication majors or Psychology majors who choose the Leadership Emphasis located within their respective majors. Nine hours of the minor must be of 300-400 level coursework. Students should be able to:

1. Define leadership in various contexts or disciplines.
2. Integrate Christian perspectives on current, past and future models of leadership.

3. Demonstrate servant leadership through a variety of activities of leading and prompting others to lead.

Curriculum for the Leadership Minor Required Courses

Students are responsible to meet all prerequisites if applicable.

Code	Title	Hours
Leadership Training Courses		
Select one of the following options:		3
Option 1:		
LR 170X	Leadership Dynamics ²	
Option 2:		
LR 173	Emerging Leadership I ^{1,2}	
LR 174	Emerging Leadership II ^{1,2}	
PSY 220	Interpersonal Skills Training ²	3
Select one of the following:		3
Option 1:		
PSY 378X	Servant Leadership ²	
Option 2:		
CM 420	Ministry Leadership	
AND any other 1-credit CM elective		
Leadership Practica		
Select one of the following options:		3
Option 1:		
PSY 470X	Leadership Dynamics Practicum	
Option 2:		
Select 3 credit hours in the following, repeating as necessary.		
LR 220	Practicum in Leadership (May be repeated as necessary) ^{1,2,3}	
LR 420	Practicum in Advanced Leadership (May be repeated as necessary) ^{1,2,3}	
Elective Courses		
Select one elective from each category.		6
Organizational Leadership:		
BUS 346	Organizational Behavior	
BUS 353	Management of Change	
BUS 372X/CM 372X	Nonprofit Management	
COM 334	Group and Organizational Communication	
PSY 230	Crisis Intervention	
PSY 305	Organizational Psychology ²	
PSY 355	Group Dynamics ²	
Interpersonal and Intercultural Leadership:		
CM 260	Introduction to Intercultural Ministry	
CM 335	Strategies for Discipling Ministries	
CM 342	Relational Skills for Ministry	
COM 330	Intercultural Communication	
COM 332	Interpersonal Communication	
PSY 356	Conflict Management ²	
Total Hours		18

¹ Prerequisite necessary. See course description.

² Students who earn three or more credit hours of LR 220 and/or LR 420 must take LR 440, Practical Leadership Capstone.

Bible and Ministry

The Bible and Ministry major is designed to prepare students to grasp the message of the Bible, interpret the Scriptures accurately and serve successfully in roles in church, society and vocational ministry, as well as preparing for graduate study.

The Bible and Ministry Major assumes the meeting of the requirements of the General Education Bible courses (BI 101, BI 111 and BI 210) as they are not included in the major.

Bible and Ministry students must maintain a 2.5 GPA in all courses (47-48 hours) required for the major. Students with a Pre-Seminary emphasis desiring to enter into the AP MDiv program at TEDS must maintain a cumulative 3.25 GPA with a grade of "B" or better in each required prerequisite TEDS course. Transfer students must take a minimum of 15 hours of upper-division courses in the major at Trinity.

Our Mission

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

Our Vision

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

Program Outcomes:

- 1. Biblical Living.** The Bible and Ministry graduate should be able to exhibit Christian maturity and professionalism (integrity, responsibility, etc.), and be able to describe this responsibility in the context of the ministry.
- 2. Biblical Interpretation.** The Bible and Ministry graduate should be able to analyze the biblical texts in their historical, grammatical and theological context and be able to interpret the Scriptures accurately by applying linguistic, historical, theological and philosophical methods to the study of the text.
- 3. Biblical Application.** The Bible and Ministry graduate should be able to develop a Christian worldview that will allow him or her to apply biblical truths to contemporary settings in order to be culturally relevant.
- 4. Theological Integration:**

The Bible and Ministry graduate should be able to explain the major doctrines of Christianity and articulate his or her own theological convictions by integrating Scriptural interpretation, biblical philosophy, critical thinking, cultural and ecclesial context.

Pathways to Ministry

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

- **BA, Bible and Ministry Major:** Earn BA in 4 years in one of three emphases—Biblical Studies, Ministry and Pre-Seminary.
- **Advance (5 Year BA/MDiv):** Earn BA and Master of Divinity in 5 years; application and admission to this program required in addition to college admission.

- **BA & Advanced Placement MDiv:** Earn BA and MDiv in 6 years. Upon completion of the Pre-Seminary Emphasis (BA), students can qualify for advanced placement at TEDS.
- **BA & MDiv:** Earn both degrees in 7 years.

Majors

- Bible and Ministry Major

Minors

- Biblical Studies Minor (p. 126)
- Ministry Minor

Courses

BI 101 Understanding the Old Testament - 3 Hours

A survey of the setting, history and literature of the Old Testament. Emphasis is given to major Old Testament themes, including covenant, salvation, worship, wisdom, justice and righteousness, and messianic hope. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 111 Understanding the New Testament - 3 Hours

A survey of the setting, history, and literature of the New Testament. Emphasis is given to major New Testament themes, including the person and work of Jesus Christ, the ministry of the Holy Spirit, the theology of Paul, and the Christian in society. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 210 Biblical Interpretation - 3 Hours

This course is designed to acquaint the student with a basic understanding of the principles of biblical interpretation as well as the primary tools of biblical research. The student will then apply these principles and tools to the study of a selected New Testament epistle. Prerequisite: BI 101 or BI 111. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 275 Teaching the Bible - 3 Hours

A study of theories and methods of teaching the Bible utilizing instructional objectives. Students will prepare and present lesson plans to demonstrate their proficiency in the stating and accomplishing of appropriate educational objectives. Prerequisite: BI 210. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 302 Pentateuch - 3 Hours

A study of the content, theology, and criticism of the Pentateuch. Emphasis will be on major themes like creation, fall, salvation, election, covenant, ethics and worship. A particular book of the Pentateuch will be exegeted in detail and developed from theological and literary perspectives. Prerequisites: BI 101, BI 210. Offered fall semester in even-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 304 Old Testament Prophetic Books - 3 Hours

A study of the historical setting and message of the Old Testament prophets. The course will survey all the prophetic books briefly, and focus a particular prophetic book. Selected passages will be exegeted in class using methods taught in BI 210 Biblical Interpretation. Prerequisites: BI 101, BI 210. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 306 Old Testament Poetic Books - 3 Hours

A study of the poetic books of the Old Testament: Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon, and Lamentations. Emphasis will be on major themes like praise, lament, messianic hope, the fear of the Lord, the problem of suffering and the nature of wisdom. A selection of representative psalms and the most important chapters in Wisdom Literatures will be exegeted in detail and developed from a theological and literary perspective. Prerequisites: BI 101, 210. Offered Fall semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 308 Old Testament Historical Books - 3 Hours

A consideration of the basic outline of Israelite history contained in the books of Joshua-2 Kings, Ezra, Nehemiah, and 1 and 2 Chronicles. In addition to content and theology of a particular historical book, emphasis is on the historiography of the biblical authors and differing modern historiographical approaches to these Old Testament books. Prerequisites: BI 101, 210. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 312 Life of Christ - 3 Hours

A study of the life of Jesus Christ, with emphasis on crisis events. Attention is given to Jesus in a particular Gospel, to the development in Jesus' ministry, and to the topic of Messiahship, kingdom of God, discipleship, and controversy. Prerequisites: BI 111, 210. Offered fall semester in even-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 313 New Testament Church - 3 Hours

A study of early Christianity based on the Book of Acts and the New Testament epistles. Attention is given to the historicity of Acts, the careers of Peter and Paul, and the dynamics that spread the church into the Roman world. Prerequisites: BI 111, 210. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BI 335 Theology of the General Epistles - 3 Hours

A study of major theological themes of the general epistles including Christology, Soteriology, and Sanctification with detailed exegetical attention given to a particular general epistle. Prerequisite: BI 111, BI 210 recommended. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 336 Theology of the Pauline Epistles - 3 Hours

A study of major theological themes of the Pauline literature including Soteriology, Ecclesiology, and Theology proper, with detailed exegetical attention given to a particular general Pauline epistle. Prerequisite BI 111 required, BI 210 recommended. Offered fall semester in even-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 350 Topics in the Bible - 1-3 Hours

A study of an individual book or topic in Old Testament or New Testament. May be repeated for different books or topics. Prerequisites: BI 101 or BI 111 and BI 210. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BI 400 Romans - 3 Hours

A study of the background, content, and theology of Paul's letter to Rome; emphasis is placed on the development of major themes of the book. Prerequisites: BI 101 and BI 111. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 405 New Testament Theology - 3 Hours

An in-depth study of the central tenets of the Christian faith with emphasis on the doctrines of God, the church, sin, and salvation. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 415 Theological Issues - 3 Hours

An examination of theological issues within selected categories of systematic theology with an emphasis on the key doctrines in each category as viewed from differing theological perspectives. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 430 The Book of Acts - 3 Hours

A study of the background, content, and theology of the early church as found in Acts. Emphasis is placed on the development of the early church, the missionary journeys, and the relationship of the gospels and epistles to the historical events in Acts. Prerequisites: BI 101 and BI 111. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 435 Revelation - 3 Hours

A study of the background, content, and theology of the book of Revelation. Emphasis is placed upon identifying the major themes of the book by interpreting its messages and visions. In addition, attention is given to the major interpretive approaches to the book. Prerequisites: BI 101 and BI 111. Delivery Mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BI 450 Independent Study - 1-4 Hours

Advanced study in special topics for students who have demonstrated ability in biblical studies. The preparation of a research paper will normally be required. Prerequisite: consent of the instructor. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BI 452 Biblical Studies Seminar - 3 Hours

An in-depth study of selected problems and recent developments in biblical studies. Attention will be given to tools, principles, and practice of research and writing in biblical studies. May be repeated for different topics. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Biblical Studies major. Prerequisite: BI 101 or BI 111, BI 210. Delivery mode: Deerfield traditional undergraduate.

CM 112 Pre-Seminary Formation Group - 0 Hours

Pre-Seminary Formation Group is an intentional weekly experience under the leadership of a faculty member. As an essential part of the Advance Program, it seeks to create an environment of growth in personal spiritual life, relational skills and ministry skills for the students in this program. Course schedule and activities are determined by the Faculty Mentor of the Advance: Pre-Seminary Program. Students are enrolled for 4-6 semesters. Regular attendance necessary for credit, only two absences per semester permitted. Credit/No Credit. Offered each semester for Deerfield Advance: Pre-Seminary Student. Delivery mode: Deerfield traditional undergraduate.

CM 172 Introduction to Ministry - 3 Hours

An introduction to the purposes, challenges, and scope of various types of ministries and ministry programs, with particular focus made in those areas in which we offer emphases. Personal contact and interaction ministry leaders will seek to enlarge the vision of students for how ministry can be carried out. Delivery mode: Deerfield traditional undergraduate.

CM 175 Foundations of Youth Ministry - 3 Hours

An exploration of biblical, educational, and philosophical foundations of youth ministry. Current youth culture and developmental needs of adolescents will be examined in light of these foundations. Students will be required to develop a personal theory of ministering to youth through biblical education, personal evangelism, and relational discipleship. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 181 Spiritual Formation - 3 Hours

This course explores the theoretical and practical aspects of Christian spiritual development. Special attention is given to understanding and participating in the spiritual disciplines - both personal and corporate. Prerequisites: BI 101 and BI 111. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

CM 201 Survey of Christian Education - 3 Hours

An introductory overview of the church's involvement in education, including the history, aims, methods, and principal agencies of Christian Education. Delivery mode: Deerfield traditional undergraduate, online.

CM 210 Ministry in its Cultural Context - 3 Hours

An introduction to the theology, purposes, challenges, and scope of various types of ministries in their current cultural context. A particular emphasis is given to understanding philosophical and theological pluralism. Prerequisites: BI 101 and BI 111. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

CM 211 Theology and Practice of Pastoral Ministry - 3 Hours

A study of the theology, qualifications, practices, and vulnerabilities of pastoral ministry. A particular emphasis will be given to discussing how to maintain one's spiritual health despite various challenges and temptations in pastoral ministry. Prerequisites: BI 101 and BI 111. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

CM 215 Foundations of Children's Ministry - 3 Hours

A study of the elements involved in building effective children's and family ministries. In addition to the development of skills in curriculum evaluation, creative programming, and ministry training, students will be exposed to and interact with a variety of local children's ministry models. Delivery mode: Deerfield traditional undergraduate, online.

CM 224 Integrated Field Experience - Spiritual Formation - 3 Hours

This course is designed to explore the theoretical foundations for personal growth and ministry issues, including spiritual growth and its application to character development. Students will participate in ministry roles during the semester for a total of 60 hours and additional weekly coursework. This course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Offered online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 225 Integrated Field Experience - Small Group Ministry - 3 Hours

An opportunity for students to be initiated into ministry leadership roles. Emphasis will be placed on discerning spiritual giftedness, sense of personal calling to ministry, individual leadership style, and on theoretical and experiential exploration of methods of small group ministries. Students will participate in Christian ministry roles during the semester for a total of 120 hours (60 hours for online students) and additional weekly coursework. Offered online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 250 Topics in Christian Ministries: - 1-3 Hours

Selected topics in Christian Ministry not taught under specific course title. May be repeated for credit if topic differs. Delivery mode: Deerfield traditional undergraduate.

CM 260 Introduction to Intercultural Ministry - 3 Hours

An introduction to the challenging opportunities and possibilities of involvement in intercultural ministries with specific emphasis placed on Christian missionary endeavors from historical, theological, and cultural perspectives. Students will be challenged to consider their individual roles in the global community. Delivery mode: Deerfield traditional undergraduate, online.

CM 280 Psychological and Sociological Foundations of Family - 3 Hours

This course draws upon understandings of family from a range of social science perspectives and interacts with the related topics from a Christian integrative perspective. The disciplines of family process, psychology, and sociology reveal strengths and weaknesses that can be observed in healthy and unhealthy examples of this basic unit of society. Students will be challenged to wrestle with societal issues across time and into the present concerning the most intimate of human relationships. Offered online as scheduled. Delivery mode: online.

CM 315 Principles of Family Ministry - 3 Hours

This course centers on the ministry to children and their families. Focus will be on the theological foundations of the family, understanding the current cultural trends, which affect families, and developing effective ministry strategies with contemporary families in the context of local church and parachurch ministries. Delivery mode: Deerfield traditional undergraduate, online.

CM 320 Principles of Ministry Programming - 3 Hours

A study of the elements and skills necessary in the design and development of effective programming for discipling ministries. Students are exposed to local ministry models and contemporary ministry principles. Prerequisite: CM 170 or CM 172. Delivery mode: Deerfield traditional undergraduate, online.

CM 321 Theology and Practice of Evangelism - 3 Hours

A study of the theology and methodology of evangelism with particular emphasis on the gospel message and the biblical reasons for doing evangelism. Prerequisites: BI 101 and BI 111. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

CM 322 Advanced Integrated Field Experience - 2 Hours

An opportunity for students to participate in an intensive and advanced level of ministry leadership for a total of 120 hours per semester. Emphasis will be placed on developing strategies for facilitating personal effectiveness and maturity as a Christian leader. This fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Prerequisite: CM 222-23. Required for the following emphases: Children's Ministries, Counseling/Social Services, Intercultural Ministries, Pastoral Ministries, and Youth Ministries. Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 323 Advanced Integrated Field Experience - 2 Hours

An opportunity for students to participate in an intensive and advanced level of ministry leadership for a total of 120 hours per semester. Emphasis will be placed on developing strategies for facilitating personal effectiveness and maturity as a Christian leader. This fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Prerequisite: CM 222-CM 223. Required for the following emphases: Children's Ministries, Counseling/Social Services, Intercultural Ministries, Pastoral Ministries, and Youth Ministries. Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 324 Integrated Field Experience: Discipleship - 3 Hours

An opportunity for students to participate in an intensive and advanced level of ministry leadership for a total of 120 hours for the semester. Emphasis will be placed on developing strategies for facilitating personal effectiveness and maturity as a Christian leader and study of the biblical principles and practical models of Christian discipleship. This course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Offered online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 325 Integrated Field Experience - Ministry Methods - 3 Hours

Students will participate in an intensive and advanced level of ministry leadership for a total of 120 hours over the course of the semester. Additional coursework will emphasize the development of practical ministry skills for the student's selected area of emphasis. The course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Offered online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 331 Theology and Practice of Discipleship - 3 Hours

A study of the theology and methodology of discipleship with particular emphasis on mentoring younger Christians in the faith. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

CM 335 Strategies for Discipling Ministries - 3 Hours

A study of biblical principles and practical models of Christian discipleship. Emphasis is on theoretical and experiential exploration of methods of small group discipling ministries. Delivery mode: Deerfield traditional undergraduate.

CM 340 Principles of Relational Youth Ministry - 3 Hours

A study of effective communication with contemporary adolescents designed to enhance students' understanding and ability to build significant relationships with youth. Specific areas to be addressed include evangelistic contact ministry and paraprofessional counseling in response to adolescent issues. Course should not be taken if CM 342 has already been taken. Delivery mode: Deerfield traditional undergraduate.

CM 341 Theology and Practice of Leadership - 3 Hours

A study of the theology and methodology of Christian leadership with particular emphasis on a leader's character and the core functions of leadership. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

CM 342 Relational Skills for Ministry - 3 Hours

This theoretical and skill development course will be a study of effective communication within a ministry context. A basis will be established for understanding human communication, contact ministry, crisis management, and paraprofessional counseling. Specific focus will be given to legal issues, opportunities as well as limitations of the minister, and empowering others toward positive life change. Course should not be taken if CM 340 has already been taken. Delivery mode: Deerfield traditional undergraduate, online.

CM 345 Ministry Internship - 2-4 Hours

This course is designed to build upon earlier Integrated Field Experiences. Total credits for internships (including all Integrated Field Experiences) may not total more than 12 hours. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 350 Topics in Christian Education - 1-3 Hours

Selected topics in Christian Education not taught under specific course title. May be repeated for credit if topic differs. Delivery mode: Deerfield traditional undergraduate.

CM 372X Nonprofit Management - 3 Hours

This course covers the theories and principles unique to managing ministries and not-for-profit social services organizations. Special emphasis is placed on the recruitment and management of volunteers and on effective development and utilization of volunteer boards of directors. Cross-listed with BUS 372X. Delivery mode: Deerfield traditional undergraduate, online. Not available for credit for students with credit in BUS 214 or in BUS 371.

CM 373X Nonprofit Financial Management - 3 Hours

Theory, practice, and management leadership in fundraising for the nonprofit organization. Includes a survey of laws, regulations, and ethics in fundraising, annual funding, capital campaign funding, planned giving, special events, and private/governmental grant proposal approaches and procedures. Extensive applications and case studies. Cross-listed with BUS 373X. Delivery mode: Deerfield traditional undergraduate, online.

CM 375X Foundations of Christian Counseling - 3 Hours

This course familiarizes the student with the principles and techniques of counseling in ministry settings with a focus on counselor characteristics, problem-management skills, common counseling problems, multicultural dynamics, and various issues involved in the counseling process. Special emphasis will be placed on the unique contribution of biblical truths to counseling. Prerequisites: BI 101 and BI 111. Cross-listed with PSY 375X. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

CM 381 Introduction to Preaching - 3 Hours

This course studies the basic development of preaching and sermon techniques to enhance the presentation of truth for evangelism and discipleship. It includes interactive learning and preaching opportunities to apply practical preaching design, Biblical principles, and contemporary applications. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

CM 400 Principles of Adult Ministry - 3 Hours

Designed to help students understand and appreciate the psychological and sociological characteristics of adults and develop a philosophy of adult ministry. Students engage in research and discussion of various phases of adult responsibility, ministry and problems in the local church, society and home. Prerequisite: CM 172, PSY 140. Delivery mode: Deerfield traditional undergraduate, online.

CM 420 Ministry Leadership - 2 Hours

This course seeks to integrate the students' ministry experiences with leadership training. Students will focus on understanding the biblical concept of leadership, assessing leadership style and skills, examining principles of team building and team management in discipling ministries. The course also examines issues that leaders commonly confront in churches and organizations. Delivery mode: Deerfield traditional undergraduate, online.

CM 446 Reflective Internship in Christian Ministries - 3 Hours

A capstone course for the Christian Ministries major designed to help students integrate biblically based Christian ministry principles, concepts, and skills and apply them to actual church or parachurch experiences in a mentored ministry context. Case study methodology will be utilized to aid reflection. Prerequisites: (1) BI 101, BI 111, and BI 210 and (2) completion of a four-course concentration in Christian Ministries. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

CM 450 Independent Study - 1-4 Hours

Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Delivery mode: Deerfield traditional undergraduate.

CM 475 Senior Seminar - 2-3 Hours

A seminar focusing on needs and issues related to preparing for postgraduate ministry or educational experiences. A research thesis on an appropriate topic in a specific area of ministry is required. Research material will be incorporated into weekly forum discussion. Delivery mode: Deerfield traditional undergraduate.

CM 480 Christian Ministries Integrative Seminar - 1 Hour

This course, offered in a retreat format, helps students provide closure for their experiences in the Christian Ministries program. Emphasis is placed on integrating the whole of their experiences at Trinity. Open only to CM majors in their last two semesters of coursework at TIU. Prerequisite: Community First Aid and CPR certification or equivalent. This fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Christian Ministries major. Course fee. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BRS 321X American Church History - 3 Hours

A survey of the history of Christianity in America from the colonial period to the present. Special attention is given to the Protestant evangelical tradition. Cross-listed with HI 321X. Delivery mode: Deerfield traditional undergraduate.

BRS 322X Topics in Church History - 3 Hours

An examination of selected themes, topics, or periods in the history of the Christian church since 400 A.D. with a particular emphasis on the relationship between church history and social, intellectual, political, and cultural history. May be repeated for credit if topic concentration differs. Topics have included Reformation and Puritanism. Cross-listed with HI 322X. Delivery mode: Deerfield traditional undergraduate.

BRS 330 Christian Evidences - 3 Hours

An examination of the concept of "evidence" and a rigorous study of the historical events and documents upon which Christianity rests, as well as a comprehensive overview of the presuppositions and conceptions that are inimical to orthodox Christianity and how they may be handled. Prerequisite: Any two of the general education requirement courses (BI 101, BI 111, or BI 210). Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate. Final offering for REACH adult undergraduate.

BRS 331 Christian Doctrine - 3 Hours

A study of the major doctrines of Christianity as taught in the Bible, with some emphasis on the development of doctrines in the history of the church and the various options held by the Christian church. Prerequisite: BI 101 or BI 111. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BRS 332 Biblical Theology - 3 Hours

A survey of the methods and content of biblical theology. Emphasis is on the Bible's storyline, examining how the books and corpora of the Bible contribute to the unfolding history of redemption. Attention is given to themes of temple, sacrifice, priest, rest, kingship, exile, idolatry, promise, messiah, wisdom, and others. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BRS 338 Theological and Sociological Foundations of Evangelism - 3 Hours

A study of the theology of evangelism and contemporary sociological factors of conversion. This course will examine the gospel message and biblical reasons for doing evangelism, as well as consider issues in understanding why people convert in order to formulate an evangelical understanding of evangelism. The course will give consideration to contemporary evangelistic methods and evaluate them in light of the material presented in class. Students will be challenged to make evangelism a component of daily life whether in a vocational ministry or a secular occupation. Delivery mode: Deerfield traditional undergraduate, online.

BRS 340X History of Christianity - 3 Hours

A survey of the history of the Christian church from the New Testament to the present. Approximately equal time is spent on the early, medieval, Reformation, and modern periods. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Cross-listed with HI 340X. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BRS 341 Theology: Prolegomena, Scripture, Theology Proper - 3 Hours

This course begins by clarifying the nature, method, and necessity of theology. Discussion then moves to the doctrine of Scripture, including revelation, inspiration, illumination, and inerrancy. This course concludes with the study of the existence and nature of God (including the Trinity), God's works of creation (including angels), and providence. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BRS 342 Theology: Christ, Humanity, Sin, Salvation - 3 Hours

This course covers the study of the person and work of Christ. It treats the nature of man both as a creature and as a sinner, including original sin, imputation of sin, and the nature and consequences of individual acts of sin. Discussion focuses on both the atoning work of Christ and on the application of the work of Christ by the Holy Spirit that runs from election through conversion and justification all the way to glorification. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BRS 343 Theology: Holy Spirit, Church, Last Things - 3 Hours

This course begins with the study of the person and work of the Holy Spirit. Focus then shifts to the doctrine of the church. Topics include the nature, mission, function, organization, and ordinances of the church, the use of the gifts of the Holy Spirit in ministry, and the relation of Israel to the church. The course concludes with a treatment of the Last Things in relation to individuals (including the intermediate state and the resurrection of the body) and in relation to the following corporate groups: the church, Israel, and the nations. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BRS 350 Topics in Biblical and Religious Studies - 1-3 Hours

A study of selected biblical or religious topics. May be repeated for different topics. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BRS 359 Topics for Honors Students - 3 Hours

Selected topics not taught under specific course titles. Depending on the topic, the course will be designated as falling under one or more departments. May be repeated for credit if the topic differs. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BRS 363X Survey of Religious Diversity - 3 Hours

A survey of the world's major religions, including Judaism, Islam, Hinduism, Buddhism, and other religious movements. The specific aim of the course is to learn how to understand and engage a full range of religious worldviews from the perspective of the Christian faith. Special attention is given to comparing and contrasting religious movements with the historic Christian faith. The course probes various dimensions of the problem of religious truth, explores the possibility of constructing a systematic understanding of religions, and seeks to formulate creative and thoughtful responses to the problem of religious diversity. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Cross-listed with PH 363X. Delivery mode: Deerfield traditional undergraduate, online.

BRS 430 Advanced Topics in Religious Studies - 1-3 Hours

Selected courses taught at Trinity Evangelical Divinity School. Open only to qualified juniors and seniors with approval from the Director of the School of Biblical and Religious Studies and TEDS professor. Delivery mode: Deerfield traditional undergraduate.

BRS 437X Music in Worship - 3 Hours

The study of biblical, theological, historical, and practical concepts and patterns for worship of all major Christian traditions. The types of music and the roles music has played in the worship of various historical traditions will be considered in light of the theology of those traditions. Includes the study of congregational song. Student projects will include planning, leading, and evaluating music in worship. Prerequisites: BI 101 and BI 111 or permission of instructor. Offered fall semester in even-numbered years. Cross-listed with MUW 437X. Delivery mode: Deerfield traditional undergraduate.

BRS 450 Independent Study - 1-4 Hours

Advanced study in special topics for students who have demonstrated ability in religious studies. The preparation of a research paper will normally be required. Prerequisite: consent of the instructor. Delivery mode: Deerfield traditional undergraduate.

LR 170X Leadership Dynamics - 3 Hours

This course will study the vital role and responsibilities of leaders within various organizations. Emphasis will be given to the study of a biblical concept of leadership, various leadership styles, spiritual gifts, personal development, leadership management, administration/delegation, change management, conflict management, and development of leadership staff. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with PSY 170X. Delivery mode: Deerfield traditional undergraduate.

LR 173 Emerging Leadership I - 1 Hour

Students will be exposed to the theory and practice of team leadership and group dynamics. Through a series of papers and other assignments, course participants will delve more deeply into the principles learned in Emerging Leaders program. Practical experience will be gained by planning a leadership conference for high school students. Prerequisite: Admittance into Emerging Leaders Program and permission of instructor. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

LR 174 Emerging Leadership II - 2 Hours

Students in this course will gain practical leadership experience by planning and conducting a leadership conference for high school students. Participants will be challenged to apply principles in organizing, group dynamics, motivation, delegation, and conflict resolution. In addition to the experiences offered in the Emerging Leaders program, students will complete a series of assignments designed to help them in their personal leadership development. Prerequisites: LR 173 Emerging Leadership I and permission of instructor. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

LR 220 Practicum in Leadership - 1 Hour

This practicum is for students who hold approved leadership positions but who are not in executive roles. Qualifying leadership experiences must involve at least 20 hours of leadership responsibilities during a semester. Students are required to keep a leadership journal as well as complete a reflection paper and research paper dealing with topics related to leadership. Students will adhere to internship standards. May be repeated. Prerequisite: Permission of instructor. Delivery mode: Deerfield traditional undergraduate.

LR 350 Topics in Leadership - 1-3 Hours

Selected topics as announced. Course may be repeated with different topic. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

LR 378X Servant Leadership - 3 Hours

This course is designed to move the student from theory to practice as it relates to being a Servant Leader (SL). Emphasis will be given to the strategic and tactical aspects of Servant Leadership with a pervasive focus given to evidencing a SL ethic. Servant Leader domains covered include: valuing people, developing people, displaying oneself authentically, building community, providing and sharing leadership. Prerequisite: LR 170X or LR 174/174 or PSY 140. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Cross-listed with PSY 378X. Delivery mode: Deerfield traditional undergraduate.

LR 420 Practicum in Advanced Leadership - 1 Hour

This practicum is up for students who hold executive leadership positions in approved on-campus activities. Qualifying leadership experiences must involve at least 45 hours of practical leadership experience along with significant responsibility/oversight of others. Students will adhere to TIU internship standards including keeping a leadership journal, meetings with a Leadership Coach, and the completion of a reflection paper. May be repeated. Prerequisite: permission of instructor. Delivery mode: Deerfield traditional undergraduate.

LR 440 Practical Leadership Capstone - 1 Hour

This course challenges students to synthesize their leadership coursework and activities to prepare them for professional leadership positions. Students will reflect upon their leadership and growth and gain a greater appreciation of their individual leadership styles through tools such as ePortfolios, Personal Development Plans, Leadership Practices inventory, and integration papers. Upon completion of the course, students will receive an endorsement letter documenting their involvement in the Practical Leadership Program and citing their individual leadership strengths. Prerequisites: Senior standing and permission of instructor. Course fee required. Delivery mode: Deerfield traditional undergraduate.

LR 470X Leadership Dynamics Practicum - 1-6 Hours

An advanced application course in leadership dynamics. Students will integrate leadership theory with experience in a practical setting, either on or off campus. Program specifics should allow students to practice all areas of leadership, including planning, implementation, and supervision. Practica experiences must be approved by the chair of either the Business or Psychology department. Enrollment is contingent upon completion of the College's internship contract, including the stipulation of course requirements. May be repeated for up to twelve total hours of credit. Prerequisite: Junior or senior standing and enrollment in an academic leadership program: the OL emphases, leadership emphases or minor in leadership. Offered each semester. Cross listed with PSY 470X. Delivery mode: Deerfield traditional undergraduate.

Bible and Ministry Major

The Bible and Ministry major is designed to prepare students to grasp the message of the Bible, interpret the Scriptures accurately, and serve faithfully in roles in church, society and vocational ministry, as well as preparing for graduate study.

Bible and Ministry students must maintain a 2.5 GPA in all courses (47-48 hours) required for the major. Students with a Pre-Seminary emphasis desiring to enter into the Advanced Placement/MDiv (AP/MDiv) program at TEDS must maintain a cumulative 3.25 GPA with a grade of "B" or better in each required prerequisite TEDS course. Transfer students must take a minimum of 15 hours of upper-division courses in the major at Trinity.

Program Outcomes:

1. **Biblical Living.** The Bible and Ministry graduate should be able to exhibit Christian maturity and professionalism (integrity, responsibility, etc.), and be able to describe these responsibilities in the context of ministry.
2. **Biblical Interpretation.** The Bible and Ministry graduate should be able to analyze biblical texts in their historical, grammatical, and theological context and be able to interpret the Scriptures accurately by applying linguistic, historical, theological, and philosophical methods to the study of the text.
3. **Biblical Application.** The Bible and Ministry graduate should be able to develop a Christian worldview that will allow him or her to apply biblical truths to contemporary settings in order to be culturally relevant.
4. **Theological Integration.** The Bible and Ministry graduate should be able to explain the major doctrines of Christianity and articulate his or her own theological convictions by integrating Scriptural interpretation, Biblical philosophy, critical thinking, cultural and ecclesial context.

Requirements total 47-55 hours. Up to 15 hours required in the major may be used to meet general education requirements.

The Bible and Ministry Major assumes the meeting of the requirements of the General Education Bible courses (BI 101, BI 111 and BI 210) as they are not included in the major.

Bible and Ministry Major

Code	Title	Hours
Bible and Ministry Major Core		18
BI 275	Teaching the Bible	
BRS 331	Christian Doctrine	
BRS 338	Theological and Sociological Foundations of Evangelism	
CM 224	Integrated Field Experience - Spiritual Formation	
Church History Core (choose one)		
BRS 321X	American Church History	
BRS 340X	History of Christianity	
Ministry Core (choose one)		
CM 172	Introduction to Ministry	
CM 201	Survey of Christian Education	
Total Hours		18

Bible and Ministry Major

Emphasis: Biblical Studies

Code	Title	Hours
Bible and Ministry Major Core		18
Required Courses:		17
Bible Core (6 hours)		
Old Testament Elective (Not BI 101)		
New Testament Elective (Not BI 111)		
BI 452	Biblical Studies Seminar	
GR 121	Elementary Greek	
GR 122	Elementary Greek	
Electives:		12
OT: Select at least one course (excluding courses taken to meet the requirements of the Bible Core), such as:		

BI 302	Pentateuch	
BI 304	Old Testament Prophetic Books	
BI 306	Old Testament Poetic Books	
BI 308	Old Testament Historical Books	
NT: Select at least one course (excluding courses taken to meet the requirements of the Bible Core), such as:		
BI 312	Life of Christ	
BI 313	New Testament Church	
BI 335	Theology of the General Epistles	
BI 400	Romans	
Theology: Select at least one course, such as:		
BI 415	Theological Issues	
BRS 322X	Topics in Church History	
BRS 437X	Music in Worship	
Total Hours		47

Bible and Ministry Major**Emphasis: Pre-Seminary**

Code	Title	Hours
Bible and Ministry Major Core		18
Required Courses		20
CM 260	Introduction to Intercultural Ministry	
BI 452	Biblical Studies Seminar	
GR 121	Elementary Greek	
GR 122	Elementary Greek	
Church History (Other Not Chosen in Core)		
BRS 321X	American Church History	
BRS 340X	History of Christianity	
Ministry (Other Not Chosen in Core) (3 hours)		
CM 172	Introduction to Ministry	
CM 201	Survey of Christian Education	
Electives:		12
OT: Select at least one course, such as:		
BI 302	Pentateuch	
BI 304	Old Testament Prophetic Books	
BI 306	Old Testament Poetic Books	
BI 308	Old Testament Historical Books	
NT: Select at least one course, such as:		
BI 312	Life of Christ	
BI 313	New Testament Church	
BI 335	Theology of the General Epistles	
BI 400	Romans	
Theology Core: Select at least one course, such as:		
BI 415	Theological Issues	
BRS 322X	Topics in Church History	
BRS 437X	Music in Worship	
TEDS Cross Registration:		5
PR 5600	Christian Faith and Contemporary Challenges	
CM 5000	Intro to Counseling Ministries	
CM 6000	Issues in Counseling Ministries	
Total Hours		55

Bible and Ministry Major**Emphasis: Ministry**

Code	Title	Hours
Bible and Ministry Major Core		18
Required Courses		21
Bible Core (6 hours)		
	Old Testament Elective (not BI 101)	
	New Testament Elective (not BI 111)	
CM 260	Introduction to Intercultural Ministry	
CM 320	Principles of Ministry Programming	
CM 335	Strategies for Discipling Ministries	
CM 475	Senior Seminar (capstone)	
Integrated Field Experience (choose one)		
CM 225	Integrated Field Experience - Small Group Ministry	
CM 324	Integrated Field Experience: Discipleship	
CM 325	Integrated Field Experience - Ministry Methods	
Ministry Electives		12
CM 175	Foundations of Youth Ministry	
CM 215	Foundations of Children's Ministry	
CM 250	Topics in Christian Ministries:	
CM 315	Principles of Family Ministry	
CM 340	Principles of Relational Youth Ministry	
CM 342	Relational Skills for Ministry	
CM 345	Ministry Internship	
CM 350	Topics in Christian Education	
CM 372X	Nonprofit Management	
CM 373X	Nonprofit Financial Management	
CM 381	Introduction to Preaching	
CM 400	Principles of Adult Ministry	
CM 420	Ministry Leadership	
COM 112	Speech	
LR 170X	Leadership Dynamics	
LR 173	Emerging Leadership I	
LR 174	Emerging Leadership II	
PSY 220	Interpersonal Skills Training	
SOC 221	Marriage and the Family	
PSY 230	Crisis Intervention	
PSY 255	Psychology of Addiction	
PSY 337	Psychology of Adolescence (prereq: PSY 140)	
LR 350	Topics in Leadership	
PSY 350X	Social Psychology (prereq: PSY 140)	
PSY 355	Group Dynamics (prereq: PSY 140)	
PSY 360X	Introduction to Social Work (prereq: PSY 140 or SOC 101)	
BRS 437X	Music in Worship	
Total Hours		51

ADVANCE 5 Year BA/MDiv Program

Code	Title	Hours
Core:		26
BI 275	Teaching the Bible	
BRS 331	Christian Doctrine	

CM 112	Pre-Seminary Formation Group	
CM 172	Introduction to Ministry	
CM 320	Principles of Ministry Programming	
CM 335	Strategies for Discipling Ministries	
CM 224	Integrated Field Experience - Spiritual Formation	
GR 121	Elementary Greek	
GR 122	Elementary Greek	
Bible and Ministry Electives		8
Undergraduate Courses taken for TEDS Credit:		15
BRS 338	Theological and Sociological Foundations of Evangelism	
BRS 340X	History of Christianity	
BRS 321X	American Church History	
CM 201	Survey of Christian Education	
CM 260	Introduction to Intercultural Ministry	
TEDS Courses for Undergraduate and Graduate Credit		30
CM 5000	Intro to Counseling Ministries	
ID 5000	Biblical Theology and Interpretation	
NT 5251	Greek Exegesis I	
NT 5252	Greek Exegesis II	
NT 5253	Exegesis for Preaching	
OT 5240	Elementary Hebrew I	
OT 5241	Elementary Hebrew II	
OT 5242	Hebrew Exegesis	
PT 5100	Spiritual Formation for Ministry	
PR 5600	Christian Faith and Contemporary Challenges	
ST 5201	Theology I: The God of the Gospel	
ST 5202	Theology II: The Gospel of God	
TOTAL HOURS for the ADVANCE Major		79
Remaining TEDS Courses for MDiv		44
CM 6000	Issues in Counseling Ministries	1
HM 6200	Theology and Methodology of Biblical Preaching	2
HM 6201	Preaching Lab	0
HM 7000	Preaching from the Old Testament	1
ID 5080	Formation Group	0
ID 6500	Understanding the Social and Cultural Contexts of Ministry	2
NT 6251	Interpreting the Synoptics and Acts	3
NT 6252	Interpreting Paul and General Epistles	3
NT 6253	Interpreting Johannine Literature	2
OT 6251	Interpreting the Pentateuch and Former Prophets	3
OT 6252	Interpreting the Latter Prophets	3
OT 6253	Interpreting the Writings	3
PT 7250	Christian Worship and Pastoral Practices	3
ST 7200	Theological Ethics	3
ST XXX - Advanced Theology Course		3
PT 7481	Internship I	1-3
PT 7482 or ID 8100		3
Electives		6
Total Hours for the MDiv		87

Pre-Seminary Major

Advance: 5 Year BA/MDiv

The Advance (5 Year BA/MDiv) major is designed for high-academic capacity students sensing an early call to pastoral ministry. This major lays a foundation for an effective ministry of biblical understanding in the context of a local church ministry. It is designed to enable a student to do further graduate studies in a seamless BA/Master of Divinity program between Trinity College and Trinity Evangelical Divinity School. The program can be accomplished in five years:

- Two years at Trinity College with an emphasis on general education and initial ministry courses.
- The middle year (three) has shared course load between college and divinity school.
- The remaining two years are in the normal MDiv program at TEDS.

Program Outcomes:

The Advance/Pre-Seminary Studies graduate should be able to:

- **Preparation for Graduate Studies.** Be equipped with the necessary academic and research skills to meet requirements of continuing in the MDiv program of Trinity Evangelical Divinity School.
- **Personal Maturity.** Demonstrate a healthy sense of self in Christ, commitment to a lifestyle of ministry and progress toward Godly character.
- **Cultural Engagement.** Study the Bible in its historical and cultural context and apply it to present-day ethical issues.
- **Biblical Philosophy.** Grasp the message of the Bible, interpret the Scriptures accurately, develop a Christian worldview, and integrate faith, living, and learning.

Requirements:

Requirements total 47 hours. This includes 23 hours from Biblical Studies required courses/cognate areas (including Greek), 18-21 hours from Christian Ministries and 3-6 hours of additional general education or BI/CM/PH elective courses.

Trinity College Requirements (124 hours):

47 hours for General Education. It is the expectation that students will have a subscore of 25 or higher in Math, foreign language requirement is met by taking Greek and select courses will meet requirements in Religious and Ethnic Diversity category.

47 hours for college requirements for the Advance (5 Year BA/MDiv) degree.

30 hours from Trinity Evangelical Divinity School MDiv program (6 hours taken each semester the third year; 3 hours taken during summer after third year; remaining hours received from TEDS the fourth year to meet requirements for the college.)

BA Degree in Pre-Seminary Studies.

Trinity Evangelical Divinity School Requirements (87 program hours):

15 hours taken at TEDS during third year/summer following.

12-15 hours possible for the Advanced Placement MDiv Program from college studies.

57-60 hours taken fourth and fifth years at TEDS. (15 hours apply to undergraduate BA.)

Biblical Studies Minor

Objectives for the Minor in Biblical Studies. Students should be able to articulate:

- Articulate some personal theological convictions by integrating scriptural interpretation and critical thinking. (*Theological Integration*)
- Articulate biblical texts in their historical, grammatical, and theological context and interpret the Scriptures accurately by applying linguistic, historical, theological, and philosophical methods. (*Biblical Interpretation*)
- Develop a Christian worldview that describes how biblical truths apply to contemporary settings in order to be culturally relevant. (*Biblical Application*)

Minor in Biblical Studies *

Code	Title	Hours
BI 275	Teaching the Bible	3
BRS 331	Christian Doctrine	3

BRS 338	Theological and Sociological Foundations of Evangelism	3
Biblical and Theological Studies electives		9
*Assumes General Education course requirements are met		
Total Hours		18

Religious Studies Minor

The Religious Studies Minor allows students to explore various aspects of religion and its understanding in today's world. Students who complete the minor should be able to:

- Lay a foundation of theological understanding in being able to defend their faith and give apologetic reasons for their belief.
- Investigate specific religious topics of interest to themselves, formulating coherent theological structures for life and ministry.

Code	Title	Hours
Required Courses		
BRS 330	Christian Evidences	3
BRS 331	Christian Doctrine	3
BRS/PH 363X	Survey of Religious Diversity	3
Elective Courses		
Select 9 hours of the following:		9
BRS 321X	American Church History	
BRS 322X	Topics in Church History	
BRS 338	Theological and Sociological Foundations of Evangelism	
BRS 340X	History of Christianity	
BRS 350	Topics in Biblical and Religious Studies	
BRS 430	Advanced Topics in Religious Studies ¹	
BRS 450	Independent Study	
Total Hours		18

¹ May be cross-listed with TEDS courses

Biology and Chemistry

The purpose of the Department of Biology and Chemistry is multifaceted. The programs include courses that prepare science majors for a wide variety of career choices in the areas of medicine, education, industry, and postgraduate work. The curriculum is designed to provide students with both a broad understanding of the field of biology and specific knowledge in the dynamic disciplines within the field. It also emphasizes development of technical, communication, and analytical skills. The department also complements the liberal arts approach to learning by offering courses intended specifically for non-science majors. The faculty endeavors to cultivate within students a Christian perspective on bioethical issues, as well as an aesthetic appreciation of and an attitude of stewardship toward the natural world. Above all, we seek to bring students toward a deeper understanding of God as he is revealed in his creation.

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

Majors

- Biology Major (p. 133)
 - Biology Major/Pre-Medical Emphasis (p. 134)
 - Biology Major/Pre-Physician Assistant Emphasis (p. 136)
- Biology/Secondary Education Major (p. 138)
- Chemistry Major
 - Professional Chemistry Emphasis
 - Pre-Medical Emphasis
 - Forensic Science Emphasis

Minors

- Bioethics Minor (p. 139)

Courses

Subjects in this department include: Biology (BIO) (p. 128) and Chemistry (CH) (p. 131)

Biology (BIO)

BIO 103 Introductory Biology - 4 Hours

A general survey of the basic principles of biology with an emphasis on humanity and humanity's role in nature. The scientific method, evolutionary theory, and Christianity as the basis of understanding nature and its problems are considered. Laboratory is included. Not open to Biology or Health Sciences majors for credit toward a major in Biology or Health Sciences. Laboratory fee. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 105S Environmental Biology - 4 Hours

Students will become familiar with the way in which organisms interact with their environment. Topics include the nature of an ecosystem, the definition and biology of a population, the structure of communities, and the process of succession. Field studies and lab work scheduled for Wednesday and Thursday afternoons (4 hours). An overnight field trip may be required. Prerequisite: BIO 103 or BIO 140 or equivalent or permission of instructor. Not open to Biology majors for credit toward a major in Biology. Laboratory/Field work fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 111 General Biology - 4 Hours

A concentrated study of the principles and fundamentals of biology. Basic biochemistry, cellular structure and function, energetics, concepts of basic molecular biology, and genetics are included. Laboratory is included. This course is open to majors in the Division of Science and Technology only or by consent of the instructor. Prerequisite or corequisite: CH 103 or CH 111 or consent of department. Laboratory fee. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 112 Biology: Plant and Animal Kingdoms - 4 Hours

A concentrated study of the principles and fundamentals of biology, ecology, and evolutionary biology are studied. Also examined are the diversity, morphology, physiology, and reproduction of microorganisms, plants, and animals. Laboratory is included. This course is open to majors in the Division of Science and Technology only or by consent of the instructor. Prerequisite or corequisite: CH 111 or consent of department. Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 140 Survey of Human Anatomy and Physiology - 4 Hours

A study of human anatomy and physiology. Laboratory is included. This course is open to majors in Sports and Wellness Management or minors in Health Psychology only. All others are by consent of the instructor. Not open to Biology or other Health Sciences majors for credit toward a major. Laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 145 Human Biology - 4 Hours

A study of basic principles of biology, cells, genetics, anatomy and physiology, and the human impact on the environment. Special emphasis will be given to understanding anatomy and physiology as it pertains to the workings of the human body and its response to disease. This course is suitable for non science majors and includes laboratory experience. Not for credit toward a major in biology. Laboratory fee. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BIO 150 Laboratory Methods in Biology - 1-3 Hours

This course is designed to meet the needs of the student who requires or desires laboratory experience in a particular area of biology additional to that available as part of the regularly offered coursework. The area of study will vary with the needs of the student. Prerequisites: at least one introductory course in the biology and consent of the department chair. Laboratory fee. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 201X Physiology of Exercise - 3 Hours

A systematic approach to the study of the function of the human body during physical activity and recovery. Emphasis is placed on how the physiology of the sedentary body responds and adapts to both acute and chronic workloads. The course includes application of these principles to exercise prescription for the achievement of optimal fitness and athletic performance. Laboratory is included. Prerequisites: BIO 140 or BIO 340-BIO 341 and current Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with HS 201X, HPW 201X. Delivery mode: Deerfield traditional undergraduate.

BIO 210 Ecology and Field Biology - 4 Hours

A study of the fundamental principles and concepts of ecology emphasizing the ecosystem approach. Introduction to the principles and concepts pertaining to the ecosystem, including energy flow, nutrient cycling, limiting factors, ecological development, and organismic, population, and community ecology. The structure and characteristics of various terrestrial and aquatic ecosystems, environmental problems, and resource management are also included. Laboratory and field work are included. Prerequisites: BIO 111, 112 or consent of instructor. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 220 General Botany - 4 Hours

The taxonomy, anatomy, physiology, and ecology of vascular and nonvascular plants will be studied. Emphasis will be placed on the relationship of the cellular, organismal, and gross structures of vascular plants with development and function in time and environment. Laboratory is included. Prerequisites: BIO 111 and CH 112. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 250 Advanced Laboratory Methods in Biology - 1-3 Hours

This course is designed to provide the student with advanced laboratory experience in a particular area of interest in the biology beyond that offered as part of the regularly scheduled coursework. The field of study will vary with the needs of the student. Prerequisites: at least one introductory course in biology and consent of the department chair. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 285X Statistics - 4 Hours

An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests, including one-way analysis of variance. Specific instruction and computer experience in the use of SPSS is provided. Offered each semester for Deerfield traditional undergraduate. Computer fee. Cross-listed with MA 285X, PSY 285X, SOC 285X. Delivery mode: Deerfield traditional undergraduate.

BIO 300 Environmental Conservation - 3 Hours

An ecological approach to the study of conservation of natural resources as related to current environmental problems. Significant fieldwork is required. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BIO 305 Scientific Applications - 1-4 Hours

In-depth instructional or laboratory experience designed to enhance the student's expertise, critical thinking, laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of instructor. Instructor's consent by signature required. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 306 Scientific Applications Professional Experience - 1-4 Hours

In-depth instructional or laboratory experience, including teaching assistantship and laboratory assistantship, designed to enhance the student's expertise, critical thinking, laboratory, and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of instructor. Instructor's consent by signature required. Satisfies the Professional Experience requirement. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 310 Microbiology - 4 Hours

A study of the taxonomy and identification, structure, nutrition and growth, physiology, metabolism, genetics, host microbial interactions, immunology, ecology, epidemiology, and control of microorganisms and viruses. Laboratory is included. Prerequisites or corequisites: BIO 111, CH 111-CH 112. Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 315 Genetics - 4 Hours

A study of the basic principles of heredity, including classical, cytological and population genetics. In addition, the course will emphasize the analysis of genes at the molecular level and the study of gene expression. Laboratory is included. Prerequisite: BIO 111, BIO 112. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 320 Immunology - 3 Hours

A study of the cellular and molecular nature of innate and adaptive immune systems, including immunoglobulins, humoral and cell-mediated immune responses, immunopathology, immunobiology, and cancer biology. Prerequisites: BIO 111 and CH 112. Courses in microbiology, cell and molecular biology, and genetics are highly recommended. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 321 Immunology Case Studies Laboratory - 1 Hour

A problem-based discussion/laboratory course exploring the use of contemporary immunological laboratory procedures and the application of immunological theory and practical knowledge to clinical diagnosis of immunological diseases. Clinical case studies will be used as the discussion vehicle. Course must be taken in conjunction with BIO 320 Immunology. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 330 Animal Physiology - 4 Hours

A detailed study of the physiological processes of animals. Laboratory is included. Prerequisites: BIO 111, BIO 112. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 340 Human Anatomy and Physiology I - 4 Hours

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

BIO 341 Human Anatomy and Physiology II - 4 Hours

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

BIO 350 Topics In Biology - 1-4 Hours

Selected topics in biology. May be repeated for credit with different topics. Prerequisites: BIO 111, BIO 112, or consent of the instructor. Laboratory fee may be required depending on topic. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 359 Topics for Honors Students - 3 Hours

Selected topics not taught under specific course titles. Depending on the topic, the course will be designated as falling under one or more departments. May be repeated for credit if the topic differs. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 400 Origins and Evolution - 3 Hours

A critical examination of the empirical and theoretical bases for the theories of the origin of life and biological evolution. The scriptural account of creation and the various schools of thought on creation and evolution are considered. Prerequisites: BIO 111, 112 or consent of the instructor. Offered spring semester in odd-numbered years. Delivery mode: Deerfield traditional undergraduate.

BIO 405 Advanced Scientific Applications - 1-4 Hours

Advanced instructional, clinical, field study, or laboratory experience designed to enhance the student's expertise, critical thinking, and laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of the instructor. Instructor's consent by signature required. Laboratory fee may be required. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 406 Advanced Scientific Applications Professional Experience - 1-4 Hours

Advanced instructional, clinical, field study, or laboratory experience designed to enhance the student's expertise, critical thinking, and laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of the instructor. Instructor's consent by signature required. Satisfies the Professional Experience Requirement. Laboratory fee may be required. Offered each semester. Delivery mode: Deerfield traditional undergraduate.

BIO 410 Biology Seminar - 1 Hour

This course includes presentations and discussions of selected papers, topics of current interest in the field, and senior research projects by students and invited speakers. Starting in the student's second year in the Biology program, this course must be taken each semester it is offered until graduation or changing of majors. The student will audit all semesters except one. During the spring semester of the student's senior year, the course must be taken for credit and a senior seminar presentation will be required. Prerequisite: major in the Division of Science and Technology, and Health, or consent of instructor. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Biology, Biology/Pre-Medical, and Biology/Pre-Physician Assistant. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 415 Molecular Genetics - 4 Hours

This course will offer a detailed study of the analysis and manipulations of genes at the molecular level, including control of gene expression, study of genome structure, and molecular evolution. Course will include reading and discussion of current literature relevant to the field of molecular genetics and instruction in the use of biological databases. The application of molecular genetics to analyze the human genome will be considered. Prerequisites: BIO 315, CH 203 or CH 212. Suggested prerequisite or corequisite: CH 320 or consent of instructor. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 420 Cell and Molecular Biology - 4 Hours

A detailed study of the structure and function of cells in their genetic, biochemical, developmental, physiological and pathophysiological aspects. This course introduces students to the relationships that exist between cell structure and biochemical processes necessary for eukaryotic cell growth, differentiation, and death. Laboratory included. Prerequisites: BIO 111, BIO 112 and CH 320. Laboratory fee. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 430 Developmental Biology - 4 Hours

A study of the nature of developmental processes of animals at the classical, experimental, and molecular levels. Reading, abstracting and presenting primary journal articles in the field of developmental biology constitutes the laboratory portion of the course. Prerequisites: BIO 111, BIO 340, BIO 341. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 440 Microbial Physiology - 4 Hours

A study of microorganisms (with the emphasis on bacteria) and their nutritional requirements, metabolism, ultrastructure, genetics, and taxonomy. Laboratory included. Prerequisite: BIO 310. One semester of organic chemistry is recommended. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 445 Pathophysiology - 3 Hours

This course provides an in-depth exploration of altered structural and physiological adaptation processes and how they apply to assessment and treatment of disease and injury with an emphasis on conditions encountered in health care. Additional topics include pathological mechanisms underlying disease states, diagnosis and treatment of disorders, cell injury, inflammation, immunopathology, genetic disorders, neoplasms, nervous system, bones, joints, skeletal muscle, cardiovascular, respiratory, blood and lymphoid systems, and diabetes. Delivery mode: Deerfield traditional undergraduate. Offered fall semester. Prerequisite: BIO 341 or consent of instructor.

BIO 450 Independent Study - 1-3 Hours

Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Laboratory fee may be required. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 460 Comparative Vertebrate Anatomy - 4 Hours

A comparative study of the anatomy, morphology, and functions of vertebrates. Laboratory is included. Prerequisites: BIO 111, BIO 112. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 470 Undergraduate Research - 1-4 Hours

A course involving investigation of a research problem under faculty supervision. Course requirements may include a literature survey, research, a written formal report, and oral presentation of results in biology seminar (BIO 410). Prerequisites: BIO 111 and at least one of the following: BIO 310, BIO 340, BIO 341, BIO 420. Instructor's consent by signature required. May be repeated for credit. Laboratory fee may be required. Satisfies the Professional Experience Requirement. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

Chemistry (CH)

CH 101 Contemporary Chemistry - 4 Hours

A study of the fundamental principles of chemistry, chemical activity of elements and compounds, principles of organic chemistry, and principles of biochemistry. Material to be studied includes problems of the environment, energy, population, air pollution, water pollution, solid wastes, pesticides, food additives, and drugs. Consideration is given to the moral, ethical and political implications in making decisions concerning these problems. This course is for non science majors and cannot be used by Biology, Health Sciences, or Chemistry majors to fulfill major or general education requirements. Laboratory included. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 103 Introduction to Chemistry - 4 Hours

A one-semester survey of fundamental concepts, including atomic structure, chemical bonding, periodic properties, the solid, liquid and gaseous states, and solutions. Application of all these concepts to the health sciences will be emphasized. This course is intended primarily for Health Sciences majors but may be used to fulfill the general education requirement for non-majors if the student has had substantial background in chemistry. Laboratory is included. Laboratory fee. Consent of instructor required. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 105X Introduction to Forensic Science - 3 Hours

An overview of the many ways evidence is collected through the scientific disciplines of chemistry, biology, and physics. Principles and applications of DNA analysis, explosives analysis, detection of illegal drugs, toxicological analysis, and firearms identification will be discussed. Legal requirements for the collection, storage, and presentation of evidence with a focus on expert testimony and the standards that govern expert testimony will be presented. Offered Fall semester in even-numbered years for Deerfield traditional undergraduate. Cross-listed with CRJ 105X. Delivery mode: Deerfield traditional undergraduate.

CH 111 General Chemistry I - 4 Hours

First course of a two-course sequence in General Chemistry for science majors. A study of fundamental concepts including atomic structure, bonding, molecular theory, the solid, liquid, and gaseous states, and solutions. Laboratory is included. This course is open to majors in the Division of Science, Technology, and Health only or by consent of the instructor. Prerequisite: proficiency in algebra, high school chemistry. Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 112 General Chemistry II - 4 Hours

A continuation of CH 111. Kinetics, equilibrium, acid base topics, and chemical thermodynamics are studied. Laboratory is included. This course is open to majors in the Division of Science, Technology, and Health only or by consent of the instructor. Prerequisite: CH 103 or CH 111 or consent of instructor. Laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 150 Laboratory Methods in Chemistry - 1-3 Hours

This course is designed to meet the need of the student who requires or desires a laboratory experience in chemistry additional to that available as part of the regularly offered coursework. The area of study will vary with the needs of the student. Prerequisite: at least one introductory course in chemistry and consent of the Chair of the Department of Biology and Chemistry. Laboratory fee. Offered each semester. Delivery mode: Deerfield traditional undergraduate.

CH 203 Essentials of Organic Biochemistry - 4 Hours

A one-semester survey of organic functional groups and reactions. Emphasis will be placed upon those compounds that play an important role in the biochemistry of the living cell. Laboratory is included. Prerequisite: CH 103 or CH 112. Laboratory fee. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 211 Organic Chemistry I - 4 Hours

A study of the structure, nomenclature, and reactions of the common classes of organic compounds. Laboratory is included. Prerequisite: CH 112. Laboratory fee. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 212 Organic Chemistry II - 4 Hours

A continuation of CH 211. Interpretation of NMR and IR spectra is studied. Laboratory is included. Prerequisite: CH 211. Laboratory fee. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 305 Scientific Applications - 1-4 Hours

In depth instructional or laboratory experience, including teaching assistantship and laboratory assistantship, designed to enhance the student's expertise, critical thinking, and laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: Invitation of instructor. Instructor's consent by signature required. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 306 Scientific Applications Professional Experience - 1-4 Hours

In-depth instructional or laboratory experience, including teaching assistantship and laboratory assistantship, designed to enhance the student's expertise, critical thinking, laboratory, and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of instructor. Instructor's consent by signature required. Satisfies the Professional Experience requirement. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 311 Quantitative Analysis - 4 Hours

A study of quantitative methods of inorganic analysis. Laboratory is included. Prerequisite: CH 112. Laboratory fee. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 312 Instrumental Analysis - 4 Hours

A study of instrumental methods of chemical analysis with stress on spectral, chromatographic, and electroanalytical methods. Laboratory is included. Prerequisite: CH 311. Laboratory fee. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 320 Biochemistry - 3 Hours

Structure, biosynthesis, and metabolism of common classes of biochemical compounds are studied. Prerequisites: CH 203 or CH 212, and BIO 111, or consent of instructor. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 340 Laboratory in Chemistry - 1 Hour

Laboratory courses in inorganic, organic, organic qualitative analysis, and biochemistry. Prerequisite: CH 311 or consent of instructor. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 350 Topics in Chemistry - 1-4 Hours

Selected topics in chemistry. May be repeated for credit with different topics. Prerequisite: CH 112 or consent of instructor. Laboratory fee may be required depending on topic. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 405 Advanced Scientific Applications - 1-4 Hours

Advanced instructional, clinical, or laboratory experience designed to enhance the student's expertise, critical thinking, and laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: Invitation of the instructor. Instructor's consent by signature required. Laboratory fee may be required. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 406 Advanced Scientific Applications Professional Experience - 1-4 Hours

Advanced instructional, clinical, or laboratory experience designed to enhance the student's expertise, critical thinking, and laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of the instructor. Instructor's consent by signature required. Laboratory fee may be required. Satisfies the Professional Experience Requirement. Offered each semester. Delivery mode: Deerfield traditional undergraduate.

CH 410 Chemistry Seminar - 1 Hour

Reports of current research, selected themes, research methods, and writing in chemistry shall be considered. Prerequisites: chemistry major, CH 112 or consent of the instructor. May be repeated for credit. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Chemistry and Chemistry/Pre-medical majors. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 411 Inorganic Chemistry - 3 Hours

An introduction to the concepts and chemical systems of inorganic chemistry, including atomic structure, the periodic table, molecular structure and bonding ionic crystals, chemistry of the transition elements, coordination compounds, noble gases, and acid-base theories. Includes a substantial amount of oral presentation. Prerequisites: CH 212, CH 311 or consent of instructor. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 412 Physical Chemistry of Biological Systems - 4 Hours

This course contains a general overview of the principles of thermodynamics, kinetics, quantum mechanics, and statistical thermodynamics with particular stress on biochemical and biological applications. Laboratory is included. Prerequisites: CH 411, MA 121, and CH 311, or consent of instructor. Laboratory fee. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 421 Physical Chemistry I - 4 Hours

An introduction to the topics of physical chemistry. Laboratory is included. Prerequisites: CH 411, MA 221, and PHY 112, or consent of instructor. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 422 Physical Chemistry I - 4 Hours

A continuation of CH 421. Laboratory is included. Prerequisite: CH 421. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 442 Undergraduate Research - 1-4 Hours

This is a laboratory course involving investigation of a research problem under faculty supervision. Course requirements include a literature survey, research, a written formal report, and oral presentation of results in Chemistry Seminar CH 410. Prerequisites: CH 340 and instructor's consent by signature required. May be repeated for credit. Laboratory fee may be required. Satisfies the Professional Experience Requirement. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 450 Independent Study - 1-4 Hours

Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Laboratory fee may be required. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

Biology Major

The Biology major is designed to provide students with a versatile, broad-based degree that emphasizes microbiology, cell and molecular biology, genetics, and biological systems. Students with this degree pursue careers in industry or research in a variety of different settings.

Program Outcomes:

Students completing a Bachelor of Arts degree in *Biology* will be able to:

- compare favorably in knowledge of the field with those students completing similar programs.
- demonstrate oral and written communication skills.
- demonstrate that they can critically analyze bioethical issues from a Christian worldview.

Major requirements total 50 hours. This includes 28 hours of required Biology courses, 15 hours of supporting courses, 6 hours of Bioethics courses, and 1 hour professional experience.

Code	Title	Hours
Required Courses for General Education		
BIO 111	General Biology	4
CH 111	General Chemistry I	4
MA 121	Calculus and Analytic Geometry I	4
Required Biology Courses		
BIO 112	Biology: Plant and Animal Kingdoms	4
BIO 310	Microbiology	4
BIO 315	Genetics	4
BIO 320	Immunology	3
BIO 321	Immunology Case Studies Laboratory	1
BIO 400	Origins and Evolution	3
BIO 410	Biology Seminar	1
BIO 420	Cell and Molecular Biology	4
BIO 430	Developmental Biology	4
Required Supporting Courses		
CH 112	General Chemistry II	4
CH 211	Organic Chemistry I	4
CH 212	Organic Chemistry II	4
CH 320	Biochemistry	3
Required Bioethics Courses		
BE 474X or BE 476X	Introduction to Bioethics Undergraduate Bioethics Institute	3
BE 475X or BE 477X	Topics in Bioethics Undergraduate National Conference	3
Required Professional Experience		
Select one of the following:		1
BIO 306	Scientific Applications Professional Experience	
BIO 470	Undergraduate Research	
CH 306	Scientific Applications Professional Experience	
CH 406	Advanced Scientific Applications Professional Experience	
CH 442	Undergraduate Research	
BIO 406	Advanced Scientific Applications Professional Experience	
Total Hours		62

Biology Major/Pre-Medical Emphasis

The Biology/Pre-Medical emphasis major is designed to provide students interested in medical school, graduate school, or a variety of health professions with the rigorous scientific background necessary to prepare them for entrance into their chosen field, combined with a strong grounding in bioethics and a liberal arts education from a Christian viewpoint.

Pre-Medical Students

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

Program Outcomes:

Students completing a Bachelor of Arts degree in *Biology with a Pre-Medical Emphasis* will be able to:

- compare favorably in knowledge of the field with those students completing similar programs.
- demonstrate oral and written communication skills.
- demonstrate that they can critically analyze bioethical issues from a Christian worldview.

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

Code	Title	Hours
Required Courses for General Education		
BIO 111	General Biology	4
CH 111	General Chemistry I	4
MA 121	Calculus and Analytic Geometry I	4
Required Biology Courses		
Core:		
BIO 112	Biology: Plant and Animal Kingdoms	4
BIO 310	Microbiology	4
BIO 340	Human Anatomy and Physiology I	4
BIO 341	Human Anatomy and Physiology II	4
BIO 410	Biology Seminar	1
BIO 420	Cell and Molecular Biology	4
BIO 430	Developmental Biology	4
Required Supporting Courses:		
CH 112	General Chemistry II	4
CH 211	Organic Chemistry I	4
CH 212	Organic Chemistry II	4
CH 320	Biochemistry	3
PHY 111	General Physics I	4
PHY 112	General Physics II	4
Required Bioethics Courses:		
BE 474X or BE 476X	Introduction to Bioethics Undergraduate Bioethics Institute	3
BE 475X or BE 477X	Topics in Bioethics Undergraduate National Conference	3
Required Professional Experience:		
Select one of the following:		1
BIO 306	Scientific Applications Professional Experience	
BIO 406	Advanced Scientific Applications Professional Experience	
BIO 470	Undergraduate Research	
CH 306	Scientific Applications Professional Experience	

CH 406	Advanced Scientific Applications Professional Experience
CH 442	Undergraduate Research
Electives (highly recommended additional courses)	
BIO 315	Genetics
BIO 320	Immunology
BIO 321	Immunology Case Studies Laboratory
Total Hours	67

Biology Major/Pre-Physician Assistant Emphasis

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

Program Outcomes:

Students completing a Bachelor of Arts degree in *Biology with a Pre-Physician Assistant Emphasis* will be able to:

- compare favorably in knowledge of the field with those students completing similar programs.
- demonstrate oral and written communication skills.
- demonstrate that they can critically analyze bioethical issues from a Christian worldview.

Major requirements total a minimum of 57 hours. This includes 25 hours in the required Biology courses, 28 hours in supporting courses, 3 hours of Bioethics courses, and at least one hour of clinical (professional) experience.

Code	Title	Hours
Required Courses for General Education		
BIO 111	General Biology	4
CH 111	General Chemistry I	4
MA 121	Calculus and Analytic Geometry I	4
Required Courses for Major		
Required Biology Courses:		
BIO 112	Biology: Plant and Animal Kingdoms	4
BIO 310	Microbiology	4
BIO 340	Human Anatomy and Physiology I	4
BIO 341	Human Anatomy and Physiology II	4
BIO 410	Biology Seminar	1
BIO 420	Cell and Molecular Biology	4
BIO 315	Genetics	4
or BIO 430	Developmental Biology	
Required Supporting Courses:		
CH 112	General Chemistry II	4
CH 211	Organic Chemistry I	4
CH 212	Organic Chemistry II	4
HS 161	Medical Terminology	1
HS 360	General Medical Conditions in the Physically Active	3
MA 285X	Statistics	3
or MA 280X	Introductory Statistics	
PHY 111	General Physics I	4
PHY 112	General Physics II	4
Required Bioethics Courses:		
BE 474X	Introduction to Bioethics	3
or BE 476X	Undergraduate Bioethics Institute	
Required Clinical Hours ¹		
HS 480	Professional Rotation in Health Sciences ²	1-6
Electives		
Highly Recommended (Required by many physician assistant schools):		
HS 165	Responding to Emergencies and Sport Safety Training	
Select at least one of the following psychology courses:		
PSY 335	Child Development	
PSY 337	Psychology of Adolescence	
PSY 339	Adult Development	
Recommended (Required by some physician assistant schools):		
PSY 310	Abnormal Psychology	

COM 112	Speech
ENG 210X or ENG 240X	Business Communication Writing for the Media I
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Total Hours	68-73

¹ Minimum Requirement is 1000 hours and may be more depending on the physician assistant program

² Clinical hours must be supervised by a licensed health care practitioner with emphasis given to hours supervised by a physician or physician assistant. Some programs require more than one site. Clinical hours must include patient contact. Registration for HS 480 credit must occur prior to the clinical experience. This requirement satisfies the professional experience requirement. Requirements for acceptance vary among physician assistant schools. By the first semester of the sophomore year, students should contact possible physician assistant schools for information regarding prerequisite coursework required for admission. Courses may then be selected from the recommended courses.

Biology Major with Secondary Education Licensure

The Biology major with Secondary Education Licensure is designed to prepare students to meet the ever-expanding need for qualified science teachers. The major emphasizes communication as well as quantitative and analytical thinking skills. It also fosters in tomorrow's teachers an aesthetic appreciation of the natural world and a deeper understanding of God as He is revealed in his creation. Graduates receive the professional and practical preparation needed to be teachers, as well as personal preparation to evidence Christian values in their personal and professional practice while respecting the exercise of individual moral decisions. Graduates are eligible for an Illinois Professional Educator License at the high school level (grades 9-12). An endorsement in middle grades (5-8) may be added with minimal additional requirements; contact the Division of Education for information.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in Biology with Secondary Education Licensure will:

- display thorough content knowledge to teach in their respective fields
- plan, deliver and assess effective instructional experiences that align with learning standards, educational theory, and knowledge of student development
- exhibit professional dispositions that reflect the personal, professional, and practical components of teaching
- evidence Christian values in their personal and professional practice, while respecting the exercise of individual moral decisions
- address the differing needs of a diverse student population with professional competence, respect and fairness

Additional Licensure Requirements

Candidates must pass the appropriate content area test(s), the teacher performance assessment (edTPA), and all required licensure tests in order to complete their program. Candidates are required to comply with all state requirements that are in place at the time of application for licensure. Consult the Division of Education for specific information.

Optional Additional Endorsement

A candidate may earn the Learning Behavior Specialist 1 (LBS1) endorsement (an addition to the teaching license) by completing ED 330, ED 352, ED 353, and ED 354, and passing the appropriate Illinois Licensure Testing System exam. Earning this additional endorsement may be a good investment of elective credit hours for interested candidates, since LBS1 is currently a teaching shortage area throughout the state of Illinois.

Important Note: Students may not double major in Biology/Secondary Education and Middle Grades Science Education. The middle grades major is a subset of the Biology/Secondary Education major.

Major requirements total 98 hours. This includes 12 hours of required general education, 19 additional hours of required biology courses, 8 hours of biology electives, 15 hours of supplemental courses, and 44 hours of professional education.

Code	Title	Hours
Required Courses for General Education		
BIO 111	General Biology	4
CH 111	General Chemistry I	4
MA 285X	Statistics	4
Required Biology Courses		
BIO 112	Biology: Plant and Animal Kingdoms	4
BIO 310	Microbiology	4
CH 320	Biochemistry	3
BIO 340	Human Anatomy and Physiology I	4
BIO 341	Human Anatomy and Physiology II	4
Elective Biology Courses		
Select two of the following:		8
BIO 315	Genetics	
BIO 420	Cell and Molecular Biology	
BIO 430	Developmental Biology	
Supplemental Required Courses		
CH 112	General Chemistry II	4
CH 203	Essentials of Organic Biochemistry	4
PHY 111	General Physics I	4
PS 110	Introduction to the Physical World	3

Professional Education Courses

ED 101	Introduction to Teaching	1
ED 103	Professional Skills for Teachers	1
ED 124	Historical and Philosophical Foundations of Education	3
ED 260X	Educational Psychology/Human Development	3
ED 306	Reading and Writing Across the Curriculum	3
ED 310	General Teaching Methods	2
ED 311	General Teaching Methods Pre-Clinical Experience	1
ED 330	Introduction to Special Education	3
ED 361	Teaching Biology in Secondary School	3
ED 368	Secondary Methods Pre-clinical Experience	2
ED 380	Diversity in Education	1
ED 381	Diversity Pre-clinical Experience	1
ED 413	Clinical Practice in the Secondary School	12
ED 421	Classroom Management	1
ED 422	Advanced Seminar in Education	2
ED 430	Educational Research and Assessment	2
PSY 337	Psychology of Adolescence	3

Total Hours 98

Bioethics Minor

Requirements total 18 hours. This includes 12 hours of required courses and 6 hours of Bioethics courses taken either at Trinity College or Trinity Graduate School. Students may also earn bioethics credit by enrolling in the institutes and/or wrap-around courses offered in connection with The Center for Bioethics & Human Dignity summer conference on Trinity's campus. Three of the required hours meet general education requirements.

Code	Title	Hours
Required Courses		
BE 474X or BE 476X	Introduction to Bioethics ¹ Undergraduate Bioethics Institute	3
BE 475X or BE 477X	Topics in Bioethics ¹ Undergraduate National Conference	3
BE 478	Research Ethics ¹	3
PH 180 or PH 182	Introduction to Philosophy Ethics	3
Elective Courses		
Select 6 hours of the following: ²		6
BE 5300	Clinical Issues in Bioethics	
BE 5500	Bioethics and Public Policy	
BE 6100	Bioethics Colloquium	
BE 6400	Readings in Bioethics	
BE 6700	Personhood in Theological & Philosophical Perspective	
BE 7700	Bioethics Seminar	
Total Hours		18

¹ BE 474X (graduate course BE 5000), BE 475X (graduate course BE 7700), BE 477X (graduate course BE 5900), and BE 478 (graduate course BE 5200) have reduced in-course requirements for undergraduates. Courses taken under the graduate level designation remain at the graduate level in course content but are designated on the transcript as fulfilling the undergraduate requirements for a minor. If applied toward a minor and/or toward the required hours for graduation with the BA, the course(s) may not subsequently be applied toward a graduate degree.

² Elective courses that may be taken at Trinity Graduate School under the graduate level designation

Business

Based on a strong academic foundation, the Business major is designed to equip students with strategic, interpersonal, and practical skills to prepare them for success in businesses or in other organizations. The major prepares graduates for administrative careers in businesses or nonprofit organizations, as well as for potential graduate work. Emphases include Accounting, Entrepreneurship, General Business, Human Resource Management, Management, Marketing, Nonprofit Management, Professional Sales, and Social Entrepreneurship. The curriculum includes content recommended by specialized accrediting agencies, enabling Trinity Business graduates to successfully compete with students who graduate with business degrees from internationally accredited colleges and universities.

Majors

- Business Major (p. 145)

Minors

- Accounting Minor (p. 149)
- Business Minor (p. 150)
- Nonprofit Management Minor (p. 150)
- Professional Sales

Courses

BUS 103 Introduction to Economics - 3 Hours

This is a survey course in economics. Issues of supply and demand, national income accounting, money and banking, market structures, and contemporary economic issues are studied. Both microeconomic and macroeconomic principles are presented. Not available for credit for students with credit in either BUS 207 or BUS 208. Offered each semester for Deerfield traditional undergraduate and online as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 111 Principles of Management - 3 Hours

This course exposes students to the general principles of management including planning, organizing, leading, and controlling organizational efforts. Special consideration is given to ethical responsibility and the role of management within the broader social context. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 113 Principles of Marketing - 3 Hours

Students in this course will be exposed to the principle concepts in marketing, including planning, consumer behavior, segmenting, and positioning. The course will also cover tactical considerations for products, pricing, channels of distribution, and promotion - advertising, professional selling, sales promotion, and public relations. Special concerns in international marketing and ethical decision-making will be woven throughout course content. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 115 Human Resources Management - 3 Hours

Personnel processes considered within a framework of manpower resources development and utilization. Role functions and activities of the Human Resources Department outlined and discussed (e.g. recruitment, selection, training). Impact of Human Resource function on both the organization (management) and the individual is discussed. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 181 Survey of International Business - 3 Hours

A survey of business in a global economy. Topics covered include the economic, political, and cultural factors determining the business environment, foreign direct investment, human resource management of foreign labor, international law, international marketing, international trade, international finance and strategic planning in a global economy. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 201 Introduction to Business Law - 3 Hours

This course provides an overview a consideration of the general principles of law as applied to commercial situations. Emphasis is given to contracts, negotiable instruments, personal and real property, and trade regulations. Prerequisite: Sophomore standing. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 207 Microeconomics - 3 Hours

An analysis of market behavior emphasizing the determinants of demand and supply. Emphasis is placed on potential advantages, disadvantages, and limitation of the market system in providing goods and services in an economically efficient manner. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 208 Macroeconomics - 3 Hours

An introduction and survey of the nature of economic problems and analysis. Different methods of organizing society are discussed, with an emphasis placed on U.S. institutions and experience. Prerequisite: BUS 207 or permission of instructor. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 214 Introduction to Managing Nonprofit Organizations - 3 Hours

This course covers the theories and principles for managing nonprofit organizations. This includes practices such as strategy formulation, goal setting, staffing, organizing, implementation, and evaluation. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 221 Principles of Accounting I - 3 Hours

An introduction to principles and procedures, including basic concepts of the accounting cycle and related activities. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 222 Principles of Accounting II - 3 Hours

For students with an emphasis in Accounting. BUS 222 builds on the concepts in BUS 221. The course covers accounting methods for various components of the balance sheet, income statement, and statement of cash flows with an emphasis on evaluating financial performance. Prerequisite: BUS 221. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 223 Managerial Accounting and Analysis - 3 Hours

For students not emphasizing in accounting. BUS 223 builds on topics from BUS 221 and focuses on the use of accounting information for decision making for management. Topics include cost/volume/profit analysis, forecasting, budgeting, product costing, cost allocation, and performance evaluation. Prerequisite: BUS 221. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel undergraduate. Final offering for REACH adult undergraduate.

BUS 235 Sales Practicum - 1 Hour

Students gain selling experiences by shadowing and assisting a qualified sales professional. Includes 45 hours of marketplace exposure.

BUS 301 Legal Environment of Organizations - 3 Hours

This course provides a basic understanding of the law as it relates to both for-profit and nonprofit organizations. It studies the legal process, the fundamentals of criminal and tort law, law enforcement, society and the law, contracts, agency, and property and employment law. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 302 Project Management - 3 Hours

This course introduces students to the nature, tasks, and challenges of project management. This includes studying the various phases of project management (project definition, project planning, project execution, project control, and project close-out) and learning the skills that are necessary to navigate each phase successfully. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 303 Topics in Management - 3 Hours

Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 111. Delivery mode: Deerfield traditional undergraduate.

BUS 310 Personal Finance - 3 Hours

This course focuses on equipping students to make informed personal choices in spending, investing, borrowing, savings and giving. Topics include financial goal setting, money management, consumer credit, housing decisions, investments, income tax management, and retirement planning. Open to business and non-business majors. Offered fall semester odd numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 313 Topics in Economics - 3 Hours

Selected topics as announced, including such fields as Public Finance, Labor Economics, and Current Issues. Prerequisites: BUS 207, BUS 208. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 319 Investments - 3 Hours

Students in this course will learn about investments from the perspective of the individual and the investment manager. topics covered include financial instruments (stocks, bonds, options, futures), securities markets, portfolio development and diversification, security analysis and valuation, international markets and special considerations such as taxes and inflation. Course participants will be challenged to apply course concepts in a market simulation. Offered fall semester even numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 321 Financial Reporting I - 3 Hours

Study of financial accounting and reporting issues, including the conceptual framework, measure and recognition of income, time value of money, measurement, and valuation methodologies for key components of the balance sheet. Balance sheet topics focus on assets and short-term liabilities, such as receivables, inventories, tangible and intangible assets and contingencies. Prerequisite: BUS 222. Offered fall semester even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 322 Financial Reporting II - 3 Hours

A continuation of BUS 321. The focus is on valuation for long-term liabilities and stockholders' equity, including deferred taxes, pension, leases, long term investment and debt, earning per share, and equity based compensations. Prerequisite: BUS 321. Offered spring semester odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 323 Individual Income Taxation - 3 Hours

Study of financial accounting and reporting issues, including the conceptual framework, measure and recognition of income, time value of money, measurement, and valuation methodologies for key components of the balance sheet. Balance sheet topics focus on assets and short-term liabilities, such as receivables, inventories, tangible and intangible assets and contingencies. Prerequisite: BUS 222. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 325 Accounting for Business Combinations and Consolidations - 3 Hours

This course covers the rationale and accounting methodologies for business combinations and for consolidating financial statements with controlling interests. Other inter-corporate accounting issues such as intercompany transactions, foreign currency transactions, and translations are covered. Prerequisites: BUS 221, BUS 222. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 326 Cost Accounting - 3 Hours

Concepts and application of cost accounting, procedures, reporting and evaluation of such applications. The course views the cost accounting function (process) as an essential and powerful activity in the business environment. Essential to adequately prepare for the uniform CPA and CMA examinations. Prerequisites: BUS 221, BUS 222. Offered fall semester even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 327 Theory and Practice of Auditing - 3 Hours

An introduction to principles and procedures, including basic concepts of the auditing cycle and related activities. Emphasis is placed on the attest function, professional standards and ethics, and sampling techniques. Prerequisites: BUS 221, BUS 222. Offered fall semester even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 328 Quantitative Skills for Managers - 3 Hours

An introduction to the financial and data analysis skills needed by managers. Basic principles of accounting, budgeting, and finance will be covered. Students will learn how to gather, organize, analyze, and present data that are useful for evaluation and decision making in organizations. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 329 Topics in Accounting - 3 Hours

Selected topics as announced. Course may be repeated with different topic. Prerequisites: BUS 221, BUS 222, or permission of instructor. Computer fee may be required for some topics. Delivery mode: Deerfield traditional undergraduate.

BUS 331 Consumer Behavior - 3 Hours

This course focuses on the practical application of social psychological research designed to understand, predict, and influence consumer behavior. Issues covered include persuasion, promotional strategy, sales and marketing planning, personal selling, perception, motivation, nonverbal communication, attitudes, decision-making, learning, compliance, psychographics, and geo-demographics. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 332 Topics in Marketing - 3 Hours

Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 113, or permission of instructor. Computer fee for some topics. Delivery mode: Deerfield traditional undergraduate.

BUS 333 Sales Principles and Practices - 3 Hours

This skills-based course focuses on the role of ethical professional selling in organizational and interpersonal interactions. Students are exposed to the different steps in the selling cycle including prospecting, needs assessment, presentation, objection handling, and closing. Prerequisite: BUS 113. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 334 Advertising - 3 Hours

Students in this course will be exposed to the key concepts in advertising, including audience and strategy definition, the creative process, media choices, and campaign development. Course content will also cover creative considerations for different media, including broadcast, print, and Web. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 339 Topics in Professional Selling - 1-4 Hours

Selected topics as announced. Sample topics include: Sales Management, Advanced Professional Selling, Sales Technology, Category Management, Medical Selling, Business to Business Selling, Consultative Selling, Sports Sales, Fundraising. Course may be repeated with different topic. Prerequisite: BUS 333 or permission of instructor. Computer fee for some topics. Delivery mode: Deerfield traditional undergraduate.

BUS 340 Visionary Leadership - 3 Hours

This course introduces students to a comprehensive framework for understanding the nature and tasks of visionary leadership which includes such activities as clarifying one's own values, envisioning the future, fostering teamwork, and recognizing follower contributions. Throughout this course, students will construct a holistic leadership plan for a project of their choice. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 341 Leading Teams - 3 Hours

This course teaches students how to lead effectively within a variety of team settings. This includes studying the characteristics of effective teams, the processes of teamwork, common problems teams face, and solutions for solving team problems. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 346 Organizational Behavior - 3 Hours

Examines the way individuals, groups, and structures impact the functioning of people within organizations. Course topics include job satisfaction, stress, motivation, decision making, team building, leadership, innovation, and organizational communication. Offered spring semester in even-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 350 Topics in Human Resources - 3 Hours

Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 115. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 351 Organizational Development - 3 Hours

This course exposes students to the theory and practice of the discipline of organizational development to affect change. Emphasis is placed on the development of constituency-led changes. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 352 Compensation and Benefits - 3 Hours

Theory and practice of compensation and benefits within the organization. Linking compensation and benefits to strategic goals. Includes performance appraisal, compensation, incentive and benefit practices, and legal/regulatory overview. Prerequisite: BUS 115 or permission of instructor. Offered fall semester odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 353 Management of Change - 3 Hours

This course covers the theory, analysis, and application of intervention methods and procedures to effect change within organizations. Through case studies and other analyses, the class investigates how organizations can bring about successful change, why change is often resisted, and why some organizations' efforts to change fail. Prerequisite: BUS 115 or permission of instructor. Offered spring semester odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 355 Personnel Evaluation and Coaching - 3 Hours

This course overviews the systematic analysis of employee performance in organizations to identify performance strengths and deficits, to diagnose causes of problems, and to specify solutions. It covers management tools for employee evaluation, such as interviews, self-appraisals, "360 degree feedback," and supervisor ratings for the purposes of job placement, performance appraisal, employee development, awarding merit pay increases, promotion, or employee termination. The course covers internal and external coaching for employee development, for enhancing employee effectiveness, motivation, morale, and productivity, or for intervening with problem employees. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 356 Training and Development - 3 Hours

This course provides an analysis of the relationship of training and development to the practical implementation of organizational goals and strategies. It includes an overview of the principles and practices of training design, teaching techniques, and learning principles used by trainers and supervisors in business, effective training technology, and presentation skills. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 371 Board Governance and Volunteer Management in Nonprofit Organizations - 3 Hours

This course studies the selection, roles, and responsibilities of nonprofit boards. A particular emphasis will be given to understanding the relationship between the organizational executive and the board in addressing managerial challenges. It also addresses the theory and principles of the management of volunteers in a variety of nonprofit settings. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 372X Nonprofit Management - 3 Hours

This course covers the theories and principles unique to managing ministries and not-for-profit social services organizations. Special emphasis is placed on the recruitment and management of volunteers and on effective development and utilization of volunteer boards of directors. Offered fall semester even-numbered years for Deerfield traditional undergraduate; online as scheduled. Cross-listed with CM 372X. Delivery mode: Deerfield traditional undergraduate, online. Not available for credit for students with credit in BUS 214 or in BUS 371.

BUS 373X Nonprofit Financial Management - 3 Hours

This course covers basic concepts in managing finances for nonprofit organizations. Basic accounting topics covered include budgeting, expense control, and measurement in tax-exempt corporations. In addition, the course covers fundraising practices, including annual funding, capital campaigns, planned giving, special events, and grant proposal approaches and procedures. Ethical implications of fundraising and a survey of laws and regulations are also presented. Offered spring semester odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Cross-listed with CM 373X. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 376 Nonprofit Marketing - 3 Hours

This course covers the basic processes and practices of marketing as applied to a variety of nonprofit settings. Topics include marketing planning, implementation, and evaluation. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 388 Digital Analytics - 3 Hours

Students in this course will explore the different tools available for evaluating online and digital performance. Topics include text analytics, database analysis, digital analytics, online monitoring, and online behaviors. Emphasis will be on the application of analytic analysis including Search Engine Optimization and website effectiveness. Prerequisite: COM 281. Delivery mode: Deerfield traditional undergraduate.

BUS 390 Entrepreneurship and New Venture Creation - 3 Hours

Students in this course will be exposed to concepts in new venture creation for Entrepreneurial, Intrapreneurial, Social, and Non-Profit organizations. Specific concepts will cover idea generation, opportunity recognition, initiative taking, planning, financing, and functional area management. Offered fall semester odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 391 Entrepreneurial Accounting and Finance - 3 Hours

This course is designed to help students understand key accounting and financial concepts as they relate to start-up ventures. Concepts to be covered include financing options, working capital management, financial statements, and the time value of money. Brief coverage will also be given to personal financial management and to succession and retirement planning. Offered spring semester even-numbered years for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 392 Social Entrepreneurship - 3 Hours

This course focuses on preparing students to create and manage organizations that advance social change. Course content will cover the start up, organization, and financing of enterprises with social purposes. The role of entrepreneurial activity as a means to generate economic growth and to alleviate poverty will also be covered. Offered fall semester odd-numbered years for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 411 Financial Management - 3 Hours

An overview of the fundamentals of financial administration emphasizing the cost of capital, capital budgeting, cash budgeting, working capital management, and long-term sources and uses of funds. Prerequisites: knowledge of spreadsheet software and BUS 222 and MA 285X. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

BUS 421 Corporation Taxation - 1 Hour

An introduction to principles and procedures of federal income taxation of corporations. Emphasis on corporate formation, corporate operating activities and liquidations, divisions and reorganizations. Prerequisites: BUS 221, 222. Offered spring semester even-numbered years, in conjunction with BUS 422 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 423 Management Information Systems - 3 Hours

Study of organizational systems that capture information from the major business processes and transaction cycles. The students will learn how various information technologies and business applications such as enterprise business systems, serve as the basis for the functional areas of accounting and business. Students will also learn strategies and solutions for addressing IT related issues within an organization. Offered fall semester, odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate, Excel undergraduate. Final offering for REACH adult undergraduate.

BUS 425 Accounting Research and Analysis - 2 Hours

This course exposes students to research techniques commonly used in accounting, including business research, tax research, and academic research. Research contexts focus on tax law, financial accounting standards, and auditing. Successful students should become proficient in electronic search skills, which include identifying key search terms, integrating information from multiple sources, and culling relevant data from voluminous databases. Emphasis will be placed on identifying issues in complex business environments, data interpretation and analysis, and offering sound and insightful alternatives and solutions. Delivery mode: Deerfield traditional undergraduate.

BUS 426 Strategic Planning - 3 Hours

Utilizing case studies, students will develop and improve skills in the critical areas of applied organizational research and management of the strategic and operational planning process. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 430 Marketing Research - 4 Hours

This course provides concepts and experience in conducting marketing research projects to solve various business problems. Students will be exposed to key concepts in marketing research including research management, research design, data generation, data analysis and recommendations. Practical experience will be garnered through the team execution of an actual marketing research project. Laboratory is included. Prerequisite or corequisite: PSY 285X or permission of instructor. Delivery mode: Deerfield traditional undergraduate.

BUS 433 Marketing Strategy - 3 Hours

An analysis of the conceptual and theoretical developments related to marketing management and an appraisal of these developments in terms of their ability to facilitate understanding, production, and control of marketing. Application of the theoretical foundations will be made through case studies. Prerequisites: BUS 113 and junior or senior standing. Offered spring semester alternate years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 435 Sales Internship - 3-4 Hours

Practical experience in professional selling under the guidance of a sales professional. Internships should be at least 10 weeks in length and include at least 45 hours of work at the internship site for each hour of academic credit. Appropriate internship experiences should provide students with the opportunity to practice, observe, and reflect upon the application of curricular concepts in the marketplace. Before starting a practicum, the student must fill out an internship contract and personally meet with the internship coordinator to discuss academic assignments and expectations. The course may be repeated for up to twelve total hours of credit. Replaces BUS 445, Management Internship, for students with an emphasis in Professional Sales. Satisfies the professional experience requirement for business majors. Prerequisites: BUS 333, junior year standing, and approval of internship coordinator or department chair. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 440 Seminar in Management Policy - 3 Hours

A capstone course using the case study method to integrate the various disciplines of economics and management. Special emphasis is placed on the development of an analytical framework for building consistent and effective business strategy and policy in domestic and international environments. Prerequisites: BUS 111, BUS 113, BUS 115, BUS 221, and senior standing. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 445 Management Internship - 1-6 Hours

An integration of a business theory with practical experience in an organization. Appropriate internship experiences should provide students with the opportunity to practice, observe, and reflect upon the application of curricular concepts in organizational life. Particular topics for the program will be determined by the job, but must include managerial or related experiences. Before starting a practicum, the student must fill out an internship contract and personally meet with the internship coordinator to discuss academic assignments and expectations. At least 45 hours of work at the internship site must be completed for each hour of academic credit. The course may be repeated for up to twelve total hours of credit. Satisfies the professional experience requirement for business majors. Prerequisites: BUS 111, BUS 113, BUS 115, BUS 221, permission of instructor, junior or senior standing, and approval of internship coordinator or department chair. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 450 Independent Study - 1-4 Hours

Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 471 Leadership and Organizational Culture - 3 Hours

This course provides students with multiple perspectives on how to define and to analyze organizational culture. In light of this knowledge, students will learn how to adapt their leadership style to a variety of organizational settings and cultures. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 481 Organizational Ethics - 3 Hours

This course examines the nature of ethics and ethical decision making in both for-profit and nonprofit organizations. Students will also learn to apply passages and principles from the Bible to organizational case studies. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

BUS 490 Seminar in Business and Management Ethics - 3 Hours

An integration of Christian ethics particularly in the context of business and management situations. Students will be exposed to ethical decision-making considerations and will be challenged to apply them to case studies. Prerequisite: junior or senior standing. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Business major. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

Business Major

Based on a strong academic foundation, the Business major is designed to equip students with strategic, interpersonal, and practical skills to prepare them for success in businesses or in other organizations. The major prepares graduates for administrative careers in businesses or nonprofit organizations as well as for potential graduate work. Emphases include Accounting, Entrepreneurship, General Business, Human Resource Management, Management, Marketing, Nonprofit Management, and Social Entrepreneurship. The curriculum includes content recommended by specialized accrediting agencies, enabling Trinity Business graduates to successfully compete with students who graduate with business degrees from internationally accredited colleges and universities.

Program Outcomes:

The successful Trinity Business Program Graduate should be able to:

...engage in suitable management practices, including those in environmental monitoring, strategic planning, operational planning, change management, team building, delegation, and conflict resolution

...respectfully interact with others in healthy professional and personal relationships, including engaging skills in teamwork, partnership, understanding others, and diversity/intercultural sensitivity.

... employ appropriate communication skills, including those in business and analytical writing, public speaking, professional presentations, interpersonal communication and group communication.

... practice ethical reasoning, including demonstrating Biblical-based decision making, moral judgement, Christian character development, and awareness of ethical and legal implications.

... utilize technology tools, including use of word processing, spreadsheet, and statistical software, digital communication, web literacy, and research ability.

... generate quantitative and financial analyses, including the application of basic algebraic and statistical manipulations, data generation, data analysis, forecasting and financial analysis.

...critically engage in problem solving and opportunity recognition, through developed skills in situation analyses, applied research, logic, creativity, and implementation.

...demonstrate competency in all of the subject areas of the AACSB recommended undergraduate business curriculum.

Requirements total 58 hours for all emphases except Accounting, which requires 61 hours. All Business majors complete 46 hours in the Business Core (required courses). In addition to the Business Core, students must choose at least one area of emphasis. Students enrolled in the CPA Readiness track of the Accounting major take an additional 9 to 15 hours.

Additional areas of emphasis may be added if the courses in each of the additional areas represent at least 9 hours of coursework beyond the what is required in the original area of emphasis.

All Business majors must demonstrate proficiency in algebra and in general computer skills, spreadsheet and word processing applications.

Algebra proficiency may be demonstrated by

- ACT Math Score of 22 or higher
- Successful college-level CLEP exam
- Successful completion of MA 117, MA 118, MA 120 or other college-level algebra course

Computer skills proficiency may be demonstrated by

- Successful college-level CLEP exam
- High school transcript documenting successful completion of a computer skills course
- Completion of CS 112 or other college-level computer skills course

Code	Title	Hours
Business Core		
BUS 111	Principles of Management	3
BUS 113	Principles of Marketing	3
BUS 115	Human Resources Management	3
BUS 181	Survey of International Business	3
BUS 201	Introduction to Business Law	3

BUS 207	Microeconomics	3
BUS 208	Macroeconomics	3
BUS 221	Principles of Accounting I	3
Select one of the following:		3
BUS 222	Principles of Accounting II	
BUS 223	Managerial Accounting and Analysis (recommended for non-accounting students)	
BUS 411	Financial Management ¹	3
BUS 440	Seminar in Management Policy	3
BUS 445	Management Internship	3
BUS 490	Seminar in Business and Management Ethics	3
ENG 210X	Business Communication	3
MA 285X	Statistics ²	4
Emphasis		
Select one emphasis from the following.		12-15
Total Hours		58-61

¹ CIS 112 is a prerequisite if computer proficiency is not met.

² Students with an ACT of under 22 should take MA 117, MA 118, or MA 120 prior to attempting MA 285X. MA 285X may be used for general education credit in Mathematics with an ACT of 22 or greater (520 on SAT). Student must have a C- or better for this course to count toward a Business major.

Accounting Emphasis

Code	Title	Hours
Required Course for Business Core		
BUS 222	Principles of Accounting II	3
Required Accounting Courses		
BUS 321	Financial Reporting I	3
BUS 322	Financial Reporting II	3
BUS 323	Individual Income Taxation	3
BUS 326	Cost Accounting	3
BUS 423	Management Information Systems	3
Total Hours		18

Accounting Emphasis with CPA Readiness Track

Code	Title	Hours
Required Course for Business Core		
BUS 222	Principles of Accounting II	3
Required Accounting Courses		
BUS 321	Financial Reporting I	3
BUS 322	Financial Reporting II	3
BUS 323	Individual Income Taxation	3
BUS 326	Cost Accounting	3
BUS 423	Management Information Systems	3
Additional Requirements for Students Completing the CPA Readiness Track		
BUS 327	Theory and Practice of Auditing	3
BUS 425	Accounting Research and Analysis	2
Select 4 credit hours from the following:		4
BUS 325	Accounting for Business Combinations and Consolidations	
BUS 421	Corporation Taxation	
Highly Recommended (for students preparing for the CPA exam):		
BUS 325	Accounting for Business Combinations and Consolidations	
BUS 327	Theory and Practice of Auditing	

BUS 421	Corporation Taxation	
Total Hours		27

Entrepreneurship Emphasis

Code	Title	Hours
BUS 390	Entrepreneurship and New Venture Creation	3
BUS 391	Entrepreneurial Accounting and Finance	3
Select two of the following:		6
BUS 310	Personal Finance	
BUS 323	Individual Income Taxation	
BUS 333	Sales Principles and Practices	
BUS 423	Management Information Systems	
Total Hours		12

General Business Emphasis

Code	Title	Hours
BUS 310	Personal Finance	3
Select three other upper-division business courses (BUS 3xx or BUS 4xx)		9
Total Hours		12

Human Resources Emphasis

Code	Title	Hours
BUS 346	Organizational Behavior	3
BUS 352	Compensation and Benefits	3
Select at least two of the following:		6
BUS 353	Management of Change	
PSY 305	Organizational Psychology	
PSY 355	Group Dynamics	
PSY 220	Interpersonal Skills Training	
or COM 332	Interpersonal Communication	
Total Hours		12

Management Emphasis

Code	Title	Hours
BUS 346	Organizational Behavior	3
BUS 353	Management of Change	3
Select at least two of the following:		6
LR 173 & LR 174	Emerging Leadership I and Emerging Leadership II	
BUS 310	Personal Finance	
BUS 319	Investments	
BUS 333	Sales Principles and Practices	
BUS 334	Advertising	
BUS 352	Compensation and Benefits	
BUS 423	Management Information Systems	
BUS 430	Marketing Research	
BUS 433	Marketing Strategy	
LR 378X	Servant Leadership	
PSY 220 or COM 332	Interpersonal Skills Training Interpersonal Communication	

PSY 305

Organizational Psychology

Total Hours

12

Marketing Emphasis *

*Professional Sales and Marketing may not be used in combination for a double emphasis in Business.

Code	Title	Hours
BUS 433	Marketing Strategy	3
Select at least three of the following:		9
BUS 331	Consumer Behavior	
BUS 332	Topics in Marketing	
BUS 333	Sales Principles and Practices	
BUS 334	Advertising	
BUS 388	Digital Analytics	
BUS 430	Marketing Research	
COM 140	Introduction to Public Relations	
COM 281	Social and Interactive Media Strategies	
COM 334	Group and Organizational Communication	
GPH 271	Introduction to Web Design	

Total Hours

12

Nonprofit Management Emphasis

Code	Title	Hours
BUS 372X	Nonprofit Management	3
BUS 373X	Nonprofit Financial Management	3
Select at least two of the following:		6
BUS 333	Sales Principles and Practices	
BUS 346	Organizational Behavior	
BUS 353	Management of Change	
BUS 423	Management Information Systems	
COM 281	Social and Interactive Media Strategies	
CM 172	Introduction to Ministry	
CM 260	Introduction to Intercultural Ministry	

Total Hours

12

Social Entrepreneurship Emphasis

Code	Title	Hours
BUS 373X	Nonprofit Financial Management	3
or BUS 391	Entrepreneurial Accounting and Finance	
BUS 392	Social Entrepreneurship	3
Select at least two of the following:		6
BUS 333	Sales Principles and Practices	
BUS 353	Management of Change	
BUS 372X	Nonprofit Management	
BUS 423	Management Information Systems	
CM 172	Introduction to Ministry	
CM 260	Introduction to Intercultural Ministry	
CM 342	Relational Skills for Ministry	
COM 281	Social and Interactive Media Strategies	

Total Hours

12

Professional Sales Emphasis *

Code	Title	Hours
General Education		
PH 170	Logic	
BUS 435	Sales Internship	3-4
Required 10 hours		
BUS 235	Sales Practicum	1
BUS 333	Sales Principles and Practices	
Select at least 6 hours		
BUS 339	Topics in Professional Selling	
COM 332	Interpersonal Communication (or)	
PSY 220	Interpersonal Skills Training	
Select: 6 hours		
BUS 310	Personal Finance	
BUS 319	Investments (Recommended for individuals interested in Financial Services fields)	
BUS 331	Consumer Behavior	
BUS 332	Topics in Marketing	
BUS 334	Advertising	
BUS 353	Management of Change	
BUS 433	Marketing Strategy	
BUS 43X - Marketing Research		
COM 112	Speech	
PSY 356	Conflict Management	
HS 161	Medical Terminology (Recommended for individuals interested in Health Sciences fields)	
HS 162	Introduction to Interprofessional Health Sciences (Recommended for individuals interested in health Sciences fields)	
Total Hours		16-17

Accounting Minor

The Accounting Minor is intended to equip students in disciplines other than Business with foundational financial knowledge that complements their career path. Note: Students cannot earn minors both in Business and Accounting. Additionally, the Accounting minor is not open for Business Majors or Social Science Majors.

Code	Title	Hours
Accounting Minor Requirement		
BUS 113	Principles of Marketing	3
BUS 115	Human Resources Management	3
BUS 201	Introduction to Business Law	3
BUS 221	Principles of Accounting I	3
BUS 222	Principles of Accounting II	3
Electives		
Choose three courses from upper level accounting courses		9
BUS 321	Financial Reporting I *	
BUS 322	Financial Reporting II	
BUS 323	Individual Income Taxation *	
BUS 325	Accounting for Business Combinations and Consolidations	
BUS 326	Cost Accounting *	
BUS 327	Theory and Practice of Auditing *	
BUS 421	Corporation Taxation	
BUS 423	Management Information Systems *	

BUS 425

Accounting Research and Analysis

Total Hours

24

* Recommended

Business Minor

The Business minor is designed for students who wish to gain a basic understanding of business to support their career path. Note: Students cannot earn minors in both Business and Accounting. Additionally, the Business Minor is not open to students majoring in Business, in Social Science, or in Sports and Wellness Management with the Sport Management Emphasis.

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

Code	Title	Hours
BUS 113	Principles of Marketing	3
BUS 115	Human Resources Management	3
BUS 201	Introduction to Business Law	3
BUS 221	Principles of Accounting I	3
BUS 310	Personal Finance	3
BUS 353	Management of Change	3
BUS 490	Seminar in Business and Management Ethics	3
COM 210X	Business Communication	3
Total Hours		24

Nonprofit Management Minor

The Nonprofit Management Minor is for students who desire an administrative background to assist them to serve in a church, a para-church organization, the mission field, nonprofit organization, or social entrepreneurship venture. This minor is not open to Business Majors, Social Science Majors, or Music Majors with an emphasis in Arts Administration.

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

Code	Title	Hours
BUS 111	Principles of Management	3
BUS 113	Principles of Marketing	3
BUS 115	Human Resources Management	3
BUS 346	Organizational Behavior	3
BUS 352	Compensation and Benefits	3
BUS 353	Management of Change	3
BUS 372X	Nonprofit Management	3
BUS 373X	Nonprofit Financial Management	3
Total Hours		24

Communication

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

Majors

- Communication Major (p. 154)

- Social and Interactive Media Major (p. 161)

Minors

- Communication Minor
- Students may receive recognition for a Communication Minor by completing 24 hours with a COM prefix

Courses

COM 112 Speech - 3 Hours

Principles of effective oral communication. Experience in preparation and delivery of several original addresses. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

COM 120 Introduction to Communication - 3 Hours

An introduction to the field of communication ranging from small levels, such as interpersonal interaction, to large levels, such as mass communication. Relevant communication theories in each major area of communication will be examined. Delivery mode: Deerfield traditional undergraduate.

COM 140 Introduction to Public Relations - 3 Hours

An analysis of public relations theory and practice, focusing on public relations environments, audiences, and message strategies. Delivery mode: Deerfield traditional undergraduate.

COM 204 Mass Communication - 3 Hours

An analysis of the nature and effects of mass media in modern society. Includes topics such as advertising, news management, violence in the media, impact of the mass media on politics, and the role of mass media in the formation and change of attitudes. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

COM 210X Business Communication - 3 Hours

This course covers the fundamentals of both written and oral communication in the contemporary marketplace. It includes theory while emphasizing practical and varied applications simulating a broad range of professional and organizational situations. Particular attention is given to persuasive writing, oral presentations, collaboration, and the appropriate use of technology. Prerequisite: ENG 111 or equivalent. Cross-listed with ENG 210X. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

COM 230 Advanced Public Speaking - 3 Hours

An examination of the development of public speaking from classical to contemporary times. Students will analyze historically influential speeches and apply rhetorical principles to their own speeches. Delivery mode: Deerfield traditional undergraduate.

COM 240X Writing for the Media I - 3 Hours

Introduction to news writing and reporting, copy editing and newspaper production. Some focus on interpreting news. Newspaper subscription required. Prerequisite: ENG 111 or equivalent. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with ENG 240X. Delivery mode: Deerfield traditional undergraduate.

COM 241X Pre-Practicum - 1-2 Hours

Practical journalism experience with student publications. May be repeated once for credit. Prerequisite: COM 240X and consent of instructor. Offered each semester for Deerfield traditional undergraduate. Cross-listed with ENG 241X. Delivery mode: Deerfield traditional undergraduate.

COM 281 Social and Interactive Media Strategies - 3 Hours

An analysis of audience research strategies, conceptualization of message contexts, message design, and content marketing. Brand development and maintenance across various communication channels will be examined. Delivery mode: Deerfield traditional undergraduate.

COM 290 Communication Project - 1 Hour

Participation in a supervised project involving print, electronic, and/or visual communication. May be repeated for credit. Permission of instructor required. Delivery mode: Deerfield traditional undergraduate.

COM 330 Intercultural Communication - 3 Hours

Cultural-based differences regarding communication styles, lifestyles, and ideology are explored, as well as the history and current experiences of some ethnic groups represented in the United States. Emphasis is given to overcoming cultural barriers and enhancing intercultural communication. Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

COM 332 Interpersonal Communication - 3 Hours

An examination of interpersonal communication theories and the application of those theories to specific interpersonal dyads, such as colleagues, friends, and spouses. Original research in the area of interpersonal communication will be conducted. Delivery mode: Deerfield traditional undergraduate, online.

COM 334 Group and Organizational Communication - 3 Hours

A study of communication in the context of informal and formal groups, as well as organizations of various sizes and different degrees of complexity. The course will include research about communication in nonprofit and for-profit settings. Delivery mode: Deerfield traditional undergraduate.

COM 335 Intercultural Communication in a Global Context - 3 Hours

Culture-based differences regarding communication, values, lifestyles, and leadership are explored. Emphasis is given to overcoming barriers and embracing intercultural communication. Special attention is paid to the global nature of organizations and the impact of culture in the work environment. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

COM 338 Gender and Family Communication - 3 Hours

An examination of theories about phenomena that shape people's conception of gender and family in a variety of contexts. Students will also study various communication processes related to the expression of gender and the functioning of family relationships. Delivery mode: Deerfield traditional undergraduate.

COM 340X Writing for the Media II - 3 Hours

Continuation of ENG 240X. Focuses on study and practice in interviewing, feature and broadcast writing, and an introduction to investigative reporting. May include a public relations focus. Prerequisite: COM 240X. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with ENG 340X. Delivery mode: Deerfield traditional undergraduate.

COM 344 Topics in Communication - 1-4 Hours

Selected topics as announced. Course may be repeated with different topic. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

COM 383 Writing for Digital Contexts - 3 Hours

Course content explores a number of digital written communication contexts including social media strategy, web content, internet promotion, interactive text monitoring, and email marketing. Students will work toward a professional portfolio. Delivery mode: Deerfield traditional undergraduate.

COM 384 Audio and Visual for Social and Interactive Media - 3 Hours

A hands-on course focused on fostering basic skills in audio and video production for Internet-based messages. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

COM 386 Visual Communication - 3 Hours

An exploration of the reasons why memorable visual messages with text have the power to inform, educate, and persuade. This course examines both how visual channels impact audiences and why some images are effective while others are not. Delivery mode: Deerfield traditional undergraduate.

COM 440X Topics in Media Studies - 3 Hours

Study of topics such as applied ethics, political communication, and international communication. Parallels continued development of media writing skills to professional level in preparation for ENG 445/COM 445 (Internship). Prerequisite: ENG 340X/COM 340X. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with ENG 440X. Delivery mode: Deerfield traditional undergraduate.

COM 441X Practicum - 1-2 Hours

Advanced experience with student publications. May be repeated once for credit. Prerequisites: COM 241X and permission of instructor. Offered each semester for Deerfield traditional undergraduate. Cross-listed with ENG 441X. Delivery mode: Deerfield traditional undergraduate.

COM 445 Internship - 3 Hours

Practical off-campus field experience of at least 135 hours of supervised work in a communication-related position approved by the department. Satisfies the professional experience requirement for Communication majors. Prerequisites: COM 240X, 340X, and at least one pre-practicum. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

COM 450 Independent Study - 1-4 Hours

Research and specialized studies to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

COM 490 Communication Capstone - 3 Hours

An examination of contemporary interpersonal and organizational communication practices in relation to communication theory, ethics, and biblical principles. Students will create a portfolio of print and electronic documents that demonstrate their skills in written and visual communication. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Communication major. Delivery mode: Deerfield traditional undergraduate.

GPH 105 Foundational Design Software - 3 Hours

An introduction to current industry standard design software, such as the Adobe Creative Cloud, with a focus on desktop publishing and layout using Adobe InDesign as well as image-making and photo manipulation using Adobe Photoshop. Computer laboratory fee. Offered every fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 110 Design Foundations - 3 Hours

An introduction to core principles in design and visual thinking including foundational themes such as color, form, material and composition. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

GPH 140 Drawing for Design - 3 Hours

A study of drawing fundamentals and the use of drawing as a tool for visual communication. Beginning with technical instruction on rendering techniques that cover the basics of form, scale, perspective, and representation, the course introduces projects that require students to explore the use of drawing as a method of presenting ideas visually and crafting finished works of design. Supply fee. Offered spring of even years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 150 Topics in Graphic Design - 1-3 Hours

Selected topics of general interest in the area of graphic design. May be repeated with a different topic. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 160 Design and Society - 3 Hours

Focusing on the role of designers in larger society, this course includes discussions of theory, history, research and social design practices. Design and Society is a combination of both conceptual and project-driven learning, including research and written responses. Delivery mode: Deerfield traditional undergraduate.

GPH 205 Intermediate Design Software - 3 Hours

Intermediate use of software including InDesign and Photoshop. Introduction and intermediate use of Adobe Illustrator in the creation of digital design and vector art. Prerequisite: GPH 105. Computer laboratory fee. Offered every spring for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 210 Tangible Design - 3 Hours

A continuation of the study of foundations of design with particular focus on designing for print media. Students will examine how audiences are identified and then targeted with visual communication in outlets such as brochures, posters, and magazines. Computer laboratory fee. Prerequisite: GPH 105 and GPH 110. Delivery mode: Deerfield traditional undergraduate.

GPH 230 Introduction to Photography - 3 Hours

An introduction to historical, technical and conceptual aspects of photography. Emphasis is placed on concept, personal artistic development, exposure, composition, color and light, digital editing and workflow, and considerations for output in digital and print media. Students must have access to a digital SLR camera. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

GPH 240 Calligraphy and Lettering - 3 Hours

Covers practical and creative uses of calligraphy, lettering principles, techniques, and functions. Focus is placed on the development of the Roman alphabet, historic approaches to both flat pen and pointed pen calligraphy and modern applications of lettering. Supply fee. Offered spring of odd years. Delivery mode: Deerfield traditional undergraduate.

GPH 250 Studio Topics in Graphic Design - 3 Hours

Thematic studio projects in the area of graphic design with a specialized approach not offered elsewhere in the graphic design curriculum. May be repeated with a different topic. Supply fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 260 Typography - 3 Hours

An introduction to typography including type history, typefaces, type selection, layout, the use of type in effective designs, and creative approaches to using type. Computer laboratory fee. Prerequisite: GPH 105. Delivery mode: Deerfield traditional undergraduate.

GPH 271 Introduction to Web Design - 3 Hours

An introduction to the basics of website design including HTML, CSS, and web design standards. Students will engage in hand-coding while exploring site design models and creating web pages. Computer laboratory fee. Offered every other spring for Deerfield traditional undergraduate. Prerequisite: GPH 105 and 205. Delivery mode: Deerfield traditional undergraduate.

GPH 305 Advanced Design Software - 3 Hours

Advanced topics in InDesign, Photoshop, and Illustrator. Introduction to Adobe Acrobat, AfterEffects, and other industry-standard software. Specific software focus will vary. Course can be retaken for up to 6 hours with a different software emphasis. Open only to Graphic Design majors and minors as well as Communication majors in the Contemporary Media emphasis. Prerequisite: GPH 105 and GPH 205. Computer laboratory fee. Offered spring of even years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 310 Interaction Design - 3 Hours

This course builds on design concepts and skills from previous courses with an emphasis on interactive media. Topics include navigation, information architecture, development of effective interfaces and kinetic typography. Computer laboratory fee. Prerequisite: GPH 210. Delivery mode: Deerfield traditional undergraduate.

GPH 320 Design Studio I/Digital and Physical Projects - 3 Hours

Applied design projects that allow for exploration of approaches to design across a variety of self-selected media. Students in this course are encouraged to develop a personal approach to design through a process of research, making, evaluating, presenting, and reflecting on their work. Creative strategy, content, technique, media, and subject matter will vary based on the semester and the students. Prerequisite: GPH 210 and GPH 260. Computer laboratory fee. Offered spring of odd years. Delivery mode: Deerfield traditional undergraduate.

GPH 330 Freelance and Professional Practice - 3 Hours

This course exposes students to topics of freelance design such as contracts, tax questions, estimating and invoicing, budgeting, self-promotion, and project management. Consideration is given to tools needed to succeed in the business world, such as job prospects, print management, content management systems, color management, and more. Prerequisite: GPH 105. Computer laboratory fee. Offered fall of even years Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 360 Design History - 3 Hours

This survey course examines the beginnings of graphic design, how graphic design has changed over time and how graphic design intersects with other areas of the visual arts. Topics include examinations of significant designers as well as important historical and technical developments. Delivery mode: Deerfield traditional undergraduate.

GPH 385 Digital Storytelling - 3 Hours

An examination of how stories are told in Internet contexts using a combination of tools such as writing, photography, video, and design. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

GPH 390 Graphic Design Project - 1-2 Hours

Participation in an instructor-approved, supervised graphic design project either on or off campus. Student must produce a final project in print or interactive media. Prerequisite: GPH 210. May be repeated for up to six hours of credit. Delivery mode: Deerfield traditional undergraduate.

GPH 410 Design Systems - 3 Hours

This course focuses on advanced visual thinking and systematic approaches to graphic design with an emphasis on branding, identity systems and generative participation. Computer laboratory fee. Prerequisite: GPH 310. Delivery mode: Deerfield traditional undergraduate.

GPH 420 Design Studio II/Digital and Physical Projects - 3 Hours

A continuation of Design Studio I with greater expectations as to the depth of research and craft of projects. Creative strategy, content, technique, media, and subject matter will vary based on the semester and the students. Prerequisite: GPH 320. Computer laboratory fee. Offered spring of odd years. Delivery mode: Deerfield traditional undergraduate.

GPH 440 Portfolio - 3 Hours

Students will develop professional portfolios using previous projects or creating new ones. Portfolio presentation techniques and critiques of both portfolio content and presentation will be included. Computer laboratory fee. Prerequisite: GPH 310 and GPH 270. Delivery mode: Deerfield traditional undergraduate.

GPH 445 Internship - 3 Hours

Participation in an internship, preferably outside the college community, that involves 45 hours of supervised work in the graphic design field for every credit hour. Satisfies the professional experience requirement for the graphic design major. Prerequisite: GPH 210. May be repeated for up to six hours of credit. Delivery mode: Deerfield traditional undergraduate.

GPH 450 Independent Study - 1-4 Hours

Research and specialized study to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 490 Capstone and Exhibition - 3 Hours

Students will propose and execute an original project, culminating in a final exhibition and portfolio presentation. Project will be accompanied by a written component. GPH 440 should be taken prior to or concurrently with GPH 490. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Graphic Design major. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

Communication Major

The Communication major is designed to enhance students' skills in oral, written, and visual communication. The major offers emphases in business communication, contemporary media, communication for ministry, leadership and relational communication in preparation for communication careers in areas such as public relations, human resources, ministry and business.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Communication* will be able to:

- plan and conduct hypothesis-testing original research projects
- modify oral, written, and visual messages appropriately for different channels of communication
- create professional presentations that indicate clear adaptation to the audience in terms of age, background, and expectations
- write professional-level messages designed for specific publication outlets and audiences
- understand and apply communication theories
- understand how communication is affected by context and genre
- understand how to communicate in an ethical, biblical manner

Requirements total 47 hours, including 27-28 hours of core courses and 18 hours from one of five concentrations. (Note: Students must have the permission of the Communication Department Chair to pursue more than one concentration. Appropriate substitutions for overlapping courses will be determined for those students.)

Core

Code	Title	Hours
Overview of Communication		
Select three of the following		9
COM 120	Introduction to Communication	
COM 204	Mass Communication	
COM 330	Intercultural Communication	
COM 332	Interpersonal Communication	
Communication in Practice		
COM 112	Speech	3
COM 240X	Writing for the Media I	3
COM 340X	Writing for the Media II	3
COM 241X	Pre-Practicum ¹	2
COM 445	Internship	3
GPH 105	Foundational Design Software	3
GPH 205	Intermediate Design Software	3
Emphases		
Select one of the following concentrations.		18
Total Hours		47

¹ Two semesters 1 hour each

Emphases

Business Communication Emphasis

Code	Title	Hours
BUS 334	Advertising	3
COM 140	Introduction to Public Relations	3
COM 210X	Business Communication	3
COM 230	Advanced Public Speaking	3
COM 334	Group and Organizational Communication	3
COM 490	Communication Capstone	3
Total Hours		18

Contemporary Media Emphasis

Code	Title	Hours
COM 140	Introduction to Public Relations	3
COM 440X	Topics in Media Studies	3
GPH 110	Design Foundations	3
GPH 210	Tangible Design	3
GPH 230 or GPH 260	Introduction to Photography Typography	3
GPH 305	Advanced Design Software	3
Total Hours		18

Communication for Ministry Emphasis

Code	Title	Hours
CM 342	Relational Skills for Ministry	3
COM 230	Advanced Public Speaking	3
COM 334	Group and Organizational Communication	3
COM 338	Gender and Family Communication	3
COM 490	Communication Capstone	3
Select one of the following:		3
CM 175	Foundations of Youth Ministry	
CM 215	Foundations of Children's Ministry	
CM 260	Introduction to Intercultural Ministry	
CM 315	Principles of Family Ministry	
CM 400	Principles of Adult Ministry	
Total Hours		18

Leadership Emphasis

Code	Title	Hours
Introduction to Leadership (choose one):		3
LR 170X	Leadership Dynamics	
OR:		
LR 173 & LR 174	Emerging Leadership I and Emerging Leadership II	
COM 230	Advanced Public Speaking	3
COM 334	Group and Organizational Communication	3
COM 490	Communication Capstone	3
LR 378X	Servant Leadership	3
Leadership Practicum (choose one):		3
LR 470X	Leadership Dynamics Practicum	
Combination of LR 220, LR 420, and LR 440		
Total Hours		18

Relational Communication Emphasis

Code	Title	Hours
COM 334	Group and Organizational Communication	3
COM 338	Gender and Family Communication	3
COM 490	Communication Capstone	3
PSY 220	Interpersonal Skills Training	3
PSY 300 or PSY 350X	Personality Theories Social Psychology	3
Select one of the following:		3
PSY 170X	Leadership Dynamics	
PSY 230	Crisis Intervention	

PSY 356	Conflict Management
<hr/>	
Total Hours	

Graphic Design

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

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Graphic Design* will be able to:

- To learn digital and physical tools of graphic design and apply them to digital and physical making
- To identify basic components of design and implement them in successful visual solutions
- To understand and explain why examples of design are effective using relevant vocabulary
- To execute accomplished designs that meet the technical demands of specific print-based media and/or digital media
- To understand the historical significance of major stylistic movements, trends, and designers in graphic design history and their influence on society
- To execute accomplished designs that fulfill the stated needs of a client, competently implementing client feedback and art direction
- To learn and implement successful executive functions related to project and time management

Code	Title	Hours
Software		
GPH 105	Foundational Design Software	3
GPH 205	Intermediate Design Software	3
GPH 305	Advanced Design Software	3
Studio		
GPH 110	Design Foundations	3
GPH 140	Drawing for Design	3
GPH 210	Tangible Design	3
GPH 230	Introduction to Photography	3
GPH 260	Typography	3
GPH 271	Introduction to Web Design	3
GPH 310	Interaction Design	3
GPH 320	Design Studio I/Digital and Physical Projects	3
GPH 410	Design Systems	3
GPH 490	Capstone and Exhibition	3
Electives		
A minimum of 3 hours elective credit from the following:		3
GPH 150	Topics in Graphic Design	
GPH 240	Calligraphy and Lettering	
GPH 250	Studio Topics in Graphic Design	
GPH 330	Freelance and Professional Practice	
GPH 385	Digital Storytelling	
GPH 420	Design Studio II/Digital and Physical Projects	
Contextual		
ART 121	Art Appreciation	3
GPH 160	Design and Society	3
GPH 360	Design History	3
Professional		
GPH 440	Portfolio	3
GPH 445	Internship	3
Supporting Courses		
A minimum of 3 hours from the following		3
BUS 111	Principles of Management	
BUS 113	Principles of Marketing	

BUS 310	Personal Finance
BUS 332	Topics in Marketing
BUS 334	Advertising
BUS 388	Digital Analytics
CS 120	Computer Programming I
CS 220	Computer Programming II
COM 112	Speech
COM 120	Introduction to Communication
COM 140	Introduction to Public Relations
COM 204	Mass Communication
COM 210X	Business Communication
COM 240X	Writing for the Media I
COM 281	Social and Interactive Media Strategies
COM 334	Group and Organizational Communication
COM 383	Writing for Digital Contexts
COM 384	Audio and Visual for Social and Interactive Media
COM 386	Visual Communication
Recommended Courses	
GPH 390	Graphic Design Project

Total Hours

60

GPH 105 Foundational Design Software - 3 Hours

An introduction to current industry standard design software, such as the Adobe Creative Cloud, with a focus on desktop publishing and layout using Adobe InDesign as well as image-making and photo manipulation using Adobe Photoshop. Computer laboratory fee. Offered every fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 110 Design Foundations - 3 Hours

An introduction to core principles in design and visual thinking including foundational themes such as color, form, material and composition. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

GPH 140 Drawing for Design - 3 Hours

A study of drawing fundamentals and the use of drawing as a tool for visual communication. Beginning with technical instruction on rendering techniques that cover the basics of form, scale, perspective, and representation, the course introduces projects that require students to explore the use of drawing as a method of presenting ideas visually and crafting finished works of design. Supply fee. Offered spring of even years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 150 Topics in Graphic Design - 1-3 Hours

Selected topics of general interest in the area of graphic design. May be repeated with a different topic. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 160 Design and Society - 3 Hours

Focusing on the role of designers in larger society, this course includes discussions of theory, history, research and social design practices. Design and Society is a combination of both conceptual and project-driven learning, including research and written responses. Delivery mode: Deerfield traditional undergraduate.

GPH 205 Intermediate Design Software - 3 Hours

Intermediate use of software including InDesign and Photoshop. Introduction and intermediate use of Adobe Illustrator in the creation of digital design and vector art. Prerequisite: GPH 105. Computer laboratory fee. Offered every spring for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 210 Tangible Design - 3 Hours

A continuation of the study of foundations of design with particular focus on designing for print media. Students will examine how audiences are identified and then targeted with visual communication in outlets such as brochures, posters, and magazines. Computer laboratory fee. Prerequisite: GPH 105 and GPH 110. Delivery mode: Deerfield traditional undergraduate.

GPH 230 Introduction to Photography - 3 Hours

An introduction to historical, technical and conceptual aspects of photography. Emphasis is placed on concept, personal artistic development, exposure, composition, color and light, digital editing and workflow, and considerations for output in digital and print media. Students must have access to a digital SLR camera. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

GPH 240 Calligraphy and Lettering - 3 Hours

Covers practical and creative uses of calligraphy, lettering principles, techniques, and functions. Focus is placed on the development of the Roman alphabet, historic approaches to both flat pen and pointed pen calligraphy and modern applications of lettering. Supply fee. Offered spring of odd years. Delivery mode: Deerfield traditional undergraduate.

GPH 250 Studio Topics in Graphic Design - 3 Hours

Thematic studio projects in the area of graphic design with a specialized approach not offered elsewhere in the graphic design curriculum. May be repeated with a different topic. Supply fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 260 Typography - 3 Hours

An introduction to typography including type history, typefaces, type selection, layout, the use of type in effective designs, and creative approaches to using type. Computer laboratory fee. Prerequisite: GPH 105. Delivery mode: Deerfield traditional undergraduate.

GPH 271 Introduction to Web Design - 3 Hours

An introduction to the basics of website design including HTML, CSS, and web design standards. Students will engage in hand-coding while exploring site design models and creating web pages. Computer laboratory fee. Offered every other spring for Deerfield traditional undergraduate. Prerequisite: GPH 105 and 205. Delivery mode: Deerfield traditional undergraduate.

GPH 305 Advanced Design Software - 3 Hours

Advanced topics in InDesign, Photoshop, and Illustrator. Introduction to Adobe Acrobat, AfterEffects, and other industry-standard software. Specific software focus will vary. Course can be retaken for up to 6 hours with a different software emphasis. Open only to Graphic Design majors and minors as well as Communication majors in the Contemporary Media emphasis. Prerequisite: GPH 105 and GPH 205. Computer laboratory fee. Offered spring of even years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 310 Interaction Design - 3 Hours

This course builds on design concepts and skills from previous courses with an emphasis on interactive media. Topics include navigation, information architecture, development of effective interfaces and kinetic typography. Computer laboratory fee. Prerequisite: GPH 210. Delivery mode: Deerfield traditional undergraduate.

GPH 320 Design Studio I/Digital and Physical Projects - 3 Hours

Applied design projects that allow for exploration of approaches to design across a variety of self-selected media. Students in this course are encouraged to develop a personal approach to design through a process of research, making, evaluating, presenting, and reflecting on their work. Creative strategy, content, technique, media, and subject matter will vary based on the semester and the students. Prerequisite: GPH 210 and GPH 260. Computer laboratory fee. Offered spring of odd years. Delivery mode: Deerfield traditional undergraduate.

GPH 330 Freelance and Professional Practice - 3 Hours

This course exposes students to topics of freelance design such as contracts, tax questions, estimating and invoicing, budgeting, self-promotion, and project management. Consideration is given to tools needed to succeed in the business world, such as job prospects, print management, content management systems, color management, and more. Prerequisite: GPH 105. Computer laboratory fee. Offered fall of even years Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 360 Design History - 3 Hours

This survey course examines the beginnings of graphic design, how graphic design has changed over time and how graphic design intersects with other areas of the visual arts. Topics include examinations of significant designers as well as important historical and technical developments. Delivery mode: Deerfield traditional undergraduate.

GPH 385 Digital Storytelling - 3 Hours

An examination of how stories are told in Internet contexts using a combination of tools such as writing, photography, video, and design. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

GPH 390 Graphic Design Project - 1-2 Hours

Participation in an instructor-approved, supervised graphic design project either on or off campus. Student must produce a final project in print or interactive media. Prerequisite: GPH 210. May be repeated for up to six hours of credit. Delivery mode: Deerfield traditional undergraduate.

GPH 410 Design Systems - 3 Hours

This course focuses on advanced visual thinking and systematic approaches to graphic design with an emphasis on branding, identity systems and generative participation. Computer laboratory fee. Prerequisite: GPH 310. Delivery mode: Deerfield traditional undergraduate.

GPH 420 Design Studio II/Digital and Physical Projects - 3 Hours

A continuation of Design Studio I with greater expectations as to the depth of research and craft of projects. Creative strategy, content, technique, media, and subject matter will vary based on the semester and the students. Prerequisite: GPH 320. Computer laboratory fee. Offered spring of add years. Delivery mode: Deerfield traditional undergraduate.

GPH 440 Portfolio - 3 Hours

Students will develop professional portfolios using previous projects or creating new ones. Portfolio presentation techniques and critiques of both portfolio content and presentation will be included. Computer laboratory fee. Prerequisite: GPH 310 and GPH 270. Delivery mode: Deerfield traditional undergraduate.

GPH 445 Internship - 3 Hours

Participation in an internship, preferably outside the college community, that involves 45 hours of supervised work in the graphic design field for every credit hour. Satisfies the professional experience requirement for the graphic design major. Prerequisite: GPH 210. May be repeated for up to six hours of credit. Delivery mode: Deerfield traditional undergraduate.

GPH 450 Independent Study - 1-4 Hours

Research and specialized study to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 490 Capstone and Exhibition - 3 Hours

Students will propose and execute an original project, culminating in a final exhibition and portfolio presentation. Project will be accompanied by a written component. GPH 440 should be taken prior to or concurrently with GPH 490. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Graphic Design major. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

Social and Interactive Media Major

The Social and Interactive Media major is designed for students who want to focus on organizational communication in digital and interactive contexts. Students will learn about creating and maintaining a brand in digital contexts, developing and analyzing digital communication strategies, writing for interactive and digital media, and combining visual and text-based messages effectively. Social and Interactive Media majors will develop their skills in digital writing and in a variety of visually-based mediums, such as photography, web design, and video.

Program Outcomes:

Students completing a Bachelor of Arts degree in *Social and Interactive Media* will be able to:

- comprehend the role and many facets of digital technology in organizational communication to external audiences
- design digital and interactive communication strategies in order to develop brand identity and achieve organizational objectives
- combine visual and text-based messages to effectively deliver content across different digital platforms
- employ different editorial and writing styles as appropriate for varied internet and digital environments
- construct impactful visual communications in digital environments through the application of various design skills and media

Code	Title	Hours
Strategy and Campaign Development		
BUS 113	Principles of Marketing	3
BUS 334	Advertising	3
BUS 388	Digital Analytics	3
COM 140	Introduction to Public Relations	3
COM 281	Social and Interactive Media Strategies	3
Communication in Theory and Practice		
COM 240X	Writing for the Media I	3
COM 241X	Pre-Practicum	1-2
COM 340X	Writing for the Media II	3
COM 383	Writing for Digital Contexts	3
COM 386	Visual Communication	3
COM 445	Internship	3
COM 490	Communication Capstone	3
Tools and Design		
COM 384	Audio and Visual for Social and Interactive Media	3
GPH 105	Foundational Design Software	3
GPH 205	Intermediate Design Software	3
GPH 230	Introduction to Photography	3
GPH 271	Introduction to Web Design	3
GPH 385	Digital Storytelling	3
Total Hours		52-53

Graphic Design Minor

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

Code	Title	Hours
Required Courses		
GPH 105	Foundational Design Software	3
GPH 205	Intermediate Design Software	3
GPH 110	Design Foundations	3
GPH 210	Tangible Design	3
Electives		
Select 12 hours of the following:		12
ART 121	Art Appreciation	
GPH 140	Drawing for Design	
GPH 240	Calligraphy and Lettering	
GPH 150	Topics in Graphic Design	
GPH 160	Design and Society	
GPH 230	Introduction to Photography	
GPH 250	Studio Topics in Graphic Design	
GPH 260	Typography	
GPH 271	Introduction to Web Design	
GPH 305	Advanced Design Software	
GPH 310	Interaction Design	
GPH 320	Design Studio I/Digital and Physical Projects	
GPH 330	Freelance and Professional Practice	
GPH 360	Design History	
GPH 385	Digital Storytelling	
GPH 390	Graphic Design Project	
GPH 410	Design Systems	
GPH 420	Design Studio II/Digital and Physical Projects	
GPH 440	Portfolio	
GPH 445	Internship	
BUS 113	Principles of Marketing	
BUS 334	Advertising	
COM 140	Introduction to Public Relations	
COM 204	Mass Communication	
COM 384	Audio and Visual for Social and Interactive Media	
COM 386	Visual Communication	
CS 490	Technology, Ethics, and Society	
Total Hours		24

Education Program

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

We believe that the education program should be viewed as a continuous, seamless process beginning with the first introduction to the profession in Introduction to Teaching (ED 101) and culminating in the professional semester of clinical practice. Education courses (with the exception of ED 101, ED 103, ED 124, and ED 260X) may be taken only by candidates who have been accepted into the Division of Education. Any exception to this policy must be approved by the Division of Education. Any candidate considering an education major should obtain a specific planning sheet and request assignment to an education advisor as early in the program as possible.

Licensure

Division of Education candidates completing an approved education major and all state requirements will be eligible to receive a Professional Educator License for Elementary Grades (elementary education major (p. 174)); Middle Grades (grades 5-8) English (p. 176), History/Social Science (p. 180), Mathematics (p. 178), Science; or High School (grades 9-12) Biology (p. 138), English (p. 188), History/Social Science (p. 208), or Mathematics (p. 221). The Music Education major (p. 236) prepares candidates for the Professional Educator License covering all grades, kindergarten through high school. All candidates may add an endorsement in special education (Learning Behavior Specialist 1) to their license by completing the four required courses and passing the state licensure exam. Secondary candidates may add an endorsement in middle grades (5 - 8) with minimal additional coursework; consult the Division of Education for information.

Additional Licensure Requirements

Candidates must pass the appropriate content-area test and the appropriate teacher performance assessment (edTPA) in order to complete their program. Candidates are required to comply with all state requirements that are in place at the time of application for licensure.

ACT Disclosure Statement

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

The Division of Education assessment data indicate that the majority of candidates who are successful in completing the education program have earned a composite score of 22 or higher on the ACT¹. Candidates with ACT scores below 22, who have successfully completed the education program, have generally needed multiple attempts at passing the required licensure tests, have had difficulty maintaining a cumulative

GPA of 2.5, and/or have needed to extend their program into a ninth or tenth semester.

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

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

¹ SAT composite of 1030

Candidacy Requirements

After enrollment at Trinity, students declaring an education major must be officially admitted into the Division of Education (Gate 1). In order to be admitted to the Division of Education (Gate 1), students must meet the following requirements:

- Complete 30 hours of college-level work with a cumulative GPA of 2.5 and education (ED) GPA of 2.75 or higher
- Earn grades of C or better in ED 101, ED 103, and ENG 111
- Complete the Division of Education Handbook requirement
- Provide ACT or SAT scores for advising purposes.
- Pass the Professional Skills Assessment (part of ED 103)
- Receive approval from the Division of Education

Once admitted to the Division of Education, the student is considered a teacher candidate. Continuation of candidates in the education program is evaluated prior to Pre-clinical Experiences (Gate 2), Clinical Experience/ Student Teaching (Gate 3) and Licensure (Gate 4). Each of these gates requires candidates to:

1. complete of all state and institutional requirements as articulated in the Division of Education Handbook,
2. earn grades of "C" or better in all licensure-related coursework, and
3. maintain a minimum cumulative GPA of 2.5 overall, and a GPA of 2.75 in the education major, with grades of "C" or better in all education and subject-area coursework required for the completion of the Bachelor of Arts degree.

Majors

- Elementary Education Major (p. 174)
- Biology/Secondary Education Major (p. 138)
- English with Secondary Education Licensure Major (p. 188)
- History/Social Science with Secondary Education Licensure Major (p. 208)
- Mathematics with Secondary Education Licensure Major (p. 221)

- Music Education/K-12 (p. 236)
- Middle Grades English Education Major (p. 176)
- Middle Grades Mathematics Education Major (p. 178)
- Middle Grades Social Science Education Major (p. 180)
- Middle Grades Science Education Major

Courses - Deerfield and Online

ED 101 Introduction to Teaching - 1 Hour

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

ED 103 Professional Skills for Teachers - 1 Hour

A course that intentionally focuses on the skills necessary to be a teacher, including oral and written communication as well as dispositions. The course also emphasizes the requirements of the Illinois State Board of Education as implemented by TIU's Division of Education. This course must be taken at Trinity. Concurrent registration in ED 101. Offered fall semester. Delivery mode: Deerfield traditional undergraduate.

ED 124 Historical and Philosophical Foundations of Education - 3 Hours

This course overviews the historical, philosophical, and cultural foundations of education specifically in the United States and includes foundations of a Christian perspective on education. Major educational issues affecting current practices are analyzed. Candidates work throughout the semester to develop their own educational philosophy. Verification of completion of field component is required for education candidates to pass this course. Pre- or corequisite: IDS 150. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 249X General Music Instructional Methods for the K-12 Educator - 3 Hours

This course prepares candidates to plan effective instruction specifically for the K-12 music classroom. Candidates learn to plan effective lessons with alignment among standards, objectives, instruction, and assessment, as well as how to use differentiation and Universal Design for Learning to meet the individual needs of students. Various music methods, such as Orff and Kodaly, are included, as well as the role and use of technology to support instruction and enhance student learning. Candidates apply their developing skills through a minimum of 36 hours of supervised, evaluated field experience. Membership in NAFME Collegiate is required. Verification of successful completion of field component is required for to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and Admission to Field Experience (Gate 2). Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Cross-listed with MUE 249X. Delivery mode: Deerfield traditional undergraduate.

ED 260X Educational Psychology/Human Development - 3 Hours

A survey of the theories and philosophies of learning and human development in children and adolescents. Emphasis is placed on the cognitive processes associated with learning and the factors that influence motivation and engagement of children and adolescents. Prerequisite: ED 101 or three credit hours in psychology and at least sophomore standing. Cross-listed with PSY 260X. This fulfills one (1) service learning requirement (equivalent to IDS 106) if course completed with a grade of C or higher. Offered fall semester. Delivery mode: Deerfield traditional undergraduate, Florida non-traditional undergraduate.

ED 306 Reading and Writing Across the Curriculum - 3 Hours

Examines theory and best practice in content area reading and writing for middle and high school students. Includes effective interactive strategies that develop comprehension, vocabulary, and fluency. Addresses academic, linguistic, and cultural diversity and how they relate to motivation. Prerequisite: Admission to the Division of Education (Gate 1). Offered fall semester in even numbered years. Delivery mode: Deerfield traditional undergraduate.

ED 309 Foundations of Teaching English as a Second Language - 3 Hours

This course provides an introduction to the nature and functions of written and oral languages; phonetics and phonology, morphology, syntax, semantics, and variation. The major theories and stages of first and second literacy acquisition and the role of native language in learning to read and write in a second language will be introduced. The relationship of language to culture and application in meeting educational goals will be explored. Offered fall semester. Delivery mode: Deerfield traditional undergraduate.

ED 310 General Teaching Methods - 2 Hours

A research-based, comprehensive, and practical introduction to pedagogical methods. Areas of focus include: aligning curriculum, instruction, and assessment; writing objectives tied to Illinois Learning Standards and the Common Core Standards; planning effective lessons that scaffold instruction; differentiating instruction for the individual needs of students; the role and use of technology to support instruction and enhance student learning; and creating authentic assessments. Emphasis will be placed on understanding the middle school philosophy. Concurrent registration in ED 311. Prerequisite: Admission to the Division of Education (Gate 1) and Admission to Pre-clinical Experience (Gate 2). Offered spring semester. Delivery mode: Deerfield traditional undergraduate.

ED 311 General Teaching Methods Pre-Clinical Experience - 1 Hour

Candidates practice skills acquired in ED 310 through a minimum of 24 hours of supervised, evaluated school experience. Verification of successful completion of field component is required to pass this course. Concurrent registration in ED 310. Prerequisite: Admission to the Division of Education (Gate 1) and Admission to Pre-clinical Experience (Gate 2). Offered spring semester. Delivery mode: Deerfield traditional undergraduate.

ED 312 Literacy Methods for Emerging Readers - 3 Hours

First of a two-course sequence that examines and applies the basic theories, issues, methods, and materials for an effective developmental, constructivist balanced literacy approach for emerging readers. Integration of the four language arts (reading, writing, speaking, and listening) as tools for learning across the curriculum are addressed. Included are the methods used to assess and address reading problems with specific attention to the needs of at-risk students caused by cultural/linguistic, economic and developmental diversity. Parent/community involvement is reviewed. Prerequisite: Admission to Division of Education (Gate 1). Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 322 Literacy Methods for Upper Elementary Grades - 3 Hours

Second of a two-course sequence that examines the basic theories, issues, methods, and materials for an effective upper elementary reading/language arts program. It continues to emphasize the need to integrate the four language arts (reading, writing, speaking, and listening) as tools for learning across the full curriculum. This second course places a relatively greater emphasis on writing than in the first course. There is also increased attention to literary devices, vocabulary strategies and comprehension skills/strategies for both narrative fiction and non-narrative texts (expository, informational texts). Close attention is given to the B-D-A instructional format. Course continues to address cultural, linguistic, economic, and developmental diversity of students and teacher methods used to assess and address students' needs. Prerequisites: Admission to Pre-clinical Experience (Gate 2), ED 310, ED 312. Concurrent registration in ED 342, ED 345, ED 350, ED 356. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 330 Introduction to Special Education - 3 Hours

A survey of the history, practices, and challenges of special education, including an overview of the court cases and laws leading to IDEA and how these laws affect children with disabilities. This course addresses the cognitive, emotional, physical, and sensory needs of students with disabilities. Emphasis is placed on identification of individual needs, including tiered support systems, and appropriate resources, collaborative teams, concerns of families and appropriate planning for Individualized Education Programs (IEP). This course also addresses the use of assistive technology and digital tools to address student needs and maximize learning. Candidates will complete a minimum of 12 hours of special education field experience. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: Admission to Pre-clinical Experience (Gate 2), and ED 260X (education majors) or PSY 140 (non-education majors). Offered spring semester. Delivery mode: Deerfield traditional undergraduate, Florida non-traditional undergraduate.

ED 342 Methods of Teaching Science, Health, and Social Science - 3 Hours

A study of the methods of teaching science, social science, and health, education in the elementary school with particular emphasis on the topics, organization, and integration within the overall elementary curriculum. Effective use of current and emerging technologies and digital tools to support research and learning appropriate to the discipline is included. Prerequisites: Admission to Pre-clinical Experience (Gate 2), ED 310. Concurrent registration in ED 322, ED 345, ED 350, ED 356 and passing score on IL history competency exam. Offered fall semester. Delivery mode: Deerfield traditional undergraduate.

ED 345 Methods of Teaching Mathematics - 3 Hours

Methods for the effective teaching of elementary mathematics to all students. Emphasis is placed on a developmental, problem-solving approach for acquisition of conceptual and procedural understanding across all domains. Instructional objectives and assessments are aligned to the Illinois Learning Standards. Integration of appropriate technology in teaching and learning mathematics is emphasized. Prerequisite: Admission to Pre-clinical Experience (Gate 2). Concurrent registration in ED 322, ED 342, ED 350, ED 356. Offered fall semester. Delivery mode: Deerfield traditional undergraduate.

ED 350 Integrated Pre-Clinical Experience - 2 Hours

Candidates spend two days each week in an elementary school for a minimum of 102 hours of evaluated field experience. These placements are connected to the subject-specific courses taken as a part of the methods block. Candidates are expected to model and facilitate effective use of instructional technologies to address student needs and maximize student learning. Verification of successful completion of field component is required to pass this course. Includes a biweekly seminar to reflect on the classroom experience. Prerequisites: Admission to Pre-clinical Experience (Gate 2), ED 310. Concurrent registration in ED 322, ED 342, ED 345, ED 356. Offered fall semester. Delivery mode: Deerfield traditional undergraduate.

ED 352 Characteristics and Identification of Learners with Disabilities - 3 Hours

This course focuses on the characteristics and identification of students with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, orthopedic or other health impairment. Also considered are current legal issues and the impact of disabilities on learning and behavior. Emphasis is placed on the development of the Individualized Education Program (IEP). Prerequisite: ED 330. Offered fall semester in odd-numbered years. Delivery mode: Deerfield traditional undergraduate.

ED 353 Psychoeducational Assessment of Learners with Disabilities - 3 Hours

This course covers current issues in assessment of learners with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, orthopedic or other health impairment. Candidates will develop competencies in administration, interpretation and reporting of norm-referenced academic tests. Candidates will also examine the progress monitoring of scientifically based instructional interventions based on tiered support systems. Prerequisite: ED 330. Offered spring semester in even-numbered years. Delivery mode: Deerfield traditional undergraduate.

ED 354 Methods of Teaching Learners with Disabilities - 3 Hours

This course covers the development of specialized instruction for learners with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, orthopedic or other health impairment for the purposes of encouraging cognitive and skill growth development through active engagement. Consideration will be given to evidence-based interventions that meet students' educational needs in supportive learning environments. Also included will be the appropriate uses of assistive technology, the principles of Universal Design for Learning (UDL), and strategies for the improvement of the social and emotional functioning of students. Special education field hours will be required. Prerequisite: ED 330 and ED 352 or ED 353. Offered fall semester in even-numbered years. Delivery mode: Deerfield traditional undergraduate.

ED 356 Integrating Specials into the Elementary Curriculum - 1 Hour

Through this course, candidates will learn how to integrate both the arts and physical education into the elementary classroom. The arts and appropriate kinesthetic movement is addressed topically in the context of their inclusion with the four core subject areas of English language arts, mathematics, science, and social science. Prerequisites: Admission to Pre-clinical Experience (Gate 2). Concurrent registration in ED 322, ED 342, ED 345, ED 350. Offered fall semester. Delivery mode: Deerfield traditional undergraduate.

ED 361 Teaching Biology in Secondary School - 3 Hours

A course encompassing the current subject-specific methods and approaches used in teaching biology in the secondary and middle school. Coursework includes development of curriculum incorporating content, scientific method, and laboratory exercise. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to Biology/Secondary Education majors. Prerequisites: ED 310, Admission to Pre-clinical Experience (Gate 2). Concurrent registration in ED 368. Offered spring semester. Delivery mode: Deerfield traditional undergraduate.

ED 362 Teaching English in Secondary School - 3 Hours

Study of and experience in teaching language arts (reading, writing, grammar, research, speaking, listening) and literature in secondary and middle school. Emphases include curriculum development, teaching strategies, instructional planning and appropriate assessment. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to English with Secondary Education Licensure and Middle Grades English Education majors. Prerequisites: ED 310. Admission to Pre-clinical Experience (Gate 2). Concurrent registration in ED 368. Offered spring semester. Delivery mode: Deerfield traditional undergraduate.

ED 363 Teaching History Secondary School - 3 Hours

A course encompassing the scope, content resources, subject-specific methods, and interdisciplinary application of teaching history and social studies in the secondary and middle school. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to History/Secondary majors. Prerequisites: ED 310, Admission to Pre-clinical Experience (Gate 2) and passing score on IL history competency exam. Concurrent registration in ED 368. Offered spring semester. Delivery mode: Deerfield traditional undergraduate.

ED 364 Teaching Mathematics in the Secondary School - 3 Hours

Content includes a study of the methods of teaching secondary and middle school mathematical concepts, and includes issues of curriculum, planning, instructional delivery, application, and assessment. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to and required for middle grade and secondary level mathematics endorsement candidates. Prerequisites: ED 310, Admission to Pre-clinical Experience (Gate 2). Concurrent registration in ED 368. Delivery mode: Deerfield traditional undergraduate.

ED 368 Secondary Methods Pre-clinical Experience - 2 Hours

Candidates spend two half days each week in a secondary school for a total of approximately 60 hours of evaluated field experience. Focuses on the application of pedagogical methods associated with teaching in a secondary school such as making content relevant to students, appropriate questioning techniques, and creating age-appropriate instructional activities. Candidates are expected to model and facilitate effective use of instructional technologies to address student needs and maximize student learning. Verification of successful completion of field component is required to pass this course. Prerequisites: ED 310, Admission to Pre-clinical Experience (Gate 2). Concurrent registration in ED 361, ED 362, ED 363, or ED 364. Offered spring semester. Delivery mode: Deerfield traditional undergraduate.

ED 375 Topics in Education - 1-4 Hours

An examination of selected topics in the history, development, and current status of American education. May be repeated if topic concentration differs. Prerequisite: Consent of instructor. Offered on demand. Delivery mode: Deerfield traditional undergraduate.

ED 380 Diversity in Education - 1 Hour

Candidates develop competency in knowledge and skills for working effectively with and appropriately teaching all students including those from diverse ethnic, racial, gender, linguistic, and socioeconomic groups through the concurrent field placement and class assignments. Prerequisite: ED 310 or ED/MUE 249X, Admission to Pre-clinical Experience (Gate 2). Offered fall semester. Delivery mode: Deerfield traditional undergraduate.

ED 381 Diversity Pre-clinical Experience - 1 Hour

Candidates apply relevant knowledge and skills to actual classroom practice through 36 clock hours of supervised, evaluated school experience with children from diverse ethnic, racial, gender, linguistic, and socioeconomic groups. The experience seeks to expose candidates to the inequalities of education in America. Candidates are expected to model and facilitate effective use of instructional technologies to address student needs and maximize student learning. Prerequisite: ED 310 or ED 249X/MUE 249X, and Admission to Pre-clinical Experience (Gate 2). Offered fall semester. Delivery mode: Deerfield traditional undergraduate.

ED 401 Clinical Practice in the Elementary School - 12 Hours

Experience in classroom teaching under the direction of a qualified, cooperating teacher. Prerequisites: senior standing, completion of all major coursework, approval of the Division of Education, and passing the Illinois Test of Academic Proficiency (TAP) and subject area content tests. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook, which includes passing the Teacher Performance Assessment (edTPA). Concurrent registration in ED 421 and ED 422. Prerequisites: Admission to Clinical Practice (Gate 3). Course Fee. Offered spring semester, fall by permission only. Delivery mode: Deerfield traditional undergraduate.

ED 413 Clinical Practice in the Secondary School - 12 Hours

Experience in classroom teaching under the direction of a qualified, cooperating teacher. Prerequisites: senior standing, completion of all major and professional coursework, approval of the Division of Education, and passing the Illinois Test of Academic Proficiency (TAP) and subject area content tests. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook, which includes passing the Teacher Performance Assessment (edTPA). Concurrent enrollment in ED 421 and ED 422. Prerequisites: Admission to Clinical Practice (Gate 3). Course Fee. Offered spring semester, fall by permission only. Delivery mode: Deerfield traditional undergraduate.

ED 421 Classroom Management - 1 Hour

A study of classroom management theory and practice in elementary and secondary schools, including an emphasis of best preventative and intervention strategies. Concurrent registration with ED 401, ED 413, or ED 441. Offered spring semester. Delivery mode: Deerfield traditional undergraduate.

ED 422 Advanced Seminar in Education - 2 Hours

This course supports the goals of the clinical practice by providing a forum for discussion about and debriefing of the professional experience. It also serves as the capstone course for the education major. Additionally, the course assists candidates in the transition to professional educator. Concurrent registration with ED 401, ED 413, or ED 440/441. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Elementary Education and Music Education K-12 majors. Delivery mode: Deerfield traditional undergraduate.

ED 430 Educational Research and Assessment - 2 Hours

Teacher candidates will learn how to use assessment data to make ethical, legal, and research-based decisions for their students. An emphasis will be on measurement theory and assessment-related issues such as validity, reliability, bias, and appropriate and accurate scoring. The effective use of current and emerging technology, as well as appropriate digital tools, in research and assessment of student learning will be emphasized. Offered fall semester. Delivery mode: Deerfield traditional undergraduate.

ED 432X Choral Conducting Method and Literature - 3 Hours

The study of choral conducting techniques and literature for use with various types of choral ensembles at various age levels, rehearsal techniques, and principles of programming. Special attention is given to methods of building successful public school choral programs, including recruitment, scheduling, budgeting, discipline, and rehearsal planning and procedures. This is the capstone course for Music Education majors with choral emphasis. Includes 24 clock hours of field experience. Verification of successful completion of field component is required to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Cross listed with ED 432X. Delivery mode: Deerfield traditional undergraduate.

ED 433X Instrumental Conducting, Methods and Literature - 3 Hours

The study of administering an instrumental music program, elementary (beginning band) through high school. Includes recruitment, method book selection, scheduling, budgeting, rehearsal planning and procedures, and program building with an educational emphasis and selection of materials. This is a capstone course for music education majors with instrumental emphasis. Includes 24 clock hours of field experience. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Cross-listed with ED 433X. Delivery mode: Deerfield traditional undergraduate.

ED 440 Clinical Practice/Music K-12 - 6 Hours

Full-time experience in teaching music at both the elementary and secondary levels under the direction of a qualified cooperating teacher. A passing score on the Illinois Test of Academic Proficiency (TAP) and the appropriate content-area test. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook, which include passing the Illinois Assessment of Professional Teaching (APT) and the edTPA. Prerequisites: Senior standing, completion of all major and profession education coursework, approval of the Division of Education, and Admission to Clinical Practice (Gate 3). Concurrent registration in ED 421 and ED 422. Course Fee. Offered spring semester, fall by permission only. Delivery mode: Deerfield traditional undergraduate.

ED 441 Clinical Practice/Music K-12 - 6 Hours

Full-time experience in teaching music at both the elementary and secondary levels under the direction of a qualified cooperating teacher. A passing score on the Illinois Test of Academic Proficiency (TAP) and the appropriate content-area test. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook, which include passing the Illinois Assessment of Professional Teaching (APT) and the edTPA. Prerequisites: Senior standing, completion of all major and profession education coursework, and Admission to Clinical Practice (Gate 3). Concurrent registration in ED 421 and ED 422. Offered spring semester, fall by permission only. Delivery mode: Deerfield traditional undergraduate.

ED 450 Independent Study - 1-6 Hours

Specialized study designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

Graduate Courses

ED 5001 Foundations for Integrative Thought in Education - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention given to Scriptural applications of pedagogical thought and ramifications for godly stewardship in the classroom. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current educational issues in the light of biblical principles. Offered online, and face to face at the Deerfield and Florida campuses.

ED 5002 Foundations for Cultural Engagement in Education - 3 Hours

This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working assumptions of contemporary culture in regard to teaching and education. 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 wise interaction with contemporary educational thought. Offered online, and face to face at the Deerfield and Florida campuses.

ED 5100 Understanding the Classroom Environment Pre-clinical Experience - 0 Hours

This course is a field experience that enables the candidate to gain an understanding of the classroom environment and the k-12 school culture. Minimum of 40 hours in a public or private accredited school in Illinois in the area of licensure sought by the candidate. 0 credits. CR/NC.

ED 5200 History and Philosophy of Education - 3 Hours

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. Offered face to face at the Deerfield campus.

ED 5201 Professional Skills in Teaching - 1 Hour

A course that intentionally focuses on the skills necessary to be a teacher, including oral and written communication as well as dispositions. Also emphasizes the requirements of the Illinois State Board of Education as implemented by TIU's Division of Education. Offered face to face at the Deerfield campus.

ED 5350 Advanced Educational Psychology - 3 Hours

An integrated examination of learning theory, including the physical, cognitive, social, and psychological development of children and adolescents. This course addresses the Social and Emotional Learning Standards set forth by PA93-0495. Offered face to face at the Deerfield campus.

ED 5390 Adolescent Psychology - 3 Hours

An interdisciplinary study of human development from puberty to early adulthood. Physical, cognitive, and personality development will be examined, both from the social and research point of view while application will be encouraged for candidates who will be teaching adolescents. Offered face to face at the Deerfield campus.

ED 5400 Foundations of Special Education - 3 Hours

A survey of the history, practices, and challenges of special education, including an overview of the court cases and laws leading to IDEA and how these laws affect children with disabilities. Consideration of the cognitive, emotional, physical, and sensory needs of students with disabilities. Emphasis is placed on identification of individual needs, including tiered support systems and appropriate resources, collaborative teams, concerns of families and appropriate planning for the Individualized Education Program. Includes methods of instruction for cross-categorical special education environments and the use of assistive technology and digital tools to address student needs and maximize learning. Includes a minimum of 12 clock hours of special education field experience. Prerequisite: Admission to Field Experience (Gate 2). Offered face to face at the Deerfield campus.

ED 5500 Differentiating Instruction for All Learners - 3 Hours

Rooted in an awareness of the values and challenges inherent within a diverse school community, this course examines concepts of Universal Design for Learning (UDL) and differentiation, 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. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

ED 5551 Teaching in Diverse Settings I - 1 Hour

This course offers the opportunity to connect theory with experience as candidates consider effective educational practice for all students, including those from diverse ethnic, racial, gender, linguistic, and socioeconomic groups. The relationship between both the teacher's and students' prior life experiences with learning is considered. Concurrent registration with ED 5552 and ED 5553. Offered face to face at the Deerfield campus.

ED 5552 Teaching in Diverse Settings II - 1 Hour

A continuation of ED 5551. 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 under-resourced K-12 settings, candidates consider ways to integrate a culturally relevant and equitable curriculum for all students. Concurrent registration with ED 5551 and ED 5553. Offered face to face at the Deerfield campus.

ED 5553 Diversity Field Experience - 1 Hour

Candidates apply relevant knowledge and skills to actual classroom practice through 18 clock hours of pre-clinical (school) experience with children from diverse ethnic, racial, gender, linguistic, and socioeconomic groups. The experience seeks to expose students to the inequities of educational delivery in America. Concurrent registration with ED 5551 and ED 5552. Prerequisite: Admission to Field Experience (Gate 2). Offered from the Deerfield campus.

ED 5580 Cultural Diversity in the Classroom - 3 Hours

Founded in a theology of justice and social responsibility, this course provides historical, social, political and cultural background for the unique challenges of the culturally diverse classroom. An emphasis will be placed on practical pedagogical methods for addressing the culturally diverse needs of today's students, including race, ethnicity, gender and language. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

ED 5800 Characteristics and Identification of Learners with Disabilities - 3 Hours

This course focuses on the characteristics and identification of students with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, orthopedic or other health impairment. Also considered are current legal issues and the impact of disabilities on learning and behavior. Emphasis is placed on the development of the IEP. Registration limited to students in the MEd or by permission of the education (TGS) department. Offered from the Deerfield campus.

ED 5830 Psychoeducational Assessment of Learners with Disabilities - 3 Hours

This course covers current issues in assessment of learners with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, orthopedic or other health impairment. Candidates will develop competencies in administration, interpretation and reporting of norm-referenced academic tests. Candidates will also examine the progress monitoring of scientifically based instructional interventions based on tiered support systems. Registration limited to students in the MEd or by permission of the education (TGS) department. Offered from the Deerfield campus.

ED 5850 Methods of Teaching Learners with Disabilities - 3 Hours

This course covers the development of specialized instruction for learners with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, orthopedic or other health impairment for the purposes of encouraging cognitive and skill growth development through active engagement. Consideration will be given to evidence-based interventions that meet students' educational needs in supportive learning environments. Also included will be the appropriate uses of assistive technology, the principles of Universal Design for Learning (UDL), and strategies for the improvement of the social and emotional functioning of students. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

ED 6000 Topics in Education - 1 Hour

Select and specialized topics relevant to educational ministry. Offered face to face at the Deerfield campus.

ED 6260 Reading and Writing Across the Curriculum - 3 Hours

Examines theory and best practice in content area reading, writing, and oral communication for middle grade and high school students including factors related to reading comprehension strategies, vocabulary development, and motivation. Emphasis is upon interactive teaching methods that support the strategic reading of content materials and that address academic, linguistic and cultural diversity. Prerequisite: Admission to the Division of Education (Gate 1).

ED 6300 Differentiating Instruction for Learners who are Gifted - 3 Hours

This course focuses on the unique needs of students who are gifted, whether or not they have been formally identified as such. Emphasis will be on using differentiating with pedagogical methods in the classroom to accommodate their needs as well as creating authentic and challenging assessments for the gifted. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

ED 6400 Foundations of Teaching English as a Second Language - 3 Hours

This course provides an introduction to the historical, philosophical, political, and social issues that have contributed to public policy regarding services for language minority students. Historical trends and legal issues specifically related to bilingual education in the United States will be discussed. A comprehensive focus will be placed on the theoretical foundations of English as a second language, both linguistic as well as non-linguistic factors. Registration limited to students in the MEd or by permission of the education (TGS) department. Offered from the Deerfield campus.

ED 6420 Linguistics for the Classroom Teacher - 3 Hours

This course provides an introduction to the nature and functions of written and oral language; phonetics and phonology, morphology, syntax, semantics, and variation. The relationship of language to culture and application in meeting educational goals will be explored. Registration limited to students in the MEd or by permission of the education (TGS) department. Offered from the Deerfield campus.

ED 6450 Assessment of Learners who are Bilingual - 3 Hours

This course will provide participants with a comprehensive knowledge foundation in the selection, administration and interpretation of measurement instruments appropriate for English Language Learners (ELLs). Participants will investigate a variety of language assessment tools used to identify, place, and monitor students receiving services in bilingual and ESL programs. Emphasis will be placed on instruments and approaches used to determine and monitor ELLs' English proficiency and academic development in English. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

ED 6470 Methods and Materials for Teaching English as a Second Language - 3 Hours

Methodologies and current approaches for teaching English as a Second Language in the areas of reading, writing, listening, and speaking will be covered in this course. Review of published materials and selection, adaptation, and creation of appropriate ESL materials for various levels of proficiency will be included. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

ED 6690 General Teaching Methods - 3 Hours

A research-based, comprehensive, and practical introduction to pedagogical methods. Areas of focus include: aligning curriculum, instruction, and assessment; writing objectives tied to Illinois Learning Standards and the Common Core Standards; planning effective lessons that scaffold instruction; differentiating instruction for the individual needs of students; creating authentic assessments; and integrating technology. Prerequisite: Admission to the Division of Education (Gate 1). Offered face to face at the Deerfield campus.

ED 6702 Literacy Methods for Emerging Readers - 3 Hours

First of a two-course sequence that examines and applies the basic theories, issues, methods, and materials for an effective developmental, constructivist, balanced literacy approach for emerging readers. Included are the methods used to assess reading and writing, with a focus on the needs of at-risk students caused by cultural/linguistic, economic and developmental diversity. Parent/community involvement is reviewed. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 6703 Methods of Teaching Mathematics in the Elementary School - 2 Hours

Methods for teaching elementary mathematics, focused on concept development and a problem-solving approach. Additionally, candidates will explore effective learning environments for mathematics, teaching mathematics to the English Language Learner, the development of mathematical dispositions, and current issues in math education. Integration of appropriate technology in teaching and learning mathematics is emphasized. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 6705 Literacy Methods for Upper Elementary Grades - 2 Hours

Second of a two-course sequence that examines the basic theories, issues, methods, and materials for an effective upper elementary language arts program. Emphasis is placed on comprehension strategies, and the development of vocabulary and fluency. Course continues to address cultural, linguistic, economic, and developmental diversity of students and teacher methods used to assess and address students' needs. Prerequisite: ED 6702. Offered face to face at the Deerfield campus.

ED 6706 Integrating Science, Social Studies, and the Arts in Instruction - 2 Hours

A study of the methods of integrating science, health, social science, physical education and the arts in the elementary school with particular emphasis on infusing these subjects into the language arts and mathematics curriculum. Effective use of current and emerging technologies and digital tools to support research and learning appropriate to the discipline is included. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 6750 Middle School Methods - 2 Hours

A study of the pedagogy unique to teaching in middle schools with particular emphasis on middle school philosophy, curriculum, and instructional methods for designing and teaching developmentally appropriate programs in the middle grades. Prerequisite: ED 6690.

ED 6810 Teaching Biology in the Middle and High School - 2 Hours

A course focusing on standards-aligned biology content being taught in today's middle and high schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. 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 6690. Offered face to face at the Deerfield campus.

ED 6820 Teaching Language Arts & Literature in the Middle and High School - 2 Hours

A course focusing on standards-aligned language arts and literature content being taught in today's middle and high schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 6830 Teaching History & Social Studies in the Middle and High School - 2 Hours

A course focusing on standards-aligned history and social studies content being taught in today's middle and high schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 6840 Teaching Mathematics in the Middle and High School - 2 Hours

A course focusing on standards-aligned mathematics content being taught in today's middle and high schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 7001 Field Experience Practicum - 1 Hour

Candidates spend five full days in an elementary or secondary school for a minimum of 40 hours of evaluated field experience. This placement is connected to the methods course/s taken during the concurrent semester and is intended to demonstrate the candidate's ability to apply best methodological practices, including the integration of technology. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: ED 6690 and Admission to Field Experience (Gate 2). Offered from the Deerfield campus.

ED 7410 Practicum in Teaching English as a Second Language - 3 Hours

Students will work with ESL students in a school setting for a minimum of 100 clock hours. This field experience will culminate in a comprehensive project that will draw from the other ESL courses in the Master of Education in Diverse Learning program. Enrollment limited to students in the MEd or by permission of the TGS Education Department.

ED 7449 Classroom Management - 1 Hour

A study of communication structures and classroom management in elementary and secondary schools, including a review of theory and practice and the identification of appropriate applications in the school setting. Must be taken concurrently with clinical practice. Offered face to face at the Deerfield campus.

ED 7450 Clinical Practice for Elementary Licensure - 6 Hours

A classroom teaching experience under the direction of a qualified cooperating teacher. Candidates must meet all requirements for clinical practice as outlined in the Division of Education Handbook and the DOE Clinical Practice Handbook which includes passing the Teacher Performance Assessment (edTPA). Prerequisite: Admission to Clinical Practice (Gate 3). Course Fee. Offered from the Deerfield campus.

ED 7451 Clinical Practice for Subsequent Elementary Licensure - 3-6 Hours

A classroom teaching experience under the direction of a qualified cooperating teacher. As arranged with the school director or designate and completed by candidates for subsequent licensure. Candidates must meet all contracted requirements. Offered from the Deerfield campus.

ED 7455 Clinical Practice for Secondary Licensure - 6 Hours

A classroom teaching experience under the direction of a qualified cooperating teacher. Candidates must meet all requirements for clinical practice as outlined in the Division of Education Handbook and DOE Clinical Practice Handbook, which includes passing the Teacher Performance Assessment (edTPA). Prerequisite: Admission to Clinical Practice (Gate 3). Course Fee. Offered from the Deerfield campus.

ED 7456 Clinical Practice for Subsequent Secondary Licensure - 3-6 Hours

A classroom teaching experience under the direction of a qualified cooperating teacher. As arranged with the school director or designate and completed by candidates for subsequent licensure. Candidates must meet all contracted requirements. Offered from the Deerfield campus.

ED 7460 Advanced Seminar in Education - 2 Hours

This course includes discussion of current critical issues in American education and is designed to support the goals of clinical practice. 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. Concurrent registration with ED 7449 and clinical practice. Offered face to face at the Deerfield campus.

ED 7478 MA/T Capstone Project - 1 Hour

Independent study leading to completion of a master's research project or an applied project. Candidates completing a master's research project work with an academic reader to write a detailed research proposal, including introduction, literature review, and description of research methodology. Candidates completing an applied project work with an academic reader as they plan, develop, and complete their project. MA/T Capstone must be taken for a letter grade.

ED 7486 MA/T Capstone Extension - 0 Hours

A total of three semesters extension for ED 7478 may be granted when progress is being made on the capstone. Extension fee when not enrolled in other courses. Counts as half-time student status when registrant affirms a minimum of 20 hours per week are invested on the capstone. Zero credit.

ED 7501 Guided Research in Education - 1-3 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

Courses - Florida Only

ED 104 Introduction to Education - 3 Hours

A survey of education in the United States from historical, philosophical, and sociological perspectives. Attention is given to the role of education in a culturally diverse society. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 110 Certified Childcare Professional Credential I - 5 Hours

Initial steps in creating an ePortfolio to include a portion of 180 clock hours of training, a portion of 720 hours of professional experience, letters of recommendation, writing samples and an observation at the workplace. This course will satisfy Florida DCF's FCCPC teacher requirement for educators of childcare programs. Delivery mode: Florida non-traditional undergraduates.

ED 111 Certified Childcare Professional Credential II - 5 Hours

Continuation of the building of an ePortfolio to completion 180 clock hours of training and to completion of 720 hours of professional experience, letters of recommendation, writing samples and an observation at the workplace. This course will satisfy Florida DCF's FCCPC teacher requirement for educators of childcare programs. Delivery mode: Florida non-traditional undergraduates.

ED 230 Introduction to Special Education - 3 Hours

A survey course considering the gifted and those challenged by mental retardation, visual impairment, hearing impairment, learning disabilities, physical problems, behavior problems, speech and language development and those who are culturally disadvantaged. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 234 Children's Literature for Elementary Educators - 3 Hours

A survey and critical study by genre of literature for children. Integrates culturally diverse literature. Does not fulfill a humanities General Education requirement. Delivery mode: Florida non-traditional undergraduate.

ED 257 Technology for Elementary Educators - 3 Hours

The utilization of educational technology, with an emphasis on individual and cooperative learning, integration of disciplines, and learning styles. Students become familiar with application software, teaching methods, and unit and lesson planning that integrate technology in the elementary classroom. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 260X Educational Psychology/Human Development - 3 Hours

A survey of the theories and philosophies of learning and human development in children and adolescents. Emphasis is placed on the cognitive processes associated with learning and the factors that influence motivation and engagement of children and adolescents. Prerequisite: ED 101 or three credit hours in psychology and at least sophomore standing. Cross-listed with PSY 260X. This fulfills one (1) service learning requirement (equivalent to IDS 106) if course completed with a grade of C or higher. Offered fall semester. Delivery mode: Deerfield traditional undergraduate, Florida non-traditional undergraduate.

ED 305 Reading Fundamentals - 3 Hours

Theories and methodologies for understanding the reading process and facilitating effective reading instruction in grades K-6. It includes the development of comprehension, vocabulary and word attacking skills. Elementary Education core. Prerequisite IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 307 Elementary Art Education - 2 Hours

Prepares meaningful and creative art activities for an elementary classroom. Principles, materials, and methods of art for elementary children are compared. Elementary Education core. Prerequisite IDS 105 (core requirement) and ED 399. Delivery mode: Florida non-traditional undergraduate.

ED 315 National Administrator Credential - 3 Hours

Methods and materials for training for an early childhood program or center administrator. Topics include best practices for topics such as child care history, effective organizations, internal and external systems, legal, human resources, educational programming, marketing and public relations, financial management, operational planning, and advocacy. This course will satisfy Florida DCF's Overview of Childcare Management requirement for directors of childcare programs. Delivery mode: Florida non-traditional undergraduates.

ED 330 Introduction to Special Education - 3 Hours

A survey of the history, practices, and challenges of special education, including an overview of the court cases and laws leading to IDEA and how these laws affect children with disabilities. This course addresses the cognitive, emotional, physical, and sensory needs of students with disabilities. Emphasis is placed on identification of individual needs, including tiered support systems, and appropriate resources, collaborative teams, concerns of families and appropriate planning for Individualized Education Programs (IEP). This course also addresses the use of assistive technology and digital tools to address student needs and maximize learning. Candidates will complete a minimum of 12 hours of special education field experience. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: Admission to Pre-clinical Experience (Gate 2), and ED 260X (education majors) or PSY 140 (non-education majors). Offered spring semester. Delivery mode: Deerfield traditional undergraduate, Florida non-traditional undergraduate.

ED 332 Reading: Literacy Development and Assessment - 3 Hours

Advanced application of theory and methodology of reading instruction in grades K-6, including assessment issues and prescriptions to increase reading performance. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 339 Fundamentals of Elementary Education - 3 Hours

Presentation of the basic principles of teaching, classroom management, lesson plans, unit building, instructional methods, and use of materials in various content areas. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 344 Social Studies Methods in the Elementary Classroom - 3 Hours

A course encompassing the scope, content resources, methods, and interdisciplinary application of teaching social studies in the elementary classroom. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 346 Elementary Science Methods - 3 Hours

A study of the methods of teaching science in the elementary school, with particular emphasis on the topics organization and administration of science in grades K-6. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 347 Elementary Math Methods - 3 Hours

A survey of the teaching of mathematics, including discussion of the role of math education in society as well as the process, basic principles, and philosophies of math education in grades K-6. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 348 Elementary Music Education - 2 Hours

Methods and materials for teaching the fundamentals of music on the elementary level. Music literature is surveyed and evaluated. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 351 Language Arts Methods - 3 Hours

Methods and materials for teaching language, writing, vocabulary development, spelling and handwriting. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 355 Health and Physical Education Methods - 2 Hours

A study of methods and content of teaching health and physical education in grades K-6. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 400 Student Teaching in the Elementary School - 9 Hours

Observation and teaching in an elementary school classroom under direct supervision of a qualified cooperating teacher and a college instructor. This capstone experience is designed to aid the student teacher to bring together theory and practice. This course requires twelve weeks of observing/teaching in a classroom and participating in a student teaching seminar. During the semester of student teaching, the student must be available during regular school hours and not be employed full-time. This is an intense time of work, and student-teachers must give full attention to teaching. The student must have all core courses completed, and no other coursework may be taken during the student teaching experience. Elementary Education core. Prerequisite: IDS 105 (core requirement). Nine hours. Delivery mode: Florida non-traditional undergraduate.

ED 404 ESOL Methods - 3 Hours

This course is an overview of curriculum, instructional methods and materials, testing and evaluation, and cross-cultural communication processes and linguistic principles as related to instructing English Language Learners (ELLs) in the K-6 classroom. Delivery mode: Florida non-traditional undergraduate.

ED 407 Science for Educators - 3 Hours

This course is a study of specific science content skills required for K-6 teachers by the FLDOE competencies and skills and national/state/district content standards. Delivery mode: Florida non-traditional undergraduate.

ED 408 Social Studies for Educators - 3 Hours

This course is a study of specific social studies skills required for K-6 teachers by the FLDOE accomplished practices, competencies and skills, and national/state/district common core standards. Delivery mode: Florida non-traditional undergraduate.

ED 410 Florida Clinical Educator Training - 3 Hours

This course provides direct training for an educator to become a Florida state-approved peer coach and clinical supervisor of candidates in field experience and student teaching. This course develops clinical skills for the following: diagnosis of professional performance, diagnosis of student performance, feedback, and professional development plans. Delivery mode: Florida non-traditional undergraduate. Credit Hours: 3.

ED 411 Multisensory Literacy Approaches and the Exceptional Student - 1 Hour

This course teaches educators how specific multisensory approaches can dramatically improve struggling students' language skills and outcomes in elementary through high school. Topics covered include creating a positive classroom environment conducive to learning, helping students develop skills in key areas through multisensory approaches such as phonological awareness, letter knowledge, phonics, fluency, spelling, vocabulary, and comprehension. Delivery mode: Florida non-traditional undergraduate.

ED 412 Assessments in Special Education - 1 Hour

This course covers methods and materials used in assessing students who may be eligible for special education. Class sessions will involve experiential learning activities related to the assessment of students. This course includes technical prerequisites for understanding standardized assessments and the rationale for using curriculum-based measurement (CBM) within the broad context of special education programming. Students will develop competencies in utilizing norm-referenced, criterion-referenced, curriculum-based, and teacher-made assessments for instructional and placement decisions. Delivery mode: Florida non-traditional undergraduate.

ED 414 Teaching Approaches for Students with Dyslexia - 1 Hour

This course provides teachers with evidence-based practices for teaching children who have dyslexia and related written language disorders. The course presents the basic linguistic structures of written English related to reading and spelling. Delivery mode: Florida non-traditional undergraduate.

ED 416 Teaching Reading in the Content Areas - 3 Hours

This course will provide students with strategies and tools for becoming a facilitating reflective practitioner, teaching reading across content areas and helping students discover that content area learning is made richer when reading, writing, speaking, and listening are taught together. Particular emphasis will be placed on a balanced approach to reading where reading and writing are in alignment in lessons. Also, important to this course is helping students to think critically along with the appropriate use of texts and media. Delivery mode: Florida non-traditional undergraduate.

ED 418 Teaching Reading and Writing to Students with Specific Learning Disabilities - 3 Hours

This course will cover instructional principles and specific methodologies that are valuable in educating students with specific learning disabilities in varied settings. Focus will be on developing literacy skills including phonemic awareness, word recognition, fluency, vocabulary, comprehension, and writing skills using developmentally appropriate materials. Delivery mode: Florida non-traditional undergraduate.

ED 419 Reading Strategies for Elementary Students with Learning Difficulties: Strategies for Response to Intervention - 1 Hour

A practical, research-based course focused on effective reading strategies for teaching students with reading difficulties. The course covers tiered instruction needs in the RTI tiers. Delivery mode: Florida non-traditional undergraduate.

ED 423 Classroom Management for Elementary Educators - 3 Hours

Identification of developmentally appropriate models and strategies for guiding, disciplining, and managing students' behavior; developing intrinsic motivation and conflict resolution skills; identifying environmental influences on behaviors of students from all cultures and familial situations. Delivery mode: Florida non-traditional undergraduate.

ED 424 Teaching Students with Autism in the Inclusive Classroom - 3 Hours

Strategies to address the varied social and academic needs of students with Autism Spectrum Disorders (ASD) in the inclusive classroom. In this course, students will explore functional behavior assessment from which to develop and implement a behavior intervention plan. Delivery mode: Florida non-traditional undergraduate.

ED 426 Behavior Solutions in the Inclusive Classroom - 1 Hour

This course covers the possible causes of specific special needs behaviors along with possible solutions to be implemented. This course will help teachers develop a toolbox of in-the-moment solutions and also learn what children may be communicating and why. Behavior problems discussed include out-of-seat behavior, fidgeting, hand-flapping, covering ears, hiding or running away, difficulty with class work, and more. Delivery mode: Florida non-traditional undergraduate.

ED 431 Assessment of Learners - 3 Hours

This course focuses on the educational levels and needs of all students, including exceptional, culturally and/or linguistically diverse, and at-risk students. Standardized achievement tests, diagnostic/prescriptive tests and curriculum-based assessments are included. Use of test results in program planning is emphasized. Delivery mode: Florida non-traditional undergraduate.

ED 435 ESOL Curriculum and Materials Development - 3 Hours

This course will give students the opportunity to explore strategies to take curriculum from a typical elementary classroom and adapt it for English Language Learners (ELL). Students will also write lesson plans specifically created to raise the language skills of ELLs. Students will have an opportunity to teach lessons they create in the course as well. Delivery mode: Florida non-traditional undergraduate.

ED 436 Applied Linguistics: ESOL - 3 Hours

This course gives a practical approach to teaching English to speakers of other languages. Includes general linguistics, language theory, principles of language acquisition and techniques for teaching sounds, word structure, and sentence structure to PK-6 ESOL students. Delivery mode: Florida non-traditional undergraduate.

ED 438 Cultural Dimensions of ESOL - 3 Hours

An examination of how issues of race and ethnicity affect the values and ethics of American society and its citizens. This course satisfies one of the core requirements of the ESOL endorsement. Students will teach a multi-content lesson in view of intercultural perspectives. A professional growth chart will be developed in light of what is learned in this course regarding the many types of diversity. Delivery mode: Florida non-traditional undergraduate.

ED 439 Testing and Evaluation of ESOL - 3 Hours

This course will review basic types of assessments and assessment vocabulary. The focus of the course will be on specific types of assessments which are applicable to English Language Learners (ELL). How assessment can drive instruction for the ELL student will be a point of discussion. Laws regulating students as they take high stakes tests and other assessments that are part of a typical elementary school program will be addressed. Delivery mode: Florida non-traditional undergraduate.

ED 442 Autism: The Temple Grandin Perspective - 1 Hour

Dr. Temple Grandin, a professor at Colorado State University, is a world-renowned autism spokesperson and consultant to the livestock industry on animal behavior. She is widely celebrated as one of the first individuals on the autism spectrum to publicly share insights from her personal experience of autism. Dr. Grandin has written extensively from both her research in and her personal experience with autism. This course examines autism from Grandin's perspective through her writing and documentaries giving both general education and special education teachers insight into what strategies and approaches have worked best for her. Delivery mode: Florida non-traditional undergraduate.

ED 481 Field Study# 1 (Reading) - 1 Hour

In this course, students will work in a school setting in public or private school to complete tasks in the field that are directly tied to FLDOE ESOL endorsement and Competencies and Skills. This course is designed to allow students to participate in low-level classroom tasks in the K-6 setting. The TIU Director of Elementary Education will work cooperatively with local schools to place students in schools/classrooms that allow for engagement of and experience with ESOL students. Delivery mode: Florida non-traditional undergraduate.

ED 482 Field Study #2 (Reading) - 1 Hour

In this course, students will work in a public or private school setting to complete tasks in the field that are directly tied to FLDOE Reading endorsement and Competencies and Skills in reading. This course is designed to allow students to participate in low-level classroom tasks in the K-6 setting. The TIU Director of Elementary Education will work cooperatively with local schools to place students in schools/classrooms that allow the engagement of and experience with struggling readers and/or reading teachers with significant experience in reading instruction. Delivery mode: Florida non-traditional undergraduate.

ED 483 Student Teaching in the Elementary School - 10 Hours

Observation and teaching in an elementary school classroom under direct supervision of a qualified cooperating teacher and a college instructor. This capstone experience is designed to aid the student teacher to bring together theory and practice. This course requires twelve weeks of observing/teaching in a classroom and participating in a student teaching seminar. The first week will be a Reading Practicum. Weeks two through 12 are student teaching. During the semester of student teaching, the student must be available during regular school hours and not be employed full-time. This is an intense time of work, and student-teachers must give full attention to teaching. The student must have all core courses completed, and no other coursework may be taken during the student teaching experience. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

Elementary Education Major

The Elementary Education major prepares qualified candidates with the knowledge, skills, and dispositions necessary to teach elementary students (grades 1-6), and to evidence Christian values in their personal and professional practice while respecting the exercise of individual moral decisions. Candidates who successfully complete the major are eligible to receive an Illinois Professional Educator License for grades 1-6.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Elementary Education* will:

- display thorough content knowledge to teach in their respective fields.
- be able to plan, deliver, and assess effective instructional experiences that align with learning standards, educational theory, and knowledge of student development
- exhibit appropriate professional dispositions that reflect the personal, professional, and practical components of teaching
- evidence Christian values in their personal and professional practice, while respecting the exercise of individual moral decisions
- address the differing needs of a diverse student population with professional competence, respect, and fairness

Additional Licensure Requirements

Candidates must pass the appropriate content area test(s), the teacher performance assessment (edTPA), and all required licensure tests in order to complete their program. Candidates are required to comply with all state requirements that are in place at the time of application for licensure. Consult the Division of Education for specific information.

Optional Additional Endorsement

A candidate may earn the Learning Behavior Specialist 1 (LBS1) endorsement (an addition to the teaching license) by completing ED 330, ED 352, ED 353, and ED 354, and passing the appropriate Illinois Licensure Testing System exam. Earning this additional endorsement may be a good investment of elective credit hours for interested candidates, since LBS1 is currently a teaching shortage area throughout the state of Illinois.

Code	Title	Hours
Required Courses for General Education		
BIO 103	Introductory Biology	4
ENG 111	Critical Thinking and Writing	3
HPW 180	Introduction to Health and Wellness	3
MA 117	Mathematics in the Modern World	3
POL 250	American Government	3
PS 110	Introduction to the Physical World	3
Major Courses		
ED 101	Introduction to Teaching	1
ED 103	Professional Skills for Teachers	1
ED 124	Historical and Philosophical Foundations of Education	3
ED 260X	Educational Psychology/Human Development	3
ED 309	Foundations of Teaching English as a Second Language	3
ED 310	General Teaching Methods	2
ED 311	General Teaching Methods Pre-Clinical Experience	1
ED 312	Literacy Methods for Emerging Readers	3
ED 322	Literacy Methods for Upper Elementary Grades	3
ED 330	Introduction to Special Education	3
ED 342	Methods of Teaching Science, Health, and Social Science ¹	3
ED 345	Methods of Teaching Mathematics	3
ED 356	Integrating Specials into the Elementary Curriculum	1
ED 350	Integrated Pre-Clinical Experience	2
ED 380	Diversity in Education	1
ED 381	Diversity Pre-clinical Experience	1
ED 401	Clinical Practice in the Elementary School	12
ED 421	Classroom Management	1

ED 422	Advanced Seminar in Education	2
ED 430	Educational Research and Assessment	2
Required Supporting Courses		
GEO 100	World Geography	3
MA 120	College Algebra and Trigonometry	4
HI 121	United States History Through the Civil War	3
or HI 122	United States History Since the Civil War	
Choose one		
BUS 103	Introduction to Economics ()	3
or BUS 207	Microeconomics	
Total Hours		64

¹ All candidates must pass a competency test in Illinois history or meet the competency requirement through transfer of an appropriate course prior to taking ED 342.

In order to meet state licensure requirements, including broad content preparation in the multiple areas of elementary teaching, students must develop content knowledge in a range of subjects. The education department expects students to accomplish this through their general education courses, so does not specifically list these courses as major requirements. However, due to state licensure requirements, in order to be recommended by Trinity for licensure, all elementary education candidates will need to have studied (evidenced by transcript) the following areas:

- Academic writing, including research. Grammar and usage studied as needed. Fulfilled through ENG 111 in Trinity's general education core.
- Coursework that addresses at least three areas of the sciences (i.e., physical, life, and earth and space). Fulfilled through BIO 103 and PS 110 in Trinity's general education core.
- Coursework that addresses at least four areas of the social sciences (i.e. history, geography, civics and government, and economics). Fulfilled through HI 201 or HI 202, and POL 250 in Trinity's general education core, and education supporting course requirements GEO 100 and BUS 103 or BUS 207.
- Mathematics including college algebra. Fulfilled by MA 117 or waiver in Trinity's general education core, and education supporting course requirement MA 120.
- Health and well-being. Fulfilled through HPW 180 in Trinity's general education core.

Students who complete general education at Trinity will be advised to select the appropriate options when planning their general education courses. Transfer students should plan to include this content in their Associate of Arts program or anticipate taking courses as outlined above as supporting courses.

Middle Grades English Education

The Middle Grades English Education major prepares qualified candidates with the knowledge, skills, and dispositions to teach middle level students (grades 5 – 8), and to evidence Christian values in their personal and professional practice while respecting the exercise of individual moral decisions. Content preparation gives the student breadth for teaching the English language arts, including courses in reading/literature, writing, and speaking. The required professional education courses prepare the candidate to be successful in the classroom. Candidates who successfully complete the major are eligible to receive an Illinois Professional Educator License that is valid for teaching at the middle grades level (grades 5 – 8). Students who desire to teach at the high school level should major in English with secondary education licensure. Candidates who wish to be prepared to teach English in all secondary grades (e.g. middle school and high school) should complete the English with secondary education licensure major.

Important note: Students may not double major in English with Secondary Education Licensure and Middle Grades English Education. The majors are too similar to constitute a double major.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Middle Grades English Education* will:

- display thorough content knowledge to teach in their respective fields
- be able to plan, deliver and assess effective instructional experiences that align with learning standards, educational theory, and knowledge of student development
- exhibit appropriate professional dispositions that reflect the personal, professional, and practical components of teaching
- evidence Christian values in their personal and professional practice, while respecting the exercise of individual moral decisions
- address the differing needs of a diverse student population with professional competence, respect, and fairness

Additional Licensure Requirements

Candidates must pass the appropriate content area test(s) and the teacher performance assessment (edTPA) in order to complete their program. Candidates are required to comply with all state requirements that are in place at the time of application for licensure. Consult the Division of Education for specific information.

Optional Additional Endorsement

A candidate may earn the Learning Behavior Specialist 1 (LBS1) endorsement (an addition to the teaching license) by completing ED 330, ED 352, ED 353, and ED 354, and passing the appropriate Illinois Licensure Testing System exam. Earning this additional endorsement may be a good investment of elective credit hours for interested candidates, since LBS1 is currently a teaching shortage area throughout the state of Illinois.

Code	Title	Hours
Professional Education Courses		
ED 101	Introduction to Teaching	1
ED 103	Professional Skills for Teachers	1
ED 124	Historical and Philosophical Foundations of Education	3
ED 260X	Educational Psychology/Human Development	3
ED 306	Reading and Writing Across the Curriculum	3
ED 310	General Teaching Methods	2
ED 311	General Teaching Methods Pre-Clinical Experience	1
ED 330	Introduction to Special Education	3
ED 362	Teaching English in Secondary School	3
ED 368	Secondary Methods Pre-clinical Experience	2
ED 380	Diversity in Education	1
ED 381	Diversity Pre-clinical Experience	1
ED 430	Educational Research and Assessment	2
ED 413	Clinical Practice in the Secondary School	12
ED 421	Classroom Management	1
ED 422	Advanced Seminar in Education	2
PSY 337	Psychology of Adolescence	3
Required English Language Arts Courses		
ENG 111	Critical Thinking and Writing	3
ENG 222	Studies in Fiction	3
ENG 220	Studies in Poetry	3

or ENG 224	Studies in Drama	
COM 112	Speech	3
ENG 360	Adolescent Literature	3
ENG 336	Creative Writing	3
2 upper division ENG courses ¹		6
Total Hours		68

¹ Student responsible to note prerequisites (e.g. If a student selects ENG 310, the genre prerequisite is ENG 220. A student without the correct prerequisite may appeal for admission to the course, which will be considered case-by-case.)

Middle Grades Mathematics Education Major

The Middle Grades Mathematics Education major prepares qualified candidates with the knowledge, skills, and dispositions to teach middle level students (grades 5 – 8), and to evidence Christian values in their personal and professional practice while respecting the exercise of individual moral decisions. Content preparation gives the student breadth for teaching middle school mathematics. The required professional education courses prepare the candidate to be successful in the classroom. Candidates who successfully complete the major are eligible to receive an Illinois Professional Educator License that is valid for teaching at the middle grades level (grades 5 – 8). Students who desire to teach at the high school level should major in Mathematics with Secondary Education Licensure. Candidates who wish to be prepared to teach mathematics in all secondary grades (e.g. middle school and high school) should complete the Mathematics with Secondary Educational Licensure major and take content area tests for both high school and middle grades mathematics.

Important note: Students may not double major in Mathematics with Secondary Education Licensure and Middle Grades Mathematics Education. The middle grades major is a subset of the Mathematics with Secondary Education Licensure major.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Middle Grades Mathematics Education* will:

- display thorough knowledge to teach in their respective fields
- be able to plan, deliver and assess effective instructional experiences that align with learning standards, educational theory, and knowledge of student development
- exhibit appropriate professional dispositions that reflect the personal, professional, and practical components of teaching
- evidence Christian values in their personal and professional practice, while respecting the exercise of individual moral decisions.
- address the differing needs of a diverse student population with professional competence, respect and fairness.

Additional Licensure Requirements

Candidates must pass the appropriate content area test(s) and the teacher performance assessment (edTPA) in order to complete their program. Candidates are required to comply with all state requirements that are in place at the time of application for licensure. Consult the Division of Education for specific information.

Optional Additional Endorsement

A candidate may earn the Learning Behavior Specialist 1 (LBS1) endorsement (an addition to the teaching license) by completing ED 330, ED 352, ED 353, and ED 354, and passing the appropriate Illinois Licensure Testing System exam. Earning this additional endorsement may be a good investment of elective credit hours for interested candidates, since LBS1 is currently a teaching shortage area throughout the state of Illinois.

Code	Title	Hours
Professional Education Courses		
ED 101	Introduction to Teaching	1
ED 103	Professional Skills for Teachers	1
ED 124	Historical and Philosophical Foundations of Education	3
ED 260X	Educational Psychology/Human Development	3
ED 306	Reading and Writing Across the Curriculum	3
ED 310	General Teaching Methods	2
ED 311	General Teaching Methods Pre-Clinical Experience	1
ED 330	Introduction to Special Education	3
ED 364	Teaching Mathematics in the Secondary School	3
ED 368	Secondary Methods Pre-clinical Experience	2
ED 380	Diversity in Education	1
ED 381	Diversity Pre-clinical Experience	1
ED 413	Clinical Practice in the Secondary School	12
ED 421	Classroom Management	1
ED 422	Advanced Seminar in Education	2
ED 430	Educational Research and Assessment	2
PSY 337	Psychology of Adolescence	3
Required Mathematics Courses		
MA 121	Calculus and Analytic Geometry I	4
MA 122	Calculus and Analytic Geometry II	4

MA 285X	Statistics	4
or MA 321	Mathematical Statistics I	
MA 340	History of Mathematics	4
MA 412	Geometry	3
MA 420	Number Theory	3
CS 120	Computer Programming I	3
Total Hours		69

Middle Grades Social Science Education

The Middle Grades Social Science Education major prepares qualified candidates with the knowledge, skills, and dispositions to teach middle level students (grades 5 – 8), and to evidence Christian values in their personal and professional practice while respecting the exercise of individual moral decisions. Content preparation gives the student breadth for teaching history and the social sciences, including courses in history, government, economics, and geography. The required professional education courses prepare the candidate to be successful in the classroom. Candidates who successfully complete the major are eligible to receive an Illinois Professional Educator License that is valid for teaching at the middle grades level (grades 5 – 8). Students who desire to teach at the high school level should major in History/Social Science with secondary education licensure. Candidates who wish to be prepared to teach history in all secondary grades (e.g. middle school and high school) should complete the History/Social Science with secondary education licensure major.

Important note: Students may not double major in History/Social Science with Secondary Education Licensure and Middle Grades Social Studies Education. The majors are too similar to constitute a double major.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Middle Grades Science Education* will:

- display thorough content knowledge to teach in their respective fields
- be able to plan, deliver and assess effective instructional experiences that align with learning standards, educational theory, and knowledge of student development
- exhibit appropriate professional dispositions that reflect the personal, professional, and practical components of teaching
- evidence Christian values in their personal and professional practice, while respecting the exercise of individual moral decisions
- address the differing needs of a diverse student population with professional competence, respect, and fairness

Additional Licensure Requirements

Candidates must pass the appropriate content area test(s) and the teacher performance assessment (edTPA) in order to complete their program. Candidates are required to comply with all state requirements that are in place at the time of application for licensure. Consult the Division of Education for specific information.

Optional Additional Endorsement

A candidate may earn the Learning Behavior Specialist 1 (LBS1) endorsement (an addition to the teaching license) by completing ED 330, ED 352, ED 353, and ED 354, and passing the appropriate Illinois Licensure Testing System exam. Earning this additional endorsement may be a good investment of elective credit hours for interested candidates, since LBS1 is currently a teaching shortage area throughout the state of Illinois.

Code	Title	Hours
Professional Education Courses		
ED 101	Introduction to Teaching	1
ED 103	Professional Skills for Teachers	1
ED 124	Historical and Philosophical Foundations of Education	3
ED 260X	Educational Psychology/Human Development	3
ED 306	Reading and Writing Across the Curriculum	3
ED 310	General Teaching Methods	2
ED 311	General Teaching Methods Pre-Clinical Experience	1
ED 330	Introduction to Special Education	3
ED 363	Teaching History Secondary School	3
ED 368	Secondary Methods Pre-clinical Experience	2
ED 380	Diversity in Education	1
ED 381	Diversity Pre-clinical Experience	1
ED 413	Clinical Practice in the Secondary School	12
ED 421	Classroom Management	1
ED 422	Advanced Seminar in Education	2
ED 430	Educational Research and Assessment	2
PSY 337	Psychology of Adolescence	3
Required History/Social Science Courses		
HI 105	Understanding History	3
HI 121	United States History Through the Civil War	3

HI 122	United States History Since the Civil War	3
HI 201	World Civilizations to 1600	3
HI 202	World Civilizations Since 1600	3
HI upper division elective		3
BUS 103 or BUS 208	Introduction to Economics Macroeconomics	3
GEO 100	World Geography	3
POL 250	American Government	3
Total Hours		71

English

Overview

The goal of the English Department is to educate students to understand and critically analyze literary art as a human form of discovering and communicating meaning by providing majors exposure to significant and diverse texts from the history of English literature as well as practice and skills in academic, media, and creative writing in order to produce well-rounded and skilled readers and writers. English literature equips students to be critical participants in business and imaginative contributors to culture. By training students in critical reading and skillful writing, we prepare them for a wide range of career paths, as companies are increasingly coming to value abilities to think creatively, to solve complex problems, and to write clearly and effectively.

Majors

- English Major (p. 185)
- English/Communication Major (p. 186)
- English with Secondary Education License (p. 188)
- Middle Grades English Education Major (p. 176)

Courses

ENG 111 Critical Thinking and Writing - 3 Hours

Intensive practice in academic writing, with emphasis on the writing process leading to writing effective arguments. Students will enhance skills in idea development and in the effective organization and expression of ideas. A major paper including research and documentation of sources is required. Grammar and usage may be included as needed. Prerequisite for Deerfield traditional undergraduate: ACT English score of 19 or more or SAT verbal score of 450 or more or successful completion of PCS 108. Prerequisite for online and Excel adult undergraduate: appropriate scoring on writing placement test or PCS 108. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

ENG 115 Writing and Research - 3 Hours

A second level writing course that further develops writing and critical thinking skills. Emphasizes tools and logic of information access, documentation style, and critical use of source material. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

ENG 210X Business Communication - 3 Hours

This course covers the fundamentals of both written and oral communication in the contemporary marketplace. It includes theory while emphasizing practical and varied applications simulating a broad range of professional and organizational situations. Particular attention is paid to persuasive writing, oral presentations, collaboration, and the appropriate use of technology. Prerequisite: ENG 111 or equivalent. Cross-listed with COM 210X. Delivery mode: Deerfield traditional undergraduate, online.

ENG 214 Drama Production - 2 Hours

Participation in a play on campus. The course may be repeated for credit. Consent of instructor required. Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate. Note: A total of only 4 hours of drama productions count toward the 124 hours required for graduation.

ENG 220 Studies in Poetry - 3 Hours

Basic methods of reading and analyzing poetry: study of forms, techniques, and modern critical approaches. Includes poetry from traditional Western and global authors. Prerequisite: ENG 111 or equivalent. Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ENG 222 Studies in Fiction - 3 Hours

Basic methods of reading and analyzing fiction: study of forms, techniques and modern critical approaches. Includes fiction by traditional Western and global authors. Prerequisite: ENG 111 or equivalent. Offered each year for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

ENG 224 Studies in Drama - 3 Hours

Basic methods of reading and analyzing drama: study of forms, techniques and modern critical approaches. Includes drama of traditional Western and global authors. Prerequisite: ENG 111 or equivalent. Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ENG 230 Survey of Contemporary Critical Theory - 3 Hours

Surveys theories and methods of interpretation dominant in English and related fields from antiquity to the present. Emphasizes tensions and continuities between traditional and current critical practices. Delivery mode: Deerfield traditional undergraduate.

ENG 235 Children's Literature - 3 Hours

A survey and critical study by genre of literature for children. Integrates culturally diverse literature. Prerequisite: ENG 111. Does not fulfill a humanities general education requirement or an English major requirement. Offered fall semester, even years, for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

ENG 240X Writing for the Media I - 3 Hours

Introduction to newswriting and reporting, copy editing and newspaper production. Some focus on interpreting news. Newspaper subscription required. Prerequisite: ENG 111 or equivalent. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with COM 240X. Delivery mode: Deerfield traditional undergraduate.

ENG 241X Pre-Practicum - 1-2 Hours

Practical media experience with student publications. May be repeated once for credit. Prerequisite: ENG 240X and consent of instructor. Offered each semester for Deerfield traditional undergraduate. Cross-listed with COM 241X. Delivery mode: Deerfield traditional undergraduate.

ENG 250 Topics in English - 1-3 Hours

Selected topics in English. Course may be repeated with different topic. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ENG 260 Christianity and Modern Literature - 3 Hours

A course exploring attempts to integrate and redefine faith in modern literature. Emphasis will be on broadly biblical themes in modern fiction, but poetry, drama, and essays will also be included. Authors such as the following will be represented: Solzhenitsyn, C. S. Lewis, T. S. Eliot, Buechner, Potok, Baldwin, Dillard, Robert Penn Warren, Luci Shaw, and August Wilson. Prerequisite: ENG 111 or equivalent. Delivery mode: Deerfield traditional undergraduate.

ENG 302 Classical Literature - 3 Hours

A study of selected major works of the classical Greek and Roman age, including Sophocles, Homer, Aeschylus, Virgil, and Plautus. Prerequisite: ENG 220 or ENG 224. Delivery mode: Deerfield traditional undergraduate.

ENG 304 Studies in Film - 3 Hours

Basic introduction to film studies, including cinematic elements and film history (primarily American but including foreign). Required weekly film screenings and reporting. Major paper required. Prerequisite: ENG 111 or equivalent and/or the permission of the instructor. Delivery mode: Deerfield traditional undergraduate.

ENG 305 Argumentation and Persuasive Speaking - 3 Hours

This course is designed for students who wish to improve their ability to structure analytical arguments and communicate persuasively. Students will examine major theories of argumentation and persuasion as related to oral communication in cultural, political, organizational, and interpersonal settings. Special attention is given to audience analysis, message structure, and effective delivery of student's speeches, as well as practical analysis of rhetorical discourse in popular culture. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

ENG 306 Renaissance Literature - 3 Hours

Study of major authors, including Spenser, Milton, Donne, Herbert, and the English sonneteers. Prerequisites: ENG 220 or ENG 222, and ENG 224. Delivery mode: Deerfield traditional undergraduate.

ENG 308 Nineteenth-Century Women Authors - 3 Hours

This course is an introduction to nineteenth-century literature written by women. It explores the ways women writers construct gender and identity, portray women's roles in culture and society, and develop their own creative expression. Since women writers of the nineteenth century are a diverse group, the authors studied in this course represent a variety of class, regional, racial, ethnic, and religious identities. This course also analyzes how women writers shape, challenge, or support our own worldviews. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

ENG 310 Romantic Literature - 3 Hours

Studies of major romantic poets: traces from the 18th-century roots the evolution of romanticism as a worldview. Prerequisite: ENG 220. Delivery mode: Deerfield traditional undergraduate.

ENG 315 Modern British Literature - 3 Hours

Study of major British authors traces from nineteenth-century roots the evolution of modernism as a worldview. Prerequisite: ENG 220 Studies in Poetry.

ENG 316 Modern European Literature - 3 Hours

Study of works from major European authors, including such writers as Camus, Greene, Beckett, Isben, Kafka, Mauriac, Solzhenitsyn. Prerequisite: ENG 220, ENG 222, or ENG 224. Delivery mode: Deerfield traditional undergraduate.

ENG 317 Russian Literature - 3 Hours

Study of the tradition of Russian Literature and its concerns with topics such as culture, national identity, political reform, and the salvation of the soul. Authors may include Dostoevsky, Tolstoy, Solzhenitsyn, Pasternak, Bulgakov, Akhmatova, and Tsvetaeva. Prerequisite: ENG 220, ENG 222, ENG 224. Delivery mode: Deerfield traditional undergraduate.

ENG 318 American Literature I: Puritanism Through Transcendentalism - 3 Hours

American cultural and intellectual history as reflected in such authors as Jonathan Edwards, John Woolman, Emerson, Thoreau, Poe, Hawthorne, Melville. Prerequisite: ENG 220 or ENG 222. Delivery mode: Deerfield traditional undergraduate.

ENG 320 American Literature II: Civil War Through Depression - 3 Hours

Continuation of ENG 318. Authors studied may include Whitman, Dickinson, Twain, Dreiser, F. Scott Fitzgerald, T. S. Eliot, Anderson, Hurston, and Flannery O'Connor. Prerequisite: ENG 220 or ENG 222. Delivery mode: Deerfield traditional undergraduate.

ENG 336 Creative Writing - 3 Hours

In-depth study of fiction writing techniques and extensive writing practice. The course may include components of poetry and/or drama writing at the discretion of the professor. Prerequisites: ENG 111 and ENG 220 or ENG 222 or ENG 224 and permission of the instructor. Delivery mode: Deerfield traditional undergraduate.

ENG 340X Writing for the Media II - 3 Hours

Continuation of ENG 240X and focuses on study and practice in interviewing, feature and broadcast writing, and an introduction to investigative reporting. May include a public relations focus. Prerequisite COM 240X. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with COM 340X. Delivery mode: Deerfield traditional undergraduate.

ENG 345 Internship - 1-4 Hours

Practical field experience, preferably off-campus, of at least 43 hours of supervised work including a strong writing component in an approved area of the communication field as established by the department. Does not satisfy the professional experience requirement for the English/Communication major. Prerequisite: ENG 240X and at least one hour of ENG 241X (1 - 4 hours) Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ENG 350 Topics in Literature - 1-3 Hours**ENG 355 Literature and Ideas - 3 Hours**

Practical field experience, preferably off-campus, of at least 43 hours of supervised work including a strong writing component in an approved area of the communication field as established by the department. Does not satisfy the professional experience requirement for the English/Communication major. Prerequisite: ENG 240X and at least one hour of ENG 241X (1 - 4 hours) Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ENG 360 Adolescent Literature - 3 Hours

A survey and critical study by genre of literature for adolescents. Integrates culturally diverse literature. This course does not fulfill a humanities general education requirement or an English major requirement, except English secondary education and Middle Grades English Education majors. Prerequisite: ENG 111. Offered fall semesters, odd years. Delivery mode: Deerfield traditional undergraduate.

ENG 400 Writing Fiction - 3 Hours

Analysis and practice of fiction writing techniques that culminates in the development of a portfolio of short stories. Classes follow a workshop format. Does not satisfy College Writing requirement. Offered on demand. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

ENG 406 Shakespeare - 3 Hours

In-depth study of major histories, comedies, and tragedies, plus sonnets, with special attention given to dramatic interpretation and criticism. Prerequisite: ENG 306. Delivery mode: Deerfield traditional undergraduate.

ENG 414 History and Structure of the English Language - 3 Hours

Examination of origins and development of English; principles of word origin and change. Emphasis on language as reflection of human condition. Delivery mode: Deerfield traditional undergraduate.

ENG 420 Capstone Seminar in the British Novel - 3 Hours

Study of important British novels from the 18th to the 20th century. Strong emphasis is placed on cultural and historical context and on seminal developments in fictional technique. Students will study and research the critical literature on a single text extensively and develop, over the course of the semester, a senior paper supporting an argument. Ethical perspectives on doing and presenting research in the scholarly community are included. Prerequisite: ENG 222. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the English, English/Communication, and English with Secondary Licensure majors. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ENG 440X Topics in Media Studies - 3 Hours

Study of topics such as international communication, applied ethics, political communication, and newspaper or magazine design and layout theory. Parallels continued development of media writing skills to professional level in preparation for COM 445 (internship). Prerequisite: ENG 340X. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with COM 440X. Delivery mode: Deerfield traditional undergraduate.

ENG 441X Practicum - 1-2 Hours

Advanced experience with student publications. May be repeated once for credit. Prerequisites: ENG 241X and permission of instructor required. Offered each semester for Deerfield traditional undergraduate. Cross-listed with COM 440X. Delivery mode: Deerfield traditional undergraduate.

ENG 444 Professional Experience - 1-4 Hours

An individually tailored experience such as library or academic assistant, using the skills developed in the major. Students wishing to pursue professional writing internships will need to fulfill prerequisites as approved by the department. Satisfies the professional experience requirement for English majors. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ENG 445 Capstone Internship - 3 Hours

Practical off-campus field experience (of at least 135 hours of supervised work) including a strong writing component in an approved area of the communication field as established by the department. Satisfies the professional experience requirement for the English/Communication major. Prerequisites: ENG 240X, ENG 340, ENG 440, and required practicums (3 hours). Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ENG 450 Independent Study - 1-4 Hours

To include a semester of optional senior honors thesis, bibliography and research, sophisticated in-depth study of student's choice. Limited to juniors and seniors. Prerequisite: Permission of instructor. Delivery mode: Deerfield traditional undergraduate.

English Major

The English major is designed to prepare students for graduate work in English, law, library science, and careers requiring strong background in the liberal arts. The major provides a general focus with opportunity to select courses reflecting particular student interests.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *English* will be able to:

- describe formal features of the genres of poetry, fiction, and drama
- demonstrate thematic and historical knowledge of Anglophone literature
- adequately research a critical problem and document their sources
- accurately describe the work of literary scholars, apply their methods, and reflect on these methods in the light of Christian theology
- craft scholarly arguments, i.e., support a main claim with evidence, including analysis, and with respect to a larger context or conversation
- demonstrate rhetorical and academic learning through critical self-reflection

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

Required Courses

Code	Title	Hours
Genre Courses		
ENG 220	Studies in Poetry	3
ENG 222	Studies in Fiction	3
ENG 224	Studies in Drama	3
Required Period Courses		
ENG 306	Renaissance Literature	3
ENG 310	Romantic Literature	3
Period and Author Courses		
Select one of the American literature courses, plus 12 additional hours		15
ENG 302	Classical Literature	
ENG 315	Modern British Literature	
ENG 317	Russian Literature	
ENG 318	American Literature I: Puritanism Through Transcendentalism	
ENG 320	American Literature II: Civil War Through Depression	
ENG 350	Topics in Literature	
ENG 406	Shakespeare	
Theory Course		
This course may replace a Period and Author Course		
ENG 230	Survey of Contemporary Critical Theory	
Advanced Major Course		
ENG 420	Capstone Seminar in the British Novel	3
Skill Course		
Select two of the following:		6
ENG 210X	Business Communication	
ENG 240X	Writing for the Media I	
ENG 336	Creative Writing	
Professional Experience		
ENG 444	Professional Experience (Theory Course) ¹	1-4
Total Hours		40-43

¹ 1 hrs minimum

English/Communication Major

The English/Communication major is designed to educate students in a dual writing/literature track, in the context of the broad liberal arts, for careers in media (including public relations), law, library science, and government. Students are prepared for graduate work in communication and, with additional literature courses, are also prepared for graduate work in English.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *English/Communication* will be able to:

- describe formal features of the genres of poetry, fiction, and drama
- demonstrate thematic and historical knowledge of Anglophone literature
- adequately research a critical problem and document their sources
- accurately describe the work of literary scholars, apply their methods, and reflect on these methods in the light of Christian theology
- craft scholarly arguments, i.e., support the main claim with evidence, including analysis, and with respect to a larger context or conversation
- demonstrate rhetorical and academic learning through critical self-reflection

Requirements total 54 hours. This includes 45 hours of English courses and 9 hours of related courses. Nine hours required in the major meet general education requirements.

Required Courses

Code	Title	Hours
Genre Courses		
ENG 220	Studies in Poetry	3
ENG 222	Studies in Fiction	3
Core Communication Courses		
COM 120	Introduction to Communication	3
ENG 240X	Writing for the Media I	3
ENG 340X	Writing for the Media II	3
ENG 440X	Topics in Media Studies	3
Practical Courses		
ENG 445	Capstone Internship	3
GPH 105	Foundational Design Software	3
Select 3 hours from the following (with instructor's guidance and consent):		3
ENG 241X	Pre-Practicum	
ENG 441X	Practicum	
Skill Course		
Select one of the following:		3
COM 112	Speech	
ENG 210X	Business Communication	
ENG 336	Creative Writing	
Period Courses		
ENG 306	Renaissance Literature	3
ENG 310	Romantic Literature	3
Period and Author Courses		
Select two of the following:		6
ENG 302	Classical Literature	
ENG 315	Modern British Literature	
ENG 317	Russian Literature	
ENG 318	American Literature I: Puritanism Through Transcendentalism	
ENG 320	American Literature II: Civil War Through Depression	
ENG 350	Topics in Literature	
ENG 406	Shakespeare	

Theory Course

This course may replace a Period and Author Course

ENG 230	Survey of Contemporary Critical Theory	
Advanced Course		
ENG 420	Capstone Seminar in the British Novel	3
Related Courses		9
COM 204	Mass Communication	
POL 250	American Government	
Choose the remaining 3 hours from the Period and Author Courses, or an appropriate Upper Division Communication or Graphic Design course, in consultation with an advisor and consent of the professor of record, if needed.		
Optional Internship		
ENG 345	Internship	
Total Hours		54

English with Secondary Education Licensure

The English with Secondary Education Licensure major prepares qualified candidates with the knowledge, skills, and dispositions to teach secondary students, and to evidence Christian values in their personal and professional practice while respecting the exercise of individual moral decisions. The program provides an emphasis on language and literature. It enables students to communicate clearly and effectively and to develop skills in the interpretation and evaluation of literature. Candidates who successfully complete the major and pass required state licensure exams are eligible to receive an Illinois Professional Educator License for the high school grades 9-12. An endorsement for the middle grades (5 – 8) can be added by taking an additional course and passing a middle grades licensure exam.

Important note: Students may not double major in English with Secondary Education Licensure and Middle Grades English Education. The majors are too similar to constitute a double major.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *English with Secondary Education Licensure* will:

- display thorough content knowledge to teach in their respective fields
- be able to plan, deliver and assess effective instructional experiences that align with learning standards, educational theory, and knowledge of student development
- exhibit appropriate professional dispositions that reflect the personal, professional, and practical components of teaching
- evidence Christian values in their personal and professional practice, while respecting the exercise of individual moral decisions
- address the differing needs of a diverse student population with professional competence, respect, and fairness

Additional Licensure Requirements

Candidates must pass the appropriate content area test(s), the teacher performance assessment (edTPA), and all required licensure tests in order to complete their program. Candidates are required to comply with all state requirements that are in place at the time of application for licensure. Consult the Division of Education for specific information.

Optional Additional Endorsement

A candidate may earn the Learning Behavior Specialist 1 (LBS1) endorsement (an addition to the teaching license) by completing ED 330, ED 352, ED 353, and ED 354, and passing the appropriate Illinois Licensure Testing System exam. Earning this additional endorsement may be a good investment of elective credit hours for interested candidates, since LBS1 is currently a teaching shortage area throughout the state of Illinois.

Requirements total 86 hours. This includes 39 hours of English courses and 47 hours of professional education and required supporting courses.

Required English Courses

Code	Title	Hours
Required Courses for General Education		
ENG 111	Critical Thinking and Writing	
ENG 220	Studies in Poetry	
Genre Courses		
ENG 222	Studies in Fiction	3
ENG 224	Studies in Drama	3
Skill Courses		
ENG 336	Creative Writing	3
COM 112	Speech	3
ENG 210X or ENG 240X	Business Communication Writing for the Media I	3
Period Courses		
ENG 306	Renaissance Literature	3
ENG 310	Romantic Literature	3
Period and Author Courses		
Choose one of the American literature courses, plus 9 additional hours.		12
ENG 302	Classical Literature	
ENG 315	Modern British Literature	
ENG 317	Russian Literature	
ENG 318	American Literature I: Puritanism Through Transcendentalism	

ENG 320	American Literature II: Civil War Through Depression	
ENG 350	Topics in Literature	
ENG 406	Shakespeare	
Discipline Specific Literature		
ENG 360	Adolescent Literature	3
Advanced Major Course		
ENG 420	Capstone Seminar in the British Novel	3
Professional Education Courses		
ED 101	Introduction to Teaching	1
ED 103	Professional Skills for Teachers	1
ED 124	Historical and Philosophical Foundations of Education	3
ED 260X	Educational Psychology/Human Development	3
ED 306	Reading and Writing Across the Curriculum	3
ED 309	Foundations of Teaching English as a Second Language	3
ED 310	General Teaching Methods	2
ED 311	General Teaching Methods Pre-Clinical Experience	1
ED 330	Introduction to Special Education	3
ED 362	Teaching English in Secondary School	3
ED 368	Secondary Methods Pre-clinical Experience	2
ED 380	Diversity in Education	1
ED 381	Diversity Pre-clinical Experience	1
ED 413	Clinical Practice in the Secondary School	12
ED 421	Classroom Management	1
ED 422	Advanced Seminar in Education	2
ED 430	Educational Research and Assessment	2
PSY 337	Psychology of Adolescence	3
Total Hours		86

Health Sciences

The Health Sciences Department helps students master theoretical and practical aspects of the sciences in preparation for careers and graduate studies in healthcare or sport and wellness. Organizational, communication, interpersonal, leadership, and technical skills are emphasized within a liberal arts framework. Health Sciences students are challenged to integrate faith, knowledge, and compassion in an interprofessional approach to either understanding and treating medical conditions or assisting others to maintain healthy, physically active bodies. The goal is to prepare graduates for the many opportunities they will encounter as they minister to the spiritual, psychological, and physical needs of their patients or clients that accompany the pursuit of health and wellness.

Majors

- Exercise Science Major (p. 195)
 - Pre-Athletic Training Emphasis
 - Pre-Occupational Therapy Emphasis
 - Pre-Physical Therapy Emphasis
 - Kinesiology Emphasis
- Pre-Nursing Program (p. 198)
- Sport & Wellness Management (p. 199)
 - Sport Management Emphasis
 - Health and Wellness Emphasis

Minors

- Coaching (p. 201)
- Fitness Specialist (p. 202)

Courses

HS 161 Medical Terminology - 1 Hour

The course includes a study of terms relating to medical technology and practice, health sciences fields, and ancillary hospital services, including abbreviations, spelling, and pronunciation. Some individual computer work required. Offered fall semester Quad A for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 162 Introduction to Interprofessional Health Sciences - 1 Hour

This course serves as an introduction to the allied health care disciplines of Athletic Training, Exercise Science, Nursing, Occupational Therapy, Physical Therapy, and Physician Assistant, including the education prerequisite, curriculum, credentialing, licensing, and work conditions. Emphasis on students learning with, from, and about other professionals to enable effective collaboration among professionals to improve health outcomes. Emphasis on planning and securing discipline specific clinical experiences during the student's undergraduate experience. Offered fall semester Quad B for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 165 Responding to Emergencies and Sport Safety Training - 3 Hours

Collegiate-level American Red Cross course that certifies participants in Community CPR, RTE First Aid, and Sport Safety Training. Includes the importance of a safe and healthy lifestyle, basic prevention and care of acute trauma injuries, sudden and chronic illnesses. Laboratory skills, practicum, and observation are included. Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 168 Prevention and Care of Athletic Injury - 3 Hours

A lecture/laboratory approach providing foundation for pursuing a career in athletic training. A systematic approach to conditioning principles, emergency preparation, protective taping/wrapping skills, injury mechanism, resulting pathology, and care of injuries by participation of the physically active in sport/recreation. Policy, procedures, and observation of the athletic training room are included. Prerequisites: HS 161 and current American Red Cross Community First Aid and CPR certification (or acceptable equivalent), HS 162, or consent of instructor. Laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 201 Physiology of Exercise - 3 Hours

A systematic approach to the study of the function of the human body during physical activity and recovery. Emphasis is placed on how the physiology of the sedentary body responds and adapts to both acute and chronic workloads. The application of these principles to exercise prescription for the achievement of optimal fitness and athletic performance will be applied. Laboratory is included. Prerequisites: BIO 140 or BIO 340-341 and current Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 202 Nutrition - 3 Hours

Effects of nutrition on performance and health emphasizing various methods of nutritional analysis, effects of current dietary practices, basic behavior modification techniques, nutritional needs of competitive and special populations, ergogenic aids and referral resources. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 211 Guided Field Experience and Skills Assessment I - 0-2 Hours

The first course in a series of two practicum courses designed to provide the Level II athletic training student with guided instruction, supervision and assessment of the Athletic Training Education Competencies, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 168 or consent of Program Director. Offered fall semester for Deerfield traditional undergraduate. Laboratory fee. Delivery mode: Deerfield traditional undergraduate.

HS 212 Guided Field Experience and Skills Assessment II - 0-2 Hours

The second course in a series of four practicum courses designed to provide the athletic training student with guided instruction, supervision and assessment of the Athletic Training Education Competencies, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 211 or consent of the Program Director. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 251 Kinesiology - 3 Hours

The purpose of this course is to study the human body from both the functional anatomy and biochemical perspectives. It will discuss the anatomical components of human movement, including bones, joints, nerves, and muscles, and move into the basic analysis of human motion through the use of biomechanical principles. An application of proper technique, with an emphasis of proper analysis and training techniques for movement effectiveness, efficiency, and injury prevention will introduce students to the kinesiology analysis method of movement, analyzing a broad range of movements throughout the course of the semester. Prerequisites: BIO 140 or BIO 340. Offered Spring semester for Deerfield traditional undergraduate. Laboratory fee. Delivery mode: Deerfield traditional undergraduate.

HS 261 Advanced Techniques and Assessment of Athletic Injuries I - 2 Hours

The first semester of a sequenced lecture/laboratory course designed to assess injuries that are associated with athletic competition and the physically active. On-site and clinical assessment of injuries, proper referral, and an understanding of diagnostic equipment utilized in the medical field are included. Critical thinking in realistic scenarios is emphasized. Prerequisites: HS 168 and current American Red Cross Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 262 Advanced Techniques and Assessment of Athletic Injuries II - 2 Hours

The second semester of a sequenced lecture/laboratory course designed to assess injuries that are associated with athletic competition and the physically active. On-site and clinical assessment of injuries, proper referral, and an understanding of diagnostic equipment utilized in the medical field are included. Critical thinking in realistic scenarios is emphasized. Prerequisites: HS 168, HS 261, and current American Red Cross Community First Aid and CPR certification instructor (or acceptable equivalent) or consent of instructor. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 305 Health Science Applications - 1-4 Hours

In-depth instructional, teaching, or laboratory experience designed to enhance the student's expertise, critical thinking, laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of instructor. Instructor's consent by signature required. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 311 Guided Field Experience and Skills Assessment III - 0-2 Hours

The third course in a series of four practicum courses designed to provide the athletic training student with guided instruction, supervision and assessment of the Athletic Training Education Competencies, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 212 or consent of Program Director. Offered fall semester for Deerfield traditional undergraduate. Laboratory fee. Delivery mode: Deerfield traditional undergraduate.

HS 312 Guided Field Experience and Skills Assessment IV - 0-2 Hours

The fourth and final course in a series of four practicum courses designed to provide the athletic training student with guided instruction, supervision and assessment of the Athletic Training Education Competencies, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 311 or consent of the program director. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 350 Topics in Health Sciences - 3-4 Hours

Utilizing the current literature, this course examines an advanced topic in a field of health sciences. Prerequisites: BIO 111, CH 103 or CH 111-CH 112, or consent of the instructor. Course may be repeated with different topic. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 351 Biomechanics - 3 Hours

Theory and application of the interrelationships of the anatomical and mechanical principles governing human movement. Emphasis is placed on activities of sport and daily living. Laboratory is included. Prerequisites: HS 251, current Community First Aid and CPR certification (or acceptable equivalent), or consent of instructor. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 360 General Medical Conditions in the Physically Active - 3 Hours

The course covers the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer when appropriate the general medical conditions of athletes and other physically active individuals. Major areas of study include various body systems, common illnesses and ailments, and athletic implications for common medical conditions, such as diabetes, asthma, and weather-related illnesses. Prerequisite: HS 168. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 364 Rehabilitation and Therapeutic Exercise - 3 Hours

The course will examine the scientific basis for progression in rehabilitation and therapeutic exercise. Specific techniques for numerous anatomical and physiological dysfunction will be critiqued and applied. Designed in a lecture/laboratory setting for those pursuing a career in athletic training or other health sciences professions. Prerequisites: HS 168, current Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 365 Motor Learning and Lifespan Development - 3 Hours

A study of basic principles of motor learning and motor development as they relate to human voluntary movement across lifespan. This course is designed to provide theory and application related to the process of acquiring functional motor skills, the performance enhancement of learned or highly experienced motor skills, or the re-acquisition of skills that are difficult to perform or cannot be performed because of injury or disease. Additional emphasis on how to create and implement developmentally appropriate movement programs. Delivery mode: Deerfield traditional undergraduate.

HS 366 Therapeutic Modalities and Pharmacology - 3 Hours

A lecture/laboratory course designed to examine the theory and application of therapeutic modalities, as well as the field of pharmacology and ergogenic aids. The class will emphasize the development of critical thinking skills and application of scientific principles to the critique and use of products currently on the market. Prerequisites: HS 168, current Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 370 Introduction to Therapeutic Modalities and Rehabilitation - 3 Hours

A lecture/laboratory course designed to introduce the basic theory and application of therapeutic modalities and rehabilitation. Emphasis on tissue healing, functional progression, pain control, indications, contraindications, protocols, and the body's response to therapeutic agents and exercise. Prerequisites: HS 168 or consent of instructor. Laboratory fee. Delivery mode: Deerfield traditional undergraduate.

HS 380 Advanced Functional Anatomy - 3 Hours

This course provides an advanced study of the functional anatomy of the human body through the interrelationship of structure and function. An emphasis on how injury, illness, and disease impact the ability of the human body to perform activities of daily living. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 402 Sport Nutrition - 3 Hours

This course will examine the different physiological relationships between nutrition and exercise. Emphasis is placed on the body's metabolic response to a wide range of stresses that occur in different sports and activities, at different intensities, and within different environments. Macro and micronutrients and their respective roles in energy production and the development of improved athletic performance are discussed in detail. In addition, this course will study those methods of assessing an athlete's nutritional needs and status. Prerequisites: HS 201; HS 202. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 410 Health Sciences Seminar - 1 Hour

This course includes presentations and discussions of selected papers, topics of current interest in the field, senior research projects by students, and invited speakers. Starting in the student's second year in a Health Sciences major, this course must be taken each semester it is offered until graduation or changing of major. The student will audit all semesters except one. During the spring semester of the student's senior year, the course must be taken for credit and a senior presentation will be required. Prerequisite: major in the Health Sciences or consent of the instructor. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Athletic Training major. Offered every semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 446 Field Internship - 1-12 Hours

Professional internship experience in an applied field under the dual supervision of a Trinity College faculty member in the Division of Science Technology and Health and a practicing on-site professional. May be repeated for credit. Prerequisites: departmental approval and current Community First Aid and CPR certification (or acceptable equivalent). Satisfies the Professional Experience Requirement. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 450 Independent Study - 1-4 Hours

Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 454 Measurement, Research, Statistics and Technology - 3 Hours

A lecture/laboratory approach to the measurement techniques, instruments, research methodology, and technology used in the fields of human performance and wellness/health sciences. The course focuses on test selection/construction criteria, standardized tests, and techniques employed in the measurement of the cognitive, affective, and psychomotor domains. Common statistical models will be used to evaluate the measurement results and to apply them in the processes of exercise prescription and wellness counseling. Laboratory is included. Prerequisites: HPW 201X or HS 351X, and current Community First Aid and CPR certification (or acceptable equivalent). Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 455 Advanced Strength Training and Program Design - 3 Hours

This course explores the scientific foundations of strength training and conditioning and allows students to develop their skills in program development in applied physical training for specific performance populations. It prepares students for the Certified Strength and Conditioning Specialist (CSCS) exam. The CSCS credential identifies those individuals who have knowledge in scientific foundations of strength and conditioning as well as the skills to apply that knowledge in a practical format. Prerequisites: HS 351, current Community First Aid, and CPR certification (or acceptable equivalent), or consent of instructor. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 456 Administration - 3 Hours

A capstone course covering theories, procedures, and decision-making skills for management of various institutions and agencies in the fields of human performance and wellness/health sciences. Topics include organization, personnel, facilities and equipment, legal issues, budget and accounting, ethics, and meeting the needs of the consumer. Prerequisites: BIO 140 or BIO 340-341, HS 201X or consent of instructor. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 470 Undergraduate Research - 1-4 Hours

A course involving clinical, laboratory or library investigation of a research problem under faculty supervision. Course requirements include a literature survey, research, a written formal report, and oral presentation of results in either the Health Sciences (HS 410), Biology (BIO 410), or Chemistry (CH 410) Seminar courses. Prerequisites: HS 168 and at least one of the following: BIO 340-BIO 341, HS 261-HS 262. Instructor's consent required. May be repeated for credit. (A laboratory fee may be required, depending on the nature of the project.) Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

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

This course is a supervised experience in one or more professional environment(s) which demonstrates the student's ability to relate knowledge and skills developed in the major to practical tasks in the workplace or clinical setting. Open to majors in the Health Sciences department or by consent of instructor. Planning placement options with the instructor one semester prior to enrollment is required. Satisfies the Professional Experience Requirement. Prerequisites: HS 168, current Community First Aid, and CPR certification (or acceptable equivalent). Offered each semester for Deerfield traditional undergraduate. Laboratory fee. Delivery mode: Deerfield traditional undergraduate.

HS 490 Seminar in Interprofessional Health Sciences - 1 Hour

This course includes presentations and discussions of selected papers, topics of current interest in health sciences, student research projects, and invited guest speakers representing the variety of professions within the department. Emphasis on interprofessional practice, ethical decision-making processes, and preparation to enter the discipline specific workforce to enable effective collaboration and improve health outcomes. Prerequisite: major in the discipline or consent of the department chair. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Exercise Science major. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 102 Community First Aid and CPR - 1 Hour

Instruction and practice in the management of injuries and emergency medical procedures. Attention will be devoted to the entire process, including topics such as legal aspects, Emergency Medical System Personnel, equipment, supplies, prevention, and procedures. American Red Cross certification in Community First Aid and cardiopulmonary resuscitation for infants, children, and adults will be offered. Offered on demand for Deerfield traditional undergraduate. Additional fee. (See catalog policy under "Advanced Standing" regarding credit equivalency for military basic training.) Delivery mode: Deerfield traditional undergraduate.

HPW 180 Introduction to Health and Wellness - 3 Hours

The study of the quality of life involving dynamic interaction and interdependence among the individual's well being, mental, and emotional reactions, and the social complex in which the individual exists. Coursework includes theory of health, mental and emotional health, prevention and control of disease, nutrition, substance use and abuse, accident prevention and safety, community health, environmental health, and family life education. Includes laboratory and personal application experiences. Instructional fee for Deerfield traditional undergraduates. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

HPW 190 Foundations of Human Performance and Wellness - 3 Hours

A study of the social, biological, and psychological foundations of health and human performance, relative to the total fitness, sport, or wellness setting. Emphasizes historical, philosophical, cultural and ethical aspects of health and human performance. Becoming active at the local, state and national levels will be explored. A minimum of ten hours of field experience is required. This course is open to majors and minors in the Division of Science, Technology, and Health only or by consent of the instructor. Prerequisite: HPW 180 or consent of instructor. Offered spring semester odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

HPW 204 Functional Anatomy - 3 Hours

This course will cover the skeletal, muscular and nervous systems of the human body with emphasis on the relevance of anatomical structures to coordinated, efficient and injury free human motion. The structure, function and mechanical properties of these systems, as well as the biological tissues that compose them, will be examined. Special attention will be given to knowledge of muscles and their function and application with regard to exercise and sport performance. Prerequisite: BIO 140. Offered on demand. Delivery mode: Deerfield traditional undergraduate.

HPW 209 Water Safety Instruction - 1 Hour

American Red Cross certification course. The course is provided by a local park or school district with which Trinity has an agreement. The student pays a fee directly to the district. Transportation is not provided. Prerequisites: valid American Red Cross lifeguard training certification, current CPR certification, and First Aid certification. Additional fee. Held at an off-campus site. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 220 Practicum in Sport and Wellness Management - 3 Hours

Course designed to provide professional observation and experience in the area of Sport and Wellness Management. Assignments, project management opportunities, and skill applications are performed with dual guidance, supervision, and evaluation of a practicing on-site professional and a Human Performance and Wellness faculty member. Assignments, reports, and presentations are required at weekly meetings. The course may be taken three times with different assignments. First assignment is a required human performance laboratory practicum. Completion of this course with a "B" or better is required to pursue the Internship route. Open to Sport and Wellness Management majors or by consent of instructor. Prerequisites: HPW 180, HPW 190, HPW 201 or HPW 203, current Community First Aid and CPR certification (or acceptable equivalent), and departmental approval. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 221 Off-Season Camping Practicum - 1 Hour

On-site observations and experiences related to camp operations outside of the summer program, gaining perspective relating to a year-round operation. Prerequisites: Current Community First Aid and CPR certification (or acceptable equivalent). Additional fee. Delivery mode: Deerfield traditional undergraduate.

HPW 222 Individual and Dual Sports - 3 Hours

Theory, technique, and skills of coaching and teaching various sports of an individual or dual nature. Emphasis is placed on rules, etiquette, strategies, and the development of fundamental skills through instruction and practice. Instructional and motivational methods are applied and evaluated in a lab teaching situation. Open Sport and Wellness Management majors or by consent of instructor. Prerequisite: current Community First Aid and CPR certification (or acceptable equivalent). Offered on demand for Deerfield traditional undergraduate. Instructional fee. Delivery mode: Deerfield traditional undergraduate.

HPW 224 Team Sports - 3 Hours

Theory, technique, and skills of coaching and teaching various sports of a team nature. Emphasis is placed on rules, etiquette, strategies, and the development of fundamental skills through instruction and practice. Instructional and motivational methods are applied and evaluated in a lab teaching situation. Open to Sport and Wellness Management majors or by consent of instructor. Prerequisite: Current Community First Aid and CPR certification (or acceptable equivalent). Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 228X Sport and Wellness Psychology - 3 Hours

A study of the psychological and mental factors that influence and are influenced by participation and performance in sport, exercise, and physical activity, and the application of the knowledge gained through this study to everyday settings. Prerequisite: PSY 140 or ED 260. Cross listed with PSY 228X. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 250 Special Topics - 1-4 Hours

Selected topics in Human Performance and Wellness. May be repeated for credit with different topics. Prerequisite: HPW 190 or consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 320 Sports Operations - 3 Hours

This course provides a systems approach to facility management. The focus will include elements of design and development as it relates to facilities and special events. Trends in facility operations, scheduling, purchasing, equipment, maintenance, and evaluative techniques will be explored. It is designed to provide students with an overview of facility planning and design, operations and event management. Offered spring of even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 333 Adventure Education - 3 Hours

Theory, technique, skills, and risk management for leading and teaching adventure learning activities. Emphasis will be placed on the responsibility and efficient engagement of physical, environmental, and human resources. Limited to Human Performance and Wellness majors and Christian Ministries majors or by consent of instructor. Prerequisite: current Community First Aid and CPR certification (or acceptable equivalent). Additional fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 334 Management of Sport and Wellness - 3 Hours

Programming philosophy, theories, and principles for designing, conducting, and evaluating recreational programming for a variety of delivery systems including fitness, instructional, informal, camps, outdoor adventure, intramural, and extramural sport. Emphasis is placed on managing risk within the movement setting and leading for total personal development. Offered fall semester of odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 430 Sports Law and Ethics - 3 Hours

This course provides a foundation for general legal concepts and familiarizes students with those legal issues they are most likely to encounter as coaches and managers in the sports industry. Topics covered include tort law, negligence, acts and amendments, contracts, compliance with codes and regulations, and the influence of current state and federal legislation. The class will deal with how a biblical worldview defines and drives the choices faced in sport while examining lawsuits and case studies that have established current laws and regulations. Offered fall of even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 446 Field Internship - 1-12 Hours

Work experience in an applied field under the dual supervision of a Human Performance and Wellness faculty member and a practicing on-site professional. Prerequisites: senior status, completion of all preprofessional coursework, departmental approval, and current Community First Aid and CPR certification (or acceptable equivalent). Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 450 Independent Study - 1-4 Hours

Research and specialized studies designed to meet the needs of the individual student. Prerequisite: Consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 490 Seminar in Human Performance and Wellness - 1 Hour

A capstone course for the majors focusing on current issues and problems relating to ethics within the profession. Applications of theory, with practice, will be emphasized. Prerequisite: senior standing. This course fulfills the IDS 499X Integrative Thought Capstone requirements for students in the Sport and Wellness Management major. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 498 Professional Experience - 0-1 Hours

A supervised experience in one or more professional environment(s) which demonstrates the student's ability to relate knowledge and skills developed in the major to practical tasks in the workplace, graduate school, or professional school. Requires at least 45 clock hours of prepared, supervised, and evaluated experience which demonstrates practical application of major-related knowledge and skills. The professional experience must have prior approval by the department. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

Exercise Science Major

Exercise Science is the study of physiological and functional adaptations to movement. The Exercise Science Major is a science-oriented curriculum that prepares students for graduate study in exercise science/kinesiology, athletic training, physical therapy, and related health fields. In addition, graduates may pursue careers as strength and conditioning specialists, cardiac technicians, individual and group exercise prescription specialists, and home health-care workers. The program requires and recommends coursework in health sciences as well as anatomy, chemistry, physics, statistics, physiology, and psychology, culminating in a practical hands-on internship experience.

All Exercise Science majors complete a 46-hour of Exercise Science Core (required courses) in addition to choosing at least one area of emphasis: **Pre-Athletic Training, Pre-Occupational Therapy, Pre-Physical Therapy, and/or Kinesiology**. Eighteen hours of major requirements meet general education requirements.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Exercise Science* will be able to:

- demonstrate knowledge of the discipline
- evidence professional and personal development
- demonstrate interdisciplinary understanding
- evidence Christian faithfulness

Code	Title	Hours
Health Sciences Courses		
HS 161	Medical Terminology	1
HS 162	Introduction to Interprofessional Health Sciences	1
HS 165	Responding to Emergencies and Sport Safety Training	3
HS 168	Prevention and Care of Athletic Injury	3
HS 201	Physiology of Exercise	3
HS 202	Nutrition ¹	3
HS 251	Kinesiology	3
HS 454	Measurement, Research, Statistics and Technology	3
HS 490	Seminar in Interprofessional Health Sciences	1
Biology		
BIO 111	General Biology ¹	4
BIO 340	Human Anatomy and Physiology I	4
BIO 341	Human Anatomy and Physiology II	4
Math		
MA 285X	Statistics ¹	4
Bioethics		
BE 474X	Introduction to Bioethics	3
or BE 476X	Undergraduate Bioethics Institute	
Psychology		
PSY 140	Introduction to Psychology ¹	3
HPW 228X	Sport and Wellness Psychology	3
Total Hours		46

Pre-Athletic Training Emphasis

The Pre-Athletic Training Emphasis is designed to combine a solid theoretical science foundation with practical training needed to give students a competitive edge for continuing on to the graduate program in Athletic Training at TIU.

Code	Title	Hours
Pre-Athletic Training Emphasis		24-28
Select one option:		4-8
CH 103	Introduction to Chemistry	
OR General Chemistry I & II		
CH 111	General Chemistry I	

CH 112	General Chemistry II	
CH 203	Essentials of Organic Biochemistry	4
PHY 111	General Physics I	4
PHY 112	General Physics II	4
MA 121	Calculus and Analytic Geometry I	4
HS 351	Biomechanics	3
HS 480	Professional Rotation in Health Sciences ¹	1
or HS 5111	Athletic Training Clinical I	
Highly Recommended Athletic Training courses		
BIO 310	Microbiology	4
HS 365	Motor Learning and Lifespan Development	3
HS 370	Introduction to Therapeutic Modalities and Rehabilitation	3
HS 380	Advanced Functional Anatomy	3
Choose one:		3
PSY 310	Abnormal Psychology	
PSY 335	Child Development	
PSY 337	Psychology of Adolescence	
PSY 339	Adult Development	
Total Hours		64-72

Pre-Occupational Therapy Emphasis

The Pre-Occupational Therapy Emphasis is designed to combine a solid theoretical science foundation with the practical training needed to give students a competitive edge for acceptance to professional Occupational Therapy graduate programs.

Code	Title	Hours
Pre-Occupational Therapy Emphasis		
Select one option:		4-8
CH 103	Introduction to Chemistry	
OR General Chemistry I & II		
CH 111	General Chemistry I	
CH 112	General Chemistry II	
CH 203	Essentials of Organic Biochemistry	4
PHY 111	General Physics I	4
PHY 112	General Physics II	4
MA 121	Calculus and Analytic Geometry I	4
HS 480	Professional Rotation in Health Sciences	1-6
Choose one:		3
PSY 335	Child Development	
PSY 337	Psychology of Adolescence	
PSY 339	Adult Development	
Highly Recommended Pre-Occupational Therapy Courses		
BIO 310	Microbiology	
HS 365	Motor Learning and Lifespan Development	
HS 370	Introduction to Therapeutic Modalities and Rehabilitation	
PSY 310	Abnormal Psychology	

Pre-Physical Therapy Emphasis

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

Code	Title	Hours
Pre-Physical Therapy Emphasis		
CH 111	General Chemistry I ¹	4

CH 112	General Chemistry II	4
CH 203	Essentials of Organic Biochemistry	4
PHY 111	General Physics I	4
PHY 112	General Physics II	4
MA 121	Calculus and Analytic Geometry I	4
HS 480	Professional Rotation in Health Sciences	1-6
BIO 410	Biology Seminar	1
Choose one:		4
BIO 310	Microbiology	
BIO 320 & BIO 321	Immunology and Immunology Case Studies Laboratory	
BIO 430	Developmental Biology	
Highly Recommended Pre-Physical Therapy Courses		
HS 370	Introduction to Therapeutic Modalities and Rehabilitation	3
HS 365	Motor Learning and Lifespan Development	3
HS 351	Biomechanics	3
PSY 310	Abnormal Psychology	3
PSY 335	Child Development	3
PSY 337	Psychology of Adolescence	3
PSY 339	Adult Development	3

Kinesiology Emphasis

The Kinesiology Emphasis is designed to prepare students with the tools necessary to become experts in the field of strength and conditioning, whether working with athletes, in a health club, or conducting research.

Code	Title	Hours
Kinesiology Emphasis		24-28
Select one option:		4-8
CH 103	Introduction to Chemistry ¹	
OR General Chemistry I & II		
CH 111	General Chemistry I	
CH 112	General Chemistry II	
HPWA 104	Beginning Weight Training	1
HPWA 204	Advanced Weight Training	1
HPW 220	Practicum in Sport and Wellness Management	3
HS 351	Biomechanics	3
HS 446	Field Internship	9
HS 455	Advanced Strength Training and Program Design	3
Highly Recommended Kinesiology Courses		
CH 203	Essentials of Organic Biochemistry	4
HS 370	Introduction to Therapeutic Modalities and Rehabilitation	3
HS 380	Advanced Functional Anatomy	3
HS 402	Sport Nutrition	3

¹ Fulfills a general education requirement

Pre-Nursing Program

The pre-nursing program is a recommended two-year program for students transferring to a Bachelor of Science nursing program at another institution.

Requirements total 60 hours. This includes 30 hours of science and mathematics, 9 hours of social sciences, 9 hours of humanities, 9 hours of interdisciplinary and biblical studies, and 3 hours of supporting courses.

Code	Title	Hours
Science and Mathematics Courses		
BIO 111	General Biology	4
BIO 310	Microbiology	4
BIO 340	Human Anatomy and Physiology I	4
BIO 341	Human Anatomy and Physiology II	4
BE 474X or BE 476X	Introduction to Bioethics Undergraduate Bioethics Institute	3
CH 103	Introduction to Chemistry	4
CH 203	Essentials of Organic Biochemistry	4
MA 280X	Introductory Statistics	3
Social Sciences Courses		
PSY 140	Introduction to Psychology	3
SOC 101 or BUS 103	Introduction to Sociology Introduction to Economics	3
PSY 335 or PSY 339	Child Development Adult Development	3
Humanities Courses		
ENG 111	Critical Thinking and Writing	3
PH 180	Introduction to Philosophy	3
Elective in Fine Arts		3
Interdisciplinary and Biblical Studies Courses		
IDS 150	Foundations of Christian Thinking and Living	3
BI 101	Understanding the Old Testament	3
BI 111	Understanding the New Testament	3
Supporting Courses		
HPW 180	Introduction to Health and Wellness	3
Highly Recommended Courses		
Foreign Language Elective (2 semester at college level or competency demonstrated by exam)		
Total Hours		60

Sport and Wellness Management Major

The Sport and Wellness Management major is designed to prepare students for a variety of career opportunities available in the sport and wellness industry in corporate or community settings. Wellness counseling, personal fitness/ performance training, recreation/athletic director, sports marketing, sports media, and sports facility management are among the many possible career fields available to the Sport and Wellness Management major.

Requirements total a minimum of 61 hours. Students must complete 26 hours of Sport and Wellness Management Core curriculum including 16 hours of Human Performance and Wellness, 4 hours of Biology, 3 hours of English, and 3 hours of Psychology, in addition to choosing an emphasis in Sport Management or Health and Wellness. Up to 10 of the required hours may be used to meet general education requirements.

Program Outcomes:

Students completing a Bachelor of Arts degree in *Sport and Wellness Management* will be able to:

- demonstrate content knowledge
- evidence Christian values and ethical decision making in their professional and personal lives
- demonstrate interpersonal skills and behavior for professional interactions
- demonstrate the skills necessary to gain employment in their field
- demonstrate Christ-centered thinking and action

Code	Title	Hours
Sport and Wellness Core (26-30 hours)		
Human Performance and Wellness Courses		
HS 165	Responding to Emergencies and Sport Safety Training	3
HPW 180	Introduction to Health and Wellness	3
HPW 190	Foundations of Human Performance and Wellness	3
HPW 228X	Sport and Wellness Psychology	3
HPW 334	Management of Sport and Wellness	3
HPW 490	Seminar in Human Performance and Wellness	1
Biology Course		
Select one of the following options:		4-8
BIO 140	Survey of Human Anatomy and Physiology	
OR Human Anatomy I & II		
BIO 340	Human Anatomy and Physiology I	
BIO 341	Human Anatomy and Physiology II	
English Course		
ENG 210X	Business Communication	3
Psychology Course		
PSY 140	Introduction to Psychology	3
Sport Management Emphasis (36 Hours)		
BUS 111	Principles of Management	3
BUS 113	Principles of Marketing	3
BUS 115	Human Resources Management	3
BUS 221	Principles of Accounting I	3
BUS 223	Managerial Accounting and Analysis	3
COM 140	Introduction to Public Relations	3
HPW 320	Sports Operations	3
HPW 430	Sports Law and Ethics	3
HPW 446	Field Internship	3
Select one of the following:		
BUS 334	Advertising	
BUS 346	Organizational Behavior	
BUS 352	Compensation and Benefits	
BUS 353	Management of Change	
BUS 373X	Nonprofit Financial Management	

Select two of the following:

GPH 385	Digital Storytelling	
COM 204	Mass Communication	
COM 281	Social and Interactive Media Strategies	
COM 383	Writing for Digital Contexts	
Health and Wellness Emphasis (35 hours)		
HPWA 104	Beginning Weight Training	1
HPWA 204	Advanced Weight Training	1
HPW 220	Practicum in Sport and Wellness Management	3
HPW 224	Team Sports	3
HPW 446	Field Internship	12
HS 201	Physiology of Exercise	3
HS 202	Nutrition	3
HS 251	Kinesiology	3
Psychology Course		
PSY 220	Interpersonal Skills Training	3
Business Course - Choose one:		3
BUS 111	Principles of Management	
BUS 113	Principles of Marketing	
BUS 115	Human Resources Management	
BUS 221	Principles of Accounting I	

Coaching Minor

Requirements total 28 hours. This includes 4 hours of Biology, 3 hours of Psychology, and 21 hours of Human Performance and Wellness. Ten of the required hours meet general education requirements.

Code	Title	Hours
Biology Course		
BIO 140	Survey of Human Anatomy and Physiology	4
Psychology Course		
PSY 140	Introduction to Psychology	3
Human Performance and Wellness Courses		
HS 165	Responding to Emergencies and Sport Safety Training	3
HPW 190	Foundations of Human Performance and Wellness	3
HPW 224	Team Sports	3
HPW 228X	Sport and Wellness Psychology	3
HPW 446	Field Internship	1-3
Select Two of the following:		6
HPW 204	Functional Anatomy	
HS 251	Kinesiology	
HS 201	Physiology of Exercise	
Total Hours		26-28

Fitness Specialist Minor

Requirements total 25 hours. This includes 4 hours of Biology and 21 hours of Human Performance and Wellness. Seven of the required hours meet general education requirements.

Code	Title	Hours
Biology Courses		
BIO 140	Survey of Human Anatomy and Physiology	4
Human Performance and Wellness Courses		
HPW 180	Introduction to Health and Wellness	3
HPW 190	Foundations of Human Performance and Wellness	3
HPW 204	Functional Anatomy	3
or HS 251	Kinesiology	
HPW 334	Management of Sport and Wellness	3
or HPW 446	Field Internship	
HPW 446	Field Internship	3
HS 201	Physiology of Exercise	3
HS 202	Nutrition	3
Total Hours		25

History

The History Department at Trinity International University is a community of Christian scholars who are practicing historians in their field of specialty and are committed generalists in history. The extended community of Christian historians at Trinity International University, professors and students, is dedicated to the following:

- Integrating our personal faith in Jesus Christ with our exploration of history by means of our faith impacting what we learn and our learning impacting and deepening our faith
- Educating the Christian layperson in history in such a manner as to enhance their lifetime of Christian service to the church, community, and world
- Preparing teaching historians with a base of knowledge upon which they can draw to prepare courses at the elementary and secondary levels, grounding them in research skills, inspiring in them intellectual curiosity, and instilling a passion for sharing what they know with others
- Preparing serious students of history for graduate studies, grounding them in research skills, establishing a general base of historical knowledge, inspiring in them intellectual curiosity, and instilling in them a passion for sharing what they know with others

Majors

- History Major (p. 206)
- History/Social Science with Secondary Education Licensure Major (p. 208)
- Middle Grades Social Science Education Major (p. 180)
- History Major: Military History Emphasis (p. 210)

Minors

- American Studies Minor (p. 211)
- Christian Thought Minor (p. 211)
- Classical Studies Minor (p. 211)
- European Studies Minor (p. 212)
- Military History Minor (p. 212)

Courses

HI 101 History of Western Culture I - 4 Hours

The first in a series of three courses that integrate the philosophy, history, fine arts, and literature of Western civilization using a basic time line as the organizing principle. This course will focus on antiquity through the Roman period. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

HI 102 History of Western Culture II - 4 Hours

The second in a series of three courses that integrate the philosophy, history, fine arts, and literature of Western civilization using a basic time line as the organizing principle. This course will deal with the medieval period, Renaissance, Reformation, and the beginning of the Enlightenment. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

HI 103 History of Western Culture III - 4 Hours

The third in a series of three courses that integrate the philosophy, history, fine arts, and literature of Western civilization using a basic time line as the organizing principle. This course will deal with the new republics, colonial period, Industrial Revolution, and the 20th century. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

HI 105 Understanding History - 3 Hours

An introduction to the discipline of history centered around a common theme. Non-Majors are welcome. Seminar format with instruction in basic library research methods. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 121 United States History Through the Civil War - 3 Hours

A study of the political, social, economic, and cultural development of the United States from the discovery of America through the Civil War. For Education and History/Secondary Education majors, an overview of Illinois State History is included. Prerequisites: none. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

HI 122 United States History Since the Civil War - 3 Hours

A study of the political, social, economic, and cultural development of the United States since the Civil War. For Education and History/Secondary Education majors, an overview of Illinois State History is included. Prerequisites: none. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 201 World Civilizations to 1600 - 3 Hours

A study of Western and non-Western cultures from antiquity through the Protestant Reformation. Emphasis on the development of the classical and medieval West and an introduction to major world cultures and religions. Prerequisites: none. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 202 World Civilizations Since 1600 - 3 Hours

A study of Western and non-Western cultures from 1600 through the present. Emphasis on the rise and decline of the modern West, its imperialism, and the emergence of modernized Western nations in the twentieth century. Prerequisites: none. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate, online.

HI 261 Topics in Military History - 3 Hours

An examination of selected topics in military history from ancient times to the present. Rotating course topics include the following: Ancient and Medieval Military History; Rise of Modern Warfare; Wars of America; Wars of the Twentieth Century. Offered every year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 271 Topics in World History - 3 Hours

An examination of selected themes, topics, or periods in world history from earliest times to the present. May be repeated for credit if topic concentration differs. Topics have included regional studies of Africa, Latin America, and the Middle East. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 289 Topics in History - 2 Hours

A topics course in history offered at an extension site. (A matriculated Trinity College student may not take an extension course for credit.) Delivery mode: Deerfield traditional undergraduate.

HI 321X American Church History - 3 Hours

A survey of the history of Christianity in America from the colonial period to the present. Special attention is paid to the Protestant evangelical tradition. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with BRS 321X. Delivery mode: Deerfield traditional undergraduate.

HI 322X Topics in Church History - 3 Hours

An examination of selected themes, topics, or periods in the history of the Christian church since 400 A.D. with a particular emphasis on the relationship between church history and social, intellectual, political, and cultural history. May be repeated for credit if topic concentration differs. Topics have included Reformation and Puritanism. Offered on demand for Deerfield traditional undergraduate. Cross-listed with BRS 322X. Delivery mode: Deerfield traditional undergraduate.

HI 323 The History of African American Religious Experience - 3 Hours

A study of the forging of two religious cultures - one African, one European - into a uniquely African American religious culture. The reciprocal nature of the relationship between the social, political, and economic environment of the United States and the institution of "Slave Religion" will be explored to determine the impact of each on the other. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

HI 325 Topics in European History - 3 Hours

An examination of selected topics in the social, intellectual, political, and cultural development of Europe from the Middle Ages to the present. May be repeated for credit if topic concentration differs. Topics have included British history, the Enlightenment, Nazi Germany, and World War II. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 340X History of Christianity - 3 Hours

A survey of the history of the Christian church from the New Testament to the present. Approximately equal time is spent on the early, medieval, Reformation, and modern periods. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with BRS 340X. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

HI 359 Topics for Honors Students - 3 Hours

Selected topics not taught under specific course titles. Depending on the topic, the course will be designated as falling under one or more departments. May be repeated for credit if the topic differs. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 361 Advanced Topics in Military History - 3 Hours

An upper-level examination of selected topics in military history from ancient times to the present. Rotating course topics include the following: Ancient and Medieval Military History; Rise of Modern Warfare; Wars of America; Wars of the Twentieth Century. Prerequisite: consent of the professor. Offered every year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 362 Contemporary World Affairs - 3 Hours

A broad survey of the domestic and world scene since 1945, with emphasis on current developments and patterns for the future. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

HI 372 History of Ideas in America - 3 Hours

Social and religious institutions and patterns of thought that have been significant in American civilization from the colonial era to the present. Offered Spring 2019 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 373 African American History - 3 Hours

Seminar on the history of African Americans from colonial times to the present. Major themes include African background, the experience of slavery, the antebellum free black community, the politics of freedom, leadership, religion, civil rights, urban black life, and the issues surrounding race. For both majors and non-majors interested in the history of the black experience. Offered Spring 2021 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 374 American Civil War - 3 Hours

An examination of the events and issues leading up to the Civil War and analysis of the major military campaigns in their political, social, economic, and international context. Special attention paid to the soldier's experience and political/military leadership through extensive use of simulations. Offered Spring 2019 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 375 Topics in American History - 3 Hours

An examination of selected topics in the social, economic, political, and cultural development of the United States from the colonial era to the present. Topics have included Colonial America, twentieth-century American culture, Vietnam War. May be repeated for credit if topic concentration differs. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate. Final offering for REACH adult undergraduate.

HI 376 Twentieth-Century American Cultural History - 3 Hours

A study of cultural change in twentieth-century America. Major themes include the relationship of cultural change to socio-economic developments; the rise and influence of mass media; youth culture; changing conceptions of selfhood, morality, and commitment; and the religious overtones and undertones throughout. Offered Spring 2020 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 410 Seminar in Ancient Greece and Rome - 3 Hours

A study of political, social, economic, and intellectual developments in history from the rise of Western civilization in Greece to the fall of the Western Roman Empire. Seminar format includes a major semester-long research project. Offered Fall 2017 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 420 Seminar in Medieval/Renaissance History - 3 Hours

A study of political, social, economic, religious, and intellectual developments in Europe from the fall of Rome through the Renaissance. Seminar format includes a major semester-long research project. Offered Spring 2019 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 430 Seminar in Early Modern Europe - 3 Hours

A study of European political, economic, religious, and intellectual development from 1500 to 1815. Major themes include the Reformation, Revolution, and Napoleon. Seminar format includes a major semester-long research project. Offered Fall 2024 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 440 Seminar in Modern Europe - 3 Hours

A study of European political, social, economic, religious, and intellectual developments from 1815 to 1945. Seminar format includes a major semester-long research project. Offered Spring 2020 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 445 Internship - 2-4 Hours

Practical, supervised field experience in placements related to graduate school and the workplace. Possible internships include: historical preservation, archive work, public history, museum work, legal work, law enforcement, political campaigns, government work, or other appropriate experiences. The course fulfills the professional experience requirement for the history major. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 450 Independent Study - 1-4 Hours

Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 471 Seminar in Colonial and Revolutionary America - 3 Hours

A study of the most formative period in our nation's history, from European contact to the framing of the Constitution - a period of contest, drama, promise, failure, and achievement. The British colonies are a main focus - but we benefit also from recent scholarship's emphasis on the roles of native Americans, Africans, and other European colonizers (Spanish, French, Dutch) in areas that would later form part of our country. Seminar format includes a major semester-long research project. Offered Spring 2024 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 475 Seminar in American History - 3 Hours

An examination of selected topics in American history from colonial times to the present. Seminar format includes a major semester-long research project. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 485 Philosophy of History - 3 Hours

A study of the philosophy of history including the major analytical schools, the major historiographical schools, and the integration of Christian faith and history. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the History and History/Social Science with Secondary Education Licensure majors. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

History Major

The History major is designed to prepare students for graduate work in history, law, library science, seminary, government work, and careers requiring a strong background in the liberal arts. The major includes studies in U.S. history, European history, and world civilizations. Special courses in church history, military history, and cultural history are available. An emphasis in military history is also available.

Program Outcomes:

Students completing a Bachelor of Arts degree in *History* will be able to:

- demonstrate a base of knowledge
- demonstrate research skills
- demonstrate intellectual curiosity
- demonstrate a passion for sharing

Code	Title	Hours
Required Courses (24 hours)		
HI 105	Understanding History	3
HI 121	United States History Through the Civil War	3
HI 122	United States History Since the Civil War	3
HI 201	World Civilizations to 1600	3
HI 202	World Civilizations Since 1600	3
HI 485	Philosophy of History	3
Select two of the following:		6
HI 410	Seminar in Ancient Greece and Rome	
HI 420	Seminar in Medieval/Renaissance History	
HI 430	Seminar in Early Modern Europe	
HI 440	Seminar in Modern Europe	
HI 471	Seminar in Colonial and Revolutionary America	
HI 475	Seminar in American History	
Elective Courses (12 hours)		
Any History course above the 100 level; two must be at 300 level or above. 400 level seminars not counting towards the Core Requirements above may be taken as Electives below.		12
HI 261	Topics in Military History	
HI 271	Topics in World History	
HI 289	Topics in History	
HI 321X	American Church History	
HI 322X	Topics in Church History	
HI 325	Topics in European History	
HI 340X	History of Christianity	
HI 359	Topics for Honors Students	
HI 361	Advanced Topics in Military History	
HI 362	Contemporary World Affairs	
HI 372	History of Ideas in America	
HI 373	African American History	
HI 374	American Civil War	
HI 375	Topics in American History	
HI 376	Twentieth-Century American Cultural History	
HI 450	Independent Study	
Supporting Courses (8-10 hours)		8-10
GEO 100	World Geography	
HI 445	Internship	
Select one additional course from the following:		
ART 331	History of Art I	
ART 332	History of Art II	

BUS 207	Microeconomics
BUS 208	Macroeconomics
ENG 260	Christianity and Modern Literature
Any ENG 300-400 level literature course	
MA 285X	Statistics
MUH 341	Music History I
MUH 342	Music History II
Any PH course beyond 180	
Any POL course except POL 111, POL 250, POL 252	
PSY 285X	Statistics
PSY 346X	Research Methods and Design
PSY 350X	Social Psychology
SOC 285X	Statistics
SOC 324	Criminology
SOC 335	Urban Sociology
SOC 346X	Research Methods and Design
SOC 350X	Social Psychology
XXX 359	Topics for Honors Students

Total Hours

44-46

History/Social Science Major with Secondary Education Licensure

The History/Social Science with Secondary Education Licensure major prepares qualified candidates with the knowledge, skills, and dispositions to teach secondary students, and to evidence Christian values in their personal and professional practice while respecting the exercise of individual moral decisions. The program provides candidates an understanding of the big picture of history and a thorough understanding of current teaching methodologies. Candidates who successfully complete the major and pass required state licensure exams are eligible to receive an Illinois Professional Educator License for the high school grades 9-12 and/or for the middle grades (5 – 8).

Important note: Students may not double major in History/Social Science with Secondary Education Licensure and Middle Grades Social Studies Education. The majors are too similar to constitute a double major.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *History/Social Science with Secondary Education Licensure* will:

- display thorough content knowledge to teach in their respective fields
- be able to plan, deliver and assess effective instructional experiences that align with learning standards, educational theory, and knowledge of student development
- exhibit appropriate professional dispositions that reflect the personal, professional, and practical components of teaching
- evidence Christian values in their personal and professional practice, while respecting the exercise of individual moral decisions
- address the differing needs of a diverse student population with professional competence, respect, and fairness

Additional Licensure Requirements

Candidates must pass the appropriate content area test(s), the teacher performance assessment (edTPA), and all required licensure tests in order to complete their program. Candidates are required to comply with all state requirements that are in place at the time of application for licensure. Consult the Division of Education for specific information.

Optional Additional Endorsement

A candidate may earn the Learning Behavior Specialist 1 (LBS1) endorsement (an addition to the teaching license) by completing ED 330, ED 352, ED 353, and ED 354 and passing the appropriate Illinois Licensure Testing System exam. Earning this additional endorsement may be a good investment of elective credit hours for interested candidates, since LBS1 is currently a teaching shortage area throughout the state of Illinois.

This major requires 54 hours for the history major and 38 hours of professional education courses as follows. Up to 15 hours required in the major may be used to meet general education requirements.

Code	Title	Hours
History Courses		
Required Courses:		
HI 105	Understanding History	3
HI 121	United States History Through the Civil War	3
HI 122	United States History Since the Civil War	3
HI 201	World Civilizations to 1600	3
HI 202	World Civilizations Since 1600	3
HI 485	Philosophy of History	3
Select two of the following:		6
HI 410	Seminar in Ancient Greece and Rome	
HI 420	Seminar in Medieval/Renaissance History	
HI 430	Seminar in Early Modern Europe	
HI 440	Seminar in Modern Europe	
HI 471	Seminar in Colonial and Revolutionary America	
HI 475	Seminar in American History	
Elective Courses:		
Any History course above the 100 level; two must be at 300 level or above		12
HI 261	Topics in Military History	
HI 271	Topics in World History	
HI 289	Topics in History	
HI 321X	American Church History	

HI 322X	Topics in Church History	
HI 325	Topics in European History	
HI 340X	History of Christianity	
HI 359	Topics for Honors Students	
HI 361	Advanced Topics in Military History	
HI 362	Contemporary World Affairs	
HI 372	History of Ideas in America	
HI 373	African American History	
HI 374	American Civil War	
HI 375	Topics in American History	
HI 376	Twentieth-Century American Cultural History	
HI 450	Independent Study	
Supporting Social Science Courses		
BUS 103	Introduction to Economics	3
or BUS 208	Macroeconomics	
GEO 100	World Geography	3
POL 250	American Government	3
PSY/ED 260X	Educational Psychology/Human Development	3
PSY 337	Psychology of Adolescence	3
SOC 330	Race and Ethnic Relations	3
Professional Education Courses		
ED 101	Introduction to Teaching	1
ED 103	Professional Skills for Teachers	1
ED 124	Historical and Philosophical Foundations of Education	3
ED 306	Reading and Writing Across the Curriculum	3
ED 310	General Teaching Methods	2
ED 311	General Teaching Methods Pre-Clinical Experience	1
ED 330	Introduction to Special Education	3
ED 363	Teaching History Secondary School	3
ED 368	Secondary Methods Pre-clinical Experience	2
ED 380	Diversity in Education	1
ED 381	Diversity Pre-clinical Experience	1
ED 413	Clinical Practice in the Secondary School	12
ED 421	Classroom Management	1
ED 422	Advanced Seminar in Education	2
ED 430	Educational Research and Assessment	2
Total Hours		92

Additional Licensure Requirements

Candidates must pass all required licensure tests including the content test and appropriate edTPA in order to complete their program. All candidates must pass a competency test in Illinois history or meet the competency requirement through transfer of an appropriate course prior to taking Teaching History in the Secondary School (ED 363). Candidates are required to comply with all state requirements that are in place at the time of application for licensure. Consult the Division of Education for specific requirements.

History Major: Military History Emphasis

Code	Title	Hours
Required Courses ^{24 hours}		
HI 105	Understanding History	3
HI 121	United States History Through the Civil War	3
HI 122	United States History Since the Civil War	3
HI 201	World Civilizations to 1600	3
HI 202	World Civilizations Since 1600	3
HI 485	Philosophy of History	3
Select two seminars from the following: ¹		6
HI 410	Seminar in Ancient Greece and Rome	
HI 420	Seminar in Medieval/Renaissance History	
HI 430	Seminar in Early Modern Europe	
HI 440	Seminar in Modern Europe	
HI 471	Seminar in Colonial and Revolutionary America	
HI 475	Seminar in American History	
Elective Courses		
Select 12 hours of the following. Two must be at 300 level or above:		12
HI 261	Topics in Military History	
HI 271	Topics in World History ²	
HI 325	Topics in European History ²	
HI 361	Advanced Topics in Military History	
HI 374	American Civil War	
HI 375	Topics in American History ²	
Supporting Courses 8-10		
GEO 100	World Geography	
HI 445	Internship	
Select one additional course from the following selection:		
ART 331	History of Art I	
ART 332	History of Art II	
BUS 207	Microeconomics	
BUS 208	Macroeconomics	
ENG 260	Christianity and Modern Literature	
Any 300-400 level literature course		
MA 285X	Statistics	
MUH 341	Music History I	
MUH 342	Music History II	
Any PH course beyond 180		
Any POL course except POL 111, POL 250, or POL 252		
PSY 285X	Statistics	
PSY 346X	Research Methods and Design	
PSY 350X	Social Psychology	
SOC 285X	Statistics	
SOC 324	Criminology	
SOC 335	Urban Sociology	
SOC 346X	Research Methods and Design	
SOC 350X	Social Psychology	
XX 359		
Total Hours		44-46

¹ Research papers must be on military topics

² Military Course Topic required

American Studies Minor

Code	Title	Hours
American History Courses		
Select 12 hours of the following:		12
HI 121	United States History Through the Civil War	3
HI 122	United States History Since the Civil War	3
HI 321X	American Church History	3
HI 372	History of Ideas in America	3
HI 373	African American History	3
HI 375	Topics in American History	3
HI 376	Twentieth-Century American Cultural History	3
HI 471	Seminar in Colonial and Revolutionary America	3
HI 475	Seminar in American History	3
American Literature Courses		
ENG 318	American Literature I: Puritanism Through Transcendentalism	3
ENG 320	American Literature II: Civil War Through Depression	3
Political Science Courses		
Select 6 hours of the following:		6
POL 250	American Government	3
POL 255	Constitutional Law	3
POL 375	Topics in Law and Government (American topic only)	3
Total Hours		24

Christian Thought Minor

Code	Title	Hours
Select eight courses from the following list:		24
BRS 330	Christian Evidences	
BRS 331	Christian Doctrine	
ENG 260	Christianity and Modern Literature	
HI 321X	American Church History	
HI 322X	Topics in Church History	
HI 340X	History of Christianity	
HI 420	Seminar in Medieval/Renaissance History	
PH 362	Philosophy of Religion	
PH 381	History of Western Thought I	
PH 382	History of Western Thought II	
XX 359	Topics for Honors Students ¹	
Total Hours		24

¹ e.g., Christian Classics, Birth of the Modern Mind, Christianity and Darwinism, Biblical Interpretation, Contemporary Literary Theories

Classical Studies Minor

Code	Title	Hours
Required Courses		
ENG 302	Classical Literature	3
HI 410	Seminar in Ancient Greece and Rome	3
MUH 341	Music History I	3
PH 381	History of Western Thought I	3
Elective Courses		

Select 12 hours of the following:	12
ART 331	History of Art I
BI 313	New Testament Church
ENG 302	Classical Literature
ENG 306	Renaissance Literature
ENG 406	Shakespeare
HI 420	Seminar in Medieval/Renaissance History
Total Hours	24

European Studies Minor

Code	Title	Hours
History Courses		
Select 12 hours of the following:		12
HI 261/361	Topics in Military History (European Military History only)	
HI 325	Topics in European History	
HI 410	Seminar in Ancient Greece and Rome	
HI 420	Seminar in Medieval/Renaissance History	
HI 430	Seminar in Early Modern Europe	
HI 440	Seminar in Modern Europe	
Elective Courses		
Select 12 hours of the following:		12
ART 331	History of Art I	
ART 332	History of Art II	
ENG 302	Classical Literature	
ENG 306	Renaissance Literature	
ENG 310	Romantic Literature	
ENG 317	Russian Literature	
ENG 420	Capstone Seminar in the British Novel	
ENG 406	Shakespeare	
MUH 341	Music History I	
MUH 342	Music History II	
PH 381	History of Western Thought I	
PH 382	History of Western Thought II	
Total Hours		24

Military History Minor

The Military History Minor includes 12 hours of required courses in history providing a sound historical context for the 12 additional hours of specialized courses in Military History. Each elective explores a variety of topics, including many of the following themes: the relationship of warfare to society; the experience of the soldier; the difficulties of command; and Christian views on war and peace.

Code	Title	Hours
Required Courses		
HI 121	United States History Through the Civil War	3
HI 122	United States History Since the Civil War	3
HI 201	World Civilizations to 1600	3
HI 202	World Civilizations Since 1600	3
Elective Courses		
Select four of the following. Courses may be repeated if topics are different:		12
HI 261	Topics in Military History	
HI 271	Topics in World History ¹	
HI 325	Topics in European History ¹	
HI 361	Advanced Topics in Military History	

HI 374	American Civil War	
HI 375	Topics in American History ¹	
Total Hours		24

¹ military topics only

Mathematics

The mission of Mathematics at Trinity College is:

- To relate mathematics to the world the Lord has made and to the technology developed to deal with this world
- To train students to think logically and analytically about mathematical questions
- To give students the tools they need to solve mathematical problems
- To treat students with dignity and model godly living
- To advise students as they prepare for service in mathematical fields
- To demonstrate how mathematics gives us insight into the Christian faith and vice versa

Majors

- Mathematics Major (p. 219)
- Mathematics Major with Secondary Education Licensure (p. 221)
- Middle Grades Mathematics Education (p. 178)

Minors

- Mathematics Minor

Courses

Subjects in this department include: Mathematics (MA) (p. 214) and Computer Science(CS) (p. 218).

Mathematics (MA)

MA 116 Intermediate Algebra - 3 Hours

The real number system, linear and quadratic equations, exponents, radicals, complex numbers, graphing, functions, determinants, and inequalities. May not be applied toward general education requirement. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 117 Mathematics in the Modern World - 3 Hours

This is a general-education course designed especially for non-science majors. The course will further develop the quantitative skills and reasoning ability of such students. It will serve as an introduction to some of the great ideas and relevant applications found within the discipline of mathematics. Includes problem-solving strategies, functions and their graphs, probability, statistics and the mathematics of finance. Additional topics may include Fibonacci numbers, cryptography, infinity, fractals, chaos, tiling, knots, voting theory, game theory, and fairness. This course cannot be taken as a prerequisite for MA 121. Prerequisites: high school Algebra II course and minimum ACT Math score of 17 (or minimum SAT Math score of 400); or MA 116. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

MA 118 Finite Mathematics - 4 Hours

Includes functions and their graphs, systems of linear equations, linear programming, the mathematics of finance, combinatorics, basic probability, and statistics. This course cannot be taken as a prerequisite for MA 121. Prerequisites: high school Algebra II course and minimum ACT Math score of 17 (or minimum SAT Math score of 400), or MA 116. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 119 College Algebra - 3 Hours

This course deals with concepts related to algebra, equations and inequalities, functions and graphs, systems of equations, and exponential and logarithmic functions as applied to practical life problems. Offered on demand for REACH/Excel adult undergraduate. Offered in the Excel adult undergraduate. Final offering for REACH adult undergraduate.

MA 120 College Algebra and Trigonometry - 4 Hours

Inequalities, linear and quadratic functions; polynomials; complex numbers; trigonometric, exponential, and logarithmic functions. Prerequisites: MA 116; or high school Algebra II course and minimum ACT Math score of 17 (or minimum SAT Math score of 400). Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 121 Calculus and Analytic Geometry I - 4 Hours

Includes functions and graphs, derivatives and their applications, derivatives of trigonometric functions, integration. Prerequisite: MA 120, or high school Precalculus and minimum ACT Mathematics score of 22 (or minimum SAT Math score of 520). Computer fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 122 Calculus and Analytic Geometry II - 4 Hours

Includes applications of integration, derivatives and integrals of exponential and logarithmic functions, techniques of integration, parametric equations, polar coordinates, infinite series. Computer fee. Prerequisite: MA 121. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 200 Mathematical Concepts - 4 Hours

This course is designed especially for elementary education majors. Content includes all concepts normally emphasized in the contemporary elementary school. Special concern is given to the introduction and development of the operations on the set of whole numbers by using appropriate teaching methods. Prerequisite: Admission to the Division of Education (Gate 1). Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate, Florida non-traditional undergraduate.

MA 204 Mathematics for Elementary Educators - 3 Hours

This course is designed especially for elementary education majors. Content includes All concepts normally emphasized in the contemporary elementary school. Special attention is given to the introduction and development of the operations on the set of whole numbers by using appropriate teaching methods. Credit obtained in this course is not applicable toward meeting the general education Math requirement of the college. Delivery mode: Florida non-traditional undergraduate.

MA 221 Calculus and Analytic Geometry III - 4 Hours

Includes three dimensional analytic geometry, vectors, partial derivatives, functions of several variables, multiple integrals, vector calculus. Computer fee. Prerequisite: MA 122. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 280X Introductory Statistics - 3 Hours

An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests including one-way analysis of variance. Credit obtained in this course does not fulfill the major requirements in psychology (for Deerfield traditional and Excel undergraduates) or business (for Deerfield traditional undergraduates) or the minor requirement in sociology. (Excel business majors take PSY 280X as part of the major.) Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Computer fee. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

MA 285X Statistics - 4 Hours

An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests including one-way analysis of variance. Specific instruction and computer experience in the use of SPSS is provided. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Computer fee. Cross-listed with BIO 285X, PSY 285X, SOC 285X. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

MA 321 Mathematical Statistics I - 4 Hours

Probability theory, random variables, discrete distributions, continuous distributions, sampling theory, correlation and regression, and hypothesis testing. Prerequisite: MA 121. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 324 Mathematical Statistics II - 1 Hour

Hypergeometric distribution, negative binomial distribution, gamma and chi-square distributions, multivariable distributions, marginal and conditional distributions, order statistics. Prerequisite: MA 321 or concurrent registration in MA 321. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 331 Linear Algebra - 3 Hours

Systems of linear equations, matrices, determinants, vector spaces, linear transformations, change of basis, eigenvalues, eigenvectors, and discrete dynamical systems. Prerequisite: MA 120. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 335 Differential Equations - 3 Hours

Linear differential systems, nonlinear first-order equations, series methods, and numerical algorithms. Prerequisite: MA 221 and MA 331. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 340 History of Mathematics - 4 Hours

Includes Greek mathematics, non-Western mathematics, the development of calculus, mathematics of the 18th and 19th centuries, non-Euclidean geometry, and set theory. Prerequisite: MA 121 or consent of instructor. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 350 Topics In Mathematics - 3-4 Hours

Selected topics in Mathematics announced. May be repeated for credit with different topic. Prerequisites: MA 121, MA 122. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 360 Theory of Interest - 3 Hours

This course covers the material on the Society of Actuaries/Casualty Actuarial Society Exam FM (Financial Mathematics Exam). Topics include time value of money, nominal and effective rates of interest, discount rates, force of interest, annuities, amortization of loans, sinking funds, bonds, duration, immunization, interest rate swaps, and determinants of interest rates. Prerequisite: MA 122. Offered fall semester in odd-numbered years. Delivery mode: Deerfield traditional undergraduate.

MA 390 Actuarial Examination Preparation - 1 Hour

Prepares students to take a particular actuarial exam. Students do problems from practice actuarial exams and study guides. Prerequisite: consent of instructor. May be repeated for credit. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 411 Abstract Algebra - 3 Hours

Groups, rings, fields, and Galois theory. Prerequisite: MA 121. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 412 Geometry - 3 Hours

Euclidean geometry, axiomatic systems, neutral geometry, non-Euclidean geometry, higher-dimensional geometry, transformations, tessellations. Prerequisite: MA 122. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 413 Real Analysis - 3 Hours

The real number system, limits continuity and differentiability of real functions, the Riemann integral. Prerequisite: MA 122. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 420 Number Theory - 3 Hours

Divisibility, primes, congruences, elementary group theory, diophantine equations, applications to cryptography, continued fractions, and algebraic numbers. Prerequisite: MA 120 or MA 121. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Mathematics and Mathematics with Secondary Education Licensure majors for Deerfield traditional undergraduate. Offered fall semester in odd-numbered years. Delivery mode: Deerfield traditional undergraduate.

MA 430 Graph Theory - 3 Hours

Graphs, directed graphs, trees, circuits, Eulerian graphs, Hamiltonian graphs, decomposition and colorization of graphs. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 445 Internship - 1-6 Hours

The opportunity to work in a business or professional organization to analyze and interpret data, to develop concepts, and to engage in problem solving. Prerequisites: Instructor approval and permission of the Dean of the College. Delivery mode: Deerfield traditional undergraduate.

MA 450 Independent Study - 1-4 Hours

Research and specialization studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 498 Professional Experience - 0-1 Hours

A supervised experience in one or more professional environment(s) which demonstrates the student's ability to relate knowledge and skills developed in the major to practical tasks in the workplace, graduate school, or professional school. Requires at least 45 clock hours of prepared, supervised, and evaluated experience which demonstrates practical application of major-related knowledge and skills. The professional experience must have prior approval by the department. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

Computer Science

CS 112 Intermediate Spreadsheets, Databases, and Word Processing - 2 Hours

Advanced features of word-processing and spreadsheet software, and an introduction to database software and web page design. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 120 Computer Programming I - 3 Hours

Development of problem-solving skills, emphasizing algorithm development and top-down design. Students will do extensive programming in a specified language. Computer laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 160 Computer Hardware - 4 Hours

The exploration and troubleshooting of different aspects of a personal computer such as microprocessors, motherboards, the BIOS, sound and video cards, printers, network connectivity and memory. Will be taught in a lab environment that allows each student to disassemble and assemble the above components in a working computer. Will also have a component where the student assists in the troubleshooting of computer-related problems. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 220 Computer Programming II - 3 Hours

Continued study of problem-solving skills and algorithmic development. More advanced programming techniques in a specified language. Prerequisite: CS 120. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 230 Applied Computer Technology - 3 Hours

Concerns the logic and reasoning necessary to make effective use of digital technology. Students will learn many of the issues and questions that must be addressed to make the best use of common computer applications such as communications, spreadsheets, word processing, databases, multimedia, and Internet design and research. Lab fee will be charged. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

CS 235 Data Science I - 3 Hours

An overview of the goals, methods, and scope of data science. Includes data collection, manipulation, analysis, visualization, communication of results, and ethical issues related to data science. Prerequisite: CS 120. Offered fall semester in even-numbered years. Delivery mode: Deerfield traditional undergraduate.

CS 240 Discrete Mathematics - 3 Hours

A survey of discrete mathematical concepts including sets, logic, combinatorics, graph theory, trees, and the Boolean Algebra. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 251 Topics in Computer Languages - 1 Hour

A short, specific introduction to the structure and syntax of given computer languages. Assumes a strong background in programming. Prerequisite: CS 120. May be repeated with a different topic. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 260 Computer Networking - 3 Hours

An exploration of the concepts of computer networks, equipment, protocols, and network security. Network design, transmission media, and functions of a network will be examined. Prerequisite: CS 120. Computer laboratory fee. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 270 Computer Operating Systems - 3 Hours

The fundamental functions and concepts of operating systems, including their organization, architecture, and security. Prerequisite: CS 120. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 280 Computer Architecture - 3 Hours

Internal representation of data and instructions in computers, assembly language, computer arithmetic, design and operation of the processor, pipelining, and the memory hierarchy. Prerequisite: CS 120. Offered fall semester in even-numbered years. Three hours.

CS 310 Database Management Systems - 3 Hours

The application, logical structure, and physical implementation of database systems. An examination of how data resources can be managed to support information systems in organizations. Includes an overview of big data. Prerequisite: CS 120. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 312 Data Communications Networks - 3 Hours

Familiarizes the student with the concepts and terminology of data communications, network design, and distributed information systems. Equipment, protocols, architectures, and transmission alternatives. Prerequisite: CS 310. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 320 Data Structures - 3 Hours

Continued study of algorithmic development and analysis, along with the introduction of common data structures (arrays, linked lists, stacks, queues, and trees) and file structure (sequential, random, and indexed). Prerequisite: CS 220. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 330 Web Programming - 3 Hours

An introduction to programming for the World Wide Web, including instruction in HTML, CSS, JavaScript, or related languages. Prerequisite: CS 120 Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 340 Programming Languages - 3 Hours

A study of the fundamental concepts underlying programming languages. Students will demonstrate the ability to master a new programming language on their own. Prerequisite: CS 220. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 350 Topics in Computer Science - 1-4 Hours

Selected topics in computer science. May be repeated for credit with different topics. Computer laboratory fee may be required depending on topic. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 410 Systems Analysis and Design - 3 Hours

Information analysis and logical system specification. Emphasis on the iterative nature of the analysis and design process. Prerequisite: CS 310 or consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 420 Software Engineering - 3 Hours

Study of the software development process. Analysis, design, implementation, and testing of a semester-long, team software project. Prerequisite: CS 320. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 435 Data Science II - 3 Hours

Mathematical foundations of data science models and methods. Machine learning approaches that include linear regression, classification models, and clustering. Algorithms and approaches for performing analysis on large datasets. Prerequisite: CS 235. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 445 Internship - 1-6 Hours

The opportunity to use computing technologies in an approved on-campus or off-campus site. Satisfies the professional experience requirement for Computer Science majors. Prerequisites: Instructor approval and permission of the Dean of the College. Delivery mode: Deerfield traditional undergraduate.

CS 450 Independent Study - 1-4 Hours

Specialized study designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CS 490 Technology, Ethics, and Society - 3 Hours

The capstone course of the Computer Science. An examination of ethical and societal implications of various information and communication technologies from a Christian perspective. Includes topics such as technology and interpersonal relationships, and artificial intelligence. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in Computer Science. Prerequisite: PH 180 or PH 182. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

Computer Science

The Computer Science Major is designed to prepare students for a career in software development. Requirements total 48-53 hours. Up to 4 hours count for general education requirements.

Program Outcomes:

Students completing a Bachelor of Arts degree in *Computer Science* will be able to:

- demonstrate the ability to analyze a computer-related problem and design, implement, and evaluate a solution
- communicate effectively technology-related ideas in writing and orally with clarity and organization
- work together effectively as a team
- integrate computer science with the Christian faith

Majors

- Computer Science (p. 218)e Major (p. 218)

Minors

- Data Science Minor
- Information Technology Minor (p. 223)

Code	Title	Hours
Required Courses		
CS 120	Computer Programming I	3
CS 220	Computer Programming II	3
CS 235	Data Science I	3
CS 240	Discrete Mathematics	3
CS 260	Computer Networking	3
CS 270	Computer Operating Systems	3
CS 280	Computer Architecture	3
CS 310	Database Management Systems	3
CS 320	Data Structures	3
CS 330	Web Programming	3
CS 340	Programming Languages	3
CS 420	Software Engineering	3
CS 445	Internship	1-6
CS 490	Technology, Ethics, and Society	3
Supporting Courses		
MA 121	Calculus and Analytic Geometry I	4
MA 285X or MA 321	Statistics Mathematical Statistics I	4
Total Hours		48-53

Mathematics Major

The Mathematics major is designed to equip students with quantitative and analytical problem-solving skills. This major is ideal for those students contemplating graduate study in pure or applied mathematics or who wish to enter careers in such fields as business, actuarial science, and related scientific and technological fields.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Mathematics* will be able to:

- solve mathematical problems effectively and efficiently (*Content Knowledge*)
- effectively communicate mathematical ideas in writing and orally with clarity and organization (*Communication*)
- use technology appropriately to solve mathematical problems (*Technology*)
- write mathematical proofs and construct logical arguments (*Proofs*)
- correctly use mathematical symbols and vocabulary to express information (*Symbols and Vocabulary*)
- integrate mathematics with the Christian faith (*Faith-Learning Integration*)

Code	Title	Hours
Required Courses		
CS 112	Intermediate Spreadsheets, Databases, and Word Processing	2
CS 120	Computer Programming I	3
MA 121	Calculus and Analytic Geometry I	4
MA 122	Calculus and Analytic Geometry II	4
MA 221	Calculus and Analytic Geometry III	4
MA 321	Mathematical Statistics I	4
MA 331	Linear Algebra	3
MA 335	Differential Equations	3
MA 340	History of Mathematics	4
MA 412	Geometry	3
MA 420	Number Theory	3
Choose one		0-6
MA 445	Internship	
or MA 498	Professional Experience	
Supporting Courses		
Select one of the following sequences:		8
CH 111 & CH 112	General Chemistry I and General Chemistry II	
PHY 111 & PHY 112	General Physics I and General Physics II	
Highly Recommended Courses		
BUS 411	Financial Management	
PH 170	Logic	
MA 324	Mathematical Statistics II	
Total Hours		45-51

Actuarial Science Emphasis

Code	Title	Hours
Required Courses (19 hrs):		
MA 324	Mathematical Statistics II	1
MA 360	Theory of Interest	3
BUS 207	Microeconomics	3
BUS 208	Macroeconomics	3
BUS 221	Principles of Accounting I	3
BUS 222	Principles of Accounting II	3
BUS 411	Financial Management	3

Highly Recommended Courses for the Actuarial Science Emphasis:

MA 390	Actuarial Examination Preparation
BUS 201	Introduction to Business Law
BUS 490	Seminar in Business and Management Ethics

Total Hours

19

Mathematics Major with Secondary Education Licensure

The Mathematics major with Secondary Education Licensure provides students with a solid foundation in mathematics and a thorough understanding of current teaching methodologies. It also prepares them to evidence Christian values in their personal and professional practice while respecting the exercise of individual moral decisions. Candidates who successfully complete the major are eligible to receive an Illinois Professional Educator License that is valid for teaching at the high school level (grades 9-12). An endorsement in middle grades (5 - 8) may be added by passing the appropriate middle grades content test; contact the Division of Education for information.

Important note: Students may not double major in Mathematics with Secondary Education Licensure and Middle Grades Mathematics Education. The middle grades major is a subset of the Mathematics major with Secondary Education Licensure.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Mathematics with Secondary Education Licensure* will:

- display thorough content knowledge to teach in their respective fields
- be able to plan, deliver and assess effective instructional experiences that align with learning standards, educational theory, and knowledge of student development
- exhibit appropriate professional dispositions that reflect the personal, professional, and practical components of teaching
- evidence Christian values in their personal and professional practice, while respecting the exercise of individual moral decisions
- address the differing needs of a diverse student population with professional competence, respect, and fairness

Additional Licensure Requirements

Candidates must pass the appropriate content area test(s), the teacher performance assessment (edTPA), and all required licensure tests in order to complete their program. Candidates are required to comply with all state requirements that are in place at the time of application for licensure. Consult the Division of Education for specific information.

Optional Additional Endorsement

A candidate may earn the Learning Behavior Specialist 1 (LBS1) endorsement (an addition to the teaching license) by completing ED 330, ED 352, ED 353, and ED 354, and passing the appropriate Illinois Licensure Testing System exam. Earning this additional endorsement may be a good investment of elective credit hours for interested candidates, since LBS1 is currently a teaching shortage area throughout the state of Illinois.

Code	Title	Hours
Required Courses		
CS 120	Computer Programming I	3
MA 121	Calculus and Analytic Geometry I	4
MA 122	Calculus and Analytic Geometry II	4
MA 221	Calculus and Analytic Geometry III	4
MA 321	Mathematical Statistics I	4
MA 331	Linear Algebra	3
MA 335	Differential Equations	3
MA 340	History of Mathematics	4
MA 412	Geometry	3
MA 420	Number Theory	3
Supporting Courses		
Select one of the following sequences:		8
CH 111 & CH 112	General Chemistry I and General Chemistry II	
PHY 111 & PHY 112	General Physics I and General Physics II	
Highly Recommended Courses		
BUS 411	Financial Management	
PH 170	Logic	
MA 324	Mathematical Statistics II	
Professional Education Courses		
ED 101	Introduction to Teaching	1
ED 103	Professional Skills for Teachers	1

ED 124	Historical and Philosophical Foundations of Education	3
ED 260X	Educational Psychology/Human Development	3
ED 306	Reading and Writing Across the Curriculum	3
ED 310	General Teaching Methods	2
ED 311	General Teaching Methods Pre-Clinical Experience	1
ED 330	Introduction to Special Education	3
ED 364	Teaching Mathematics in the Secondary School	3
ED 368	Secondary Methods Pre-clinical Experience	2
ED 380	Diversity in Education	1
ED 381	Diversity Pre-clinical Experience	1
ED 413	Clinical Practice in the Secondary School	12
ED 421	Classroom Management	1
ED 422	Advanced Seminar in Education	2
ED 430	Educational Research and Assessment	2
PSY 337	Psychology of Adolescence	3
Total Hours		87

Information Technology Minor

Requirements total 23 hours. This includes 19 hours of required courses and 4 hours of elective courses.

Code	Title	Hours
Required Courses		
CS 120	Computer Programming I	3
CS 160	Computer Hardware	4
CS 260	Computer Networking	3
CS 270	Computer Operating Systems	3
CS 310	Database Management Systems	3
CS 490	Technology, Ethics, and Society	3
Elective Courses		4
Select at least four hours		
GPH 105	Foundational Design Software	
GPH 205	Intermediate Design Software	
GPH 271	Introduction to Web Design	
BUS 423	Management Information Systems	
Any other CS courses		
Total Hours		23

Music

The Trinity College Music Department exists to foster the understanding, teaching, and performance of music as an art, a discipline, a profession, and a calling and as a means to worship God and serve others. The department offers two majors and a minor. The music facility includes practice rooms, teaching studios, and the Faugerstrom rehearsal hall. The Mac lab in the adjacent Law Center houses computers equipped with MIDI keyboards and software to enhance theory, composition, and music education studies.

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

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

Goals of the Music Department

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

1. Demonstrated a thorough working knowledge of music theory, history, and performance, with specialization in K-12 music education (general, and choral or instrumental), music performance, piano pedagogy, music history, music theory/composition, contemporary music, and/or church music, along with a sense of how to integrate that knowledge with Christian faith and practice
2. Evidenced an attitude toward performance and learning that is Christian in word and in actuality, exercising godly stewardship of time, ability, and talent, interacting meaningfully with a supportive community, and competing healthfully
3. Exhibited the necessary skills and qualifications to enter graduate school in music (e.g., MM, MA) or music education (e.g., MME) [with the exception of full-time teaching experience, if required]
4. Prepared for a lifetime of learning and creativity, service to church and community, and avocational participation in music
5. Participated in the rich musical culture available in the city of Chicago and its suburbs

Majors

- Music Major (p. 232)
- Music Education/K-12 Major (p. 236)
- Worship

Minors

- Music Minor (p. 239)
- Worship Minor

Certificates

- Worship

Courses

MUE 249X General Music Instructional Methods for the K-12 Educator - 3 Hours

This course prepares candidates to plan effective instruction specifically for the K-12 music classroom. Candidates learn to plan effective lessons with alignment among standards, objectives, instruction, and assessment, as well as how to use differentiation and Universal Design for Learning to meet the individual needs of students. Various music methods, such as Orff and Kodaly, are included, as well as the role and use of technology to support instruction and enhance student learning. Candidates apply their developing skills through a minimum of 36 hours of supervised, evaluated field experience. Membership in NAFME Collegiate is required. Verification of successful completion of field component is required to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and Admission to Field Experience (Gate 2). Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Cross-listed with ED 249X. Delivery mode: Deerfield traditional undergraduate.

MUE 323 Piano Pedagogy and Literature - 3 Hours

Overview of materials used in teaching piano from the elementary level through college level repertoire. Research and discussion of performance practices, interpretation, and piano technique are an integral part of the course. Weight and relaxation technique is thoroughly investigated. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 324 Vocal Pedagogy - 2 Hours

Course designed for vocalists and/or future music educators interested in teaching voice privately or as part of a choral program. Classroom instruction covers vocal technique, an overview of the vocal mechanism, literature selection, and voice classification. Enrolled students are expected to teach a voice student assigned to them for the semester. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 331 Basic Conducting - 3 Hours

The study and practice of techniques of conducting, including conducting patterns, methods of interpretation, rehearsal techniques, and basic choral tone building. Prerequisite: MUT 221 or consent of instructor. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 332 Methods and Theory of Music Drama Production - 2 Hours

This course is designed to introduce students to the materials and techniques necessary for directing the performance of musicals in a secondary school setting. In addition to classroom lectures and discussions, students observe rehearsals and performances of musicals in local area schools and/or are involved in a School of Music theater production. Practical experience in musical drama production is provided through a separate two-hour credit course involving musicals sponsored by the Music Department. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 345 Woodwind Techniques - 1 Hour

The study of teaching and performance techniques and methods in woodwind instruments. Includes selection and care of instruments, basic literature, and performance on instruments in each of the categories. Instrumental techniques course fee. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 346 Brass Techniques - 1 Hour

The study of teaching and performance techniques and methods in brass instruments. Includes selection and care of instruments, basic literature, and performance on instruments in each of the categories. Instrumental techniques course fee. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 347 Percussion Techniques - 1 Hour

The study of teaching and performance techniques and methods in percussion instruments. Includes selection and care of instruments, basic literature, and performance on instruments in each of the categories. Instrumental techniques course fee. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 348 String Techniques - 1 Hour

The study of teaching and performance techniques and methods in string instruments. Includes selection and care of instruments, basic literature, and performance on instruments in each of the categories. Instrumental techniques course fee. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 349 Diction for Singers - 2 Hours

A course that covers the basic elements of Italian, German, French, and Latin pronunciation in vocal and choral music. The international phonetic alphabet is utilized. Prerequisite: enrollment in private voice lessons and approval of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 432X Choral Conducting Methods and Literature - 3 Hours

The study of choral conducting techniques and literature for use with various types of choral ensembles at various age levels, rehearsal techniques, and principles of programming. Special attention is given to methods of building successful public school choral programs, including recruitment, scheduling, budgeting, discipline, and rehearsal planning and procedures. This is the capstone course for Music Education majors with choral emphasis. Includes 24 clock hours of field experience. Verification of successful completion of field component is required to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Student shall not receive credit both in MUE 433X and MUW 432X. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Cross listed with ED 432X. Delivery mode: Deerfield traditional undergraduate.

MUE 433X Instrumental Conducting Methods and Literature - 3 Hours

The study of administering an instrumental music program, elementary (beginning band) through high school. Includes recruitment, method book selection, scheduling, budgeting, rehearsal planning and procedures, and program building with an educational emphasis and selection of materials. This is a capstone course for music education majors with instrumental emphasis. Includes 24 clock hours of field experience. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Student shall not receive credit both in MUE 433X and MUW 433X. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Cross-listed with ED 433X. Delivery mode: Deerfield traditional undergraduate.

MUE 445 Internship in Piano Pedagogy - 2 Hours

The supervision of an intern's private lessons teaching in the area of piano. Available only to those pursuing the piano pedagogy emphasis. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUH 121 Music Appreciation - 3 Hours

A study of the basic elements and history of music, as well as techniques of listening. Listening assignments will be given. Designed for the student with little or no background in music. Delivery mode: Traditional Undergraduate, Online, Excel adult undergraduate. Final offering for REACH adult undergraduate.

MUH 211 Survey of World Music - 3 Hours

Survey of music in non-Western cultures, focusing on Asia, Africa, and Latin America, as well as consideration of the implications for missions and intercultural work posed by cultural-aesthetic sensitivity. Recommended for students interested in the mission field or intercultural relations. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUH 221 History of American Popular Music - 3 Hours

The story of popular music in its historical, social, and stylistic contexts. Attention is given to song styles from their sources in late nineteenth-century America through the Twentieth-century global explosion of music technology. Attention is given to the diversity of current idioms. The role of the music industry is examined as a force in shaping musical style and listening habits. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUH 233X Comparative Arts - 3 Hours

An integrated study of the arts with emphasis on the visual arts and music to learn the forms, styles, and techniques representative of the various historical eras from antiquity to the present. Listening sessions and independent visits to area art collections will be required. Offered on demand for Deerfield traditional undergraduate. Cross-listed with ART 233X. Delivery mode: Deerfield traditional undergraduate.

MUH 241 Introduction Music History and Literature - 3 Hours

Introductory survey of music history and literature as both an academic and performance discipline. Involves an overview of historical periods, with reference to related arts and aesthetics, major genres, and theoretical issues; introduces research tools and methods used in music. Available for credit as Honors Music Appreciation (MUH 121H). Prerequisite: ENG 111, and demonstrated musical reading ability, or consent of instructor. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUH 341 Music History I - 3 Hours

A chronological survey of the history of Western music from antiquity through the Baroque period. Prerequisite: MUH 241 or consent of instructor. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUH 342 Music History II - 3 Hours

A chronological survey of the history of Western music in the Classical, Romantic, and 20th-century periods. Prerequisite: MUH 241 or consent of instructor. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUH 411 Survey of American Music - 3 Hours

Survey of American music from Colonial times to the present, including an introduction to jazz history. The course features a strong research component and attendance at area concerts emphasizing American compositions. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUH 440 Topics in Music History - 3 Hours

Seminar on selected topics in music history, as announced. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUH 445 Senior Project in Music History - 3 Hours

A major independent research paper, supervised by music faculty, on a specialized topic in music history, appropriate to advanced undergraduate standing. Offered on demand to individual students with senior standing for Deerfield traditional undergraduate. Consent of the instructor required. Delivery mode: Deerfield traditional undergraduate.

MUH 450 Independent Study Music History - 1-4 Hours

Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. May be repeated for credit. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 101 Elements of Music - 3 Hours

Basic skills and knowledge for reading, writing, and hearing music. Includes properties of musical sound, scales, keys, chords, an introduction to the keyboard, the basics of reading/singing musical scores and leadsheets at sight, and rudimentary listening/identification skills. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 111 Introduction to the Music Major - 1 Hour

Orientation to majoring in Music or K-12 Music Education at Trinity, introducing the concept of music as a vocation (or calling) from God, forming initial thoughts on musical meaning and the pedagogy of music, developing a sense of music's role in Christian worship, and exposing students to helpful technologies (with special attention to scoring software). Computer laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 121 Music Theory in Contemporary Practice - 3 Hours

Develop skills in identifying, describing, and utilizing elements of music commonly found in jazz and popular music, including chord progressions and forms. Prerequisites: MUT 101 or its equivalent. Corequisite: MUT 122. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 122 Aural Skills I - 1 Hour

Mind training for the practicing musician. Utilizes exercises such as sight singing, rhythm reading, transcription, error detection, aural recognition/identification of musical elements, and contextual listening to sharpen aural skills. Prerequisites: MUT 101 or its equivalent. Corequisite: MUT 121. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 221 Music Theory II - 3 Hours

Continuation of MUT 121. Further study of the harmonic vocabulary of Western music in the 18th and 19th centuries, including modulation and chromaticism. Prerequisite: MUT 121. Corequisite: MUT 222. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 222 Aural Skills II - 1 Hour

Continuation of MUT 122. Prerequisite: MUT 122. Corequisite: MUT 221. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 223 Music Theory III - 3 Hours

Continuation of MUT 221. Emphasis on late 19th- and 20th-century harmonic practices and compositional devices. Prerequisite: MUT 221. Corequisite: MUT 224. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 224 Aural Skills III - 1 Hour

Continuation of MUT 222. Prerequisite: MUT 222. Corequisite: MUT 223. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 322 Aural Skills IV - 1 Hour

Continuation of MUT 224. Prerequisite: MUT 224. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 332 Songwriting and Arranging - 3 Hours

A development of practical song writing and arranging techniques for the contemporary musician. Prerequisites: MUT 121 and 122 and MUH 221. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 361 Music Analysis - 3 Hours

An introduction to analytical approaches, including techniques for studying form, style, pitch structure, rhythm/meter, and other aspects of musical compositions, with applications to tonal and atonal music. Prerequisite: MUT 223. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 363 Instrumentation and Orchestration - 3 Hours

The study of the use of orchestral instruments individually and in combination, including transpositions, ranges, voicing, and manuscript procedures. Prerequisites: MUT 223 or consent of instructor (MUT 360 strongly advised). Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 440 Topics in Music Theory - 3 Hours

Seminar on selected topics in music theory, as announced. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 445 Senior Project in Music Theory - 2 Hours

A major independent research paper on a specialized topic in music theory, appropriate to advanced undergraduate standing. Supervised by music faculty. Offered on demand to individual students with senior standing. Consent of the instructor required. Delivery mode: Deerfield traditional undergraduate.

MUT 450 Independent Study Music Theory - 1-4 Hours

Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. May be repeated for credit. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 461 Modal Counterpoint - 3 Hours

A study of 16th-century contrapuntal writing techniques. Prerequisite: MUT 223. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 462 Stylistic Composition - 3 Hours

Practice in writing music in the style of particular composers, eras, forms, and genres, with attention to the stylistic features that distinguish them. Prerequisite: MUT 223. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 499 Senior Seminar in Music - 1 Hour

Capstone course for Music majors. Revisits topics introduced in MUT 111 (e.g. vocation, philosophy, music in worship), and furthers each student's preparation for music professions (and/or graduate study) through an individually-designed sequence of specialized readings and discussions. Includes 45 clock hours of qualified professional experience for students completing the Arts Administration, Music and Missions, Performance, Psychology, or Theory/Composition emphasis area(s). The course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Music major. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUW 335 Musicianship for Worship - 3 Hours

Practical studies in the principles and materials of music used in diverse church music ministries. Students will be introduced to the techniques of the most commonly used instruments, vocal technique, rehearsal strategies, and technology commonly used in worship. Prerequisites: MUT 121 and MUT 122, or consent of the instructor. Offered Spring 2024 and following even-numbered Spring semesters for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUW 432 Choral Conducting Methods and Literature - 3 Hours

The study of Choral conducting techniques and literature for use with various types of choral ensembles at various age levels, rehearsal techniques, and principles of programming. Special attention is given to methods of building successful choral programs, including recruitment, scheduling, budgeting, discipline, and rehearsal procedures. Includes twelve clock hours of field experience in a non-public school context. Verification of successful completion of field component is required to pass this course. Prerequisites: MUE 331. Students shall not receive credit both in MUE 432X and MUW 432X. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUW 433 Instrumental Conducting Methods and Literature - 3 Hours

The study of administering an instrumental music program, beginners through amateur adults. Includes recruitment, repertoire selection, scheduling, budgeting, rehearsal procedures, and program building with an educational emphasis and selection of materials. Includes twelve clock hours of field experience in a non-public school context. Verification of successful completion of field component is required to pass this course. Prerequisites: MUE 331. Student shall not receive credit both in MUE 433 and MUW 433. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUW 437X Music in Worship - 3 Hours

The study of biblical, theological, historical, and practical concepts and patterns for worship of all major Christian traditions. The types of music and the roles music has played in the worship of various historical traditions will be considered in light of the theology of those traditions. Includes the study of congregational song. Student projects will include planning, leading, and evaluating music in worship. Prerequisites: BI 101 and BI 111 or permission of instructor. Offered fall semester in even-numbered years. Cross-listed with BRS 437X. Delivery mode: Deerfield traditional undergraduate.

MUW 450 Church Music Internship - 3 Hours

Internship in a local church music/worship program to be coordinated with the worship pastor/music director and a faculty supervisor from the Music Department. Music department. Fulfills one service learning credit (IDS 106). Prerequisites: WOR 437X, WOR 438, and consent of the Chair of the Music Department. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 150 Private Lessons: Brass Instruments - 1-2 Hours

Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 151 Private Lessons: Composition - 1-2 Hours

Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 152 Private Lessons: Guitar - 1-2 Hours

Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 153 Private Lessons: Harp - 1-2 Hours

Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 154 Private Lessons: Organ - 1-2 Hours

Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 155 Private Lessons: Percussion - 1-2 Hours

Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 156 Private Lessons: Piano - 1-2 Hours

Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 157 Private Lessons: String Instruments - 1-2 Hours

Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 158 Private Lessons: Voice - 1-2 Hours

Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 159 Private Lessons: Woodwind Instruments - 1-2 Hours

Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 160 Class Voice - 1 Hour

Group instruction of singing techniques and vocal literature. Each class consists of six students. Offered each semester for Deerfield traditional undergraduate. May be repeated for credit. Voice class fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 161 Keyboard Skills I - 1 Hour

Beginning piano for students preparing for the School of Music's piano proficiency examination. Elements covered are scales, cadences, improvisation, transposition, modulation, and literature for the piano. Keyboard Skills or private piano lessons are required each semester until piano proficiency has been passed. Prerequisite: consent of the instructor. Piano class fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 162 Keyboard Skills II - 1 Hour

Continuation of MUZ 161. Class piano fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 170 Class Guitar - 1-8 Hours

Group instruction of guitar techniques and literature. Offered spring semester for Deerfield traditional undergraduate. May be repeated for credit. Guitar class fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 210 Music Ensemble - 1 Hour

The study of the music literature, rehearsal techniques, methods of interpretation, programming, etc. related to a particular type of ensemble. Enrollment in a section of the course will consist of the members of a performing group. One class period each week for instruction and additional rehearsal time are required. May be repeated for credit. Delivery mode: Deerfield traditional undergraduate.

MUZ 214 Music Drama Production - 2 Hours

Participation in a music drama on campus, along with the completion of requisite academic requirements. May be repeated for credit. Prerequisite: successful audition and consent of instructor. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 220 Contemporary Worship Ensemble - 1-8 Hours

Practical experience in the rehearsal and leading of contemporary worship music. May be repeated for credit. Prerequisite: WOR 111 and MUT 101. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 250 Advanced Level Private Lessons: Brass Instruments - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 251 Advanced Level Private Lessons: Composition - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 252 Advanced Level Private Lessons: Guitar - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 253 Advanced Level Private Lessons: Harp - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 254 Advanced Level Private Lessons: Organ - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 255 Advanced Level Private Lessons: Percussion - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 256 Advanced Level Private Lessons: Piano - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 257 Advanced Level Private Lessons: String Instruments - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 258 Advanced Level Private Lessons: Voice - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 259 Advanced Level Private Lessons: Woodwind Instruments - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 261 Keyboard Skills III - 1 Hour

Continuation of MUZ 162. Piano class fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 262 Keyboard Skills IV - 1 Hour

Continuation of MUZ 261. Piano class fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 265 Gospel Choir - 1-8 Hours

Practical experience in the study, rehearsal, and performance of gospel choir literature. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 270 Concert Choir - 1 Hour

Practical experience in mixed voice singing of accompanied and unaccompanied choral music of various periods and styles. Attendance on trips and tours is required. Participation in oratorio and music theater productions is required; this will necessitate extra rehearsals. Prerequisite: audition with the director. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 275 Handbell Choir - 1 Hour

Practical experience in the rehearsal and performance of handbell music of various styles. Class meets for of rehearsal each week. Prerequisite: audition with the director. May be repeated for credit. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 280 Wind Ensemble - 1 Hour

Practical experience in the rehearsal and performance of wind ensemble literature of various periods and styles. Football and basketball pep band is part of the program; participation is required. Attendance on trips and tours is required. May be repeated for credit. Prerequisite: audition with the director. Offered each semester. One hour.

MUZ 285 Jazz Ensemble - 1 Hour

Practical experience in the study, rehearsal and performance of jazz and stage band literature. May be repeated for credit. Prerequisite: audition with the director. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 290 Orchestra - 1 Hour

Practical experience in rehearsal and performance of orchestral music of various periods and styles. Performs two to three concerts on campus each year. In addition, participation in oratorio concerts and/or music theater productions may be required; this will necessitate extra rehearsal and performance time(s). Participation in a string ensemble and/or sectional is required for string players; this will necessitate extra rehearsal and performance time(s). Prerequisite: audition with the director. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 295 Vocal Performance Workshop - 1-8 Hours

Selected topics and ensembles as announced. Course may be repeated with a different topic. Prerequisite: consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 454 Advanced Level Private Lessons with Full Recital: Organ - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 455 Advanced Level Private Lessons with Full Recital: Percussion - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 456 Advanced Level Private Lessons with Full Recital: Piano - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 457 Advanced Level Private Lessons with Full Recital: String Instruments - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 458 Advanced Level Private Lessons with Full Recital: Voice - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 459 Advanced Level Private Lessons with Full Recital: Woodwind Instruments - 1-2 Hours

Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

Music Major

The Trinity International University Department of Music exists to foster the understanding, teaching, and performance of music as an art, a discipline, a profession, a calling, and a means to worship God and serve others.

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

Requirements total 50-61 hours. This includes 35 hours from the music core and 15-26 hours of emphasis-related courses. Four hours of the major requirements meet general education requirements.

Program Outcomes:

- 1) Students will improve continuously as **solo and ensemble performers** throughout their tenure at Trinity, progressing through the sequence of repertoire for their performance medium.
- 2) Students will demonstrate basic **keyboard proficiency** as indicated in published standards specific to their primary performance medium and/or emphasis area by the end of their fourth semester in the major.
- 3) Students will demonstrate increasing understanding of **basic theoretical constructs** of music of the common practice period and the twentieth century.
- 4) Students will exhibit a level of **aural understanding** corresponding to their understanding of written theoretical constructs.
- 5) Students will be able to describe theories, genres, instruments, composers, literature, and performance practice central to each style period through engagement with basic **musicological** research.
- 6) Students will relate the study of **music to contemporary society** in a way that prepares them to make a significant contribution to the community and to the church.
- 7) Students will engage a philosophy of **music in Christian worship** that is thoughtfully formulated and grounded in biblical and aesthetic integrity.
- 8) Students will broaden their **experience of music** and the performing arts by attending and critiquing local musical and cultural events appropriate to their areas of performance and scholarship.

Graduation Requirements

In addition to fulfilling all college graduation requirements, BA degree requirements, and major course requirements, in order to graduate with a major in Music, a student must meet the following requirements:

1. Perform a solo entrance audition in the intended primary performance medium (i.e., voice, piano, organ, guitar, harp, percussion, or an orchestral string, brass, or woodwind instrument) and gain acceptance into the major
2. Achieve a cumulative grade point average of 3.0 or more in applied study (i.e., private lessons) in that primary performance medium, completing at least 8 hours of credit in lessons at the 25x, 35x, or 45x level in that medium and enrolling in lessons in that medium during every semester of full-time enrollment in the program [Note: This requirement cannot be met by combining lesson credits in two or more performance media (e.g., voice and piano).]
3. Achieve a cumulative grade point average of 2.75 or more in all courses with the prefixes MUE, MUH, MUT, or MUW (whether required or elective)
4. Achieve a cumulative grade point average of 3.0 or more in the large ensemble appropriate to the primary performance medium, as assigned by the Music Department—typically MUZ 270 for vocalists and some pianists, organists, and guitarists; MUZ 280 for brass and woodwind players, percussionists, and some pianists, organists, and guitarists; or MUZ 290 for string players (including harpists, but not guitarists)—enrolling in that ensemble during every semester of full-time enrollment in the program
 - a. In addition to regular on-campus rehearsals and performances and participation in the fall performing ensembles retreat:
 - i Enrollment in the Concert Choir requires participation in local church concerts throughout the year, tours during the college spring break and/or the month of May, and in oratorio and music theater rehearsals and performances
 - ii Enrollment in the Orchestra requires participation in oratorio and music theater rehearsals and performances
 - iii Enrollment in the Symphonic Band requires participation in local church concerts throughout the year, tours during the college spring break and/or the month of May, and in pep band rehearsals and performances
 - b. This requirement cannot be met by combining credits in two or more ensembles (e.g., choir and band).
5. Demonstrate keyboard proficiency appropriate to the major, emphasis area, and primary performance medium (as stipulated by the Music Department) in a practical examination administered by members of the piano faculty (at times scheduled during finals week each semester), enrolling in keyboard skills classes and/or private piano lessons (i.e., MUZ 156, MUZ 161, MUZ 162, MUZ 256, MUZ 261, MUZ 262, MUZ 356, or

MUZ 456) each semester until all proficiency requirements have been fulfilled to the satisfaction of the examiners (or to the satisfaction of the private lesson teacher, for students whose primary performance medium is piano or organ)

6. Declare at least one emphasis area (see below), and fulfill all requirements of that emphasis

Code	Title	Hours
Required Courses		
MUT 111	Introduction to the Music Major	1
MUT 499	Senior Seminar in Music	1
MUH 241	Introduction Music History and Literature	3
MUE 331	Basic Conducting	3
MUH 341	Music History I	3
MUH 342	Music History II	3
MUT 121	Music Theory in Contemporary Practice	3
MUT 122	Aural Skills I	1
MUT 221	Music Theory II	3
MUT 222	Aural Skills II	1
MUT 223	Music Theory III	3
MUT 224	Aural Skills III	1
MUT 322	Aural Skills IV	1
MUZ 250-259, MUZ 350-359, MUZ 450-459		8
Strongly Suggested		
MUW 437X	Music in Worship	
Emphasis		
Each music major must choose at least one of the following eight emphases:		15-26
Total Hours		50-61

Emphases

Arts Administration Emphasis

Code	Title	Hours
BUS 113	Principles of Marketing	3
BUS 115	Human Resources Management	3
BUS 353	Management of Change	3
BUS 372X/CM 372X	Nonprofit Management	3
BUS 373X	Nonprofit Financial Management	3
Strongly Recommended		
BUS 392	Social Entrepreneurship	
Total Hours		15

Church Music Emphasis

Code	Title	Hours
MUW 335	Musicianship for Worship	3
MUW 437X	Music in Worship	3
WOR 438	Worship Planning	3
MUW 450	Church Music Internship	3
MUE, MUH, or MUT elective		3
One course selected from the following options		3
BRS 331	Christian Doctrine	3
CM 210	Ministry in its Cultural Context	
CM 211	Theology and Practice of Pastoral Ministry	
CM 320	Principles of Ministry Programming	
CM 342	Relational Skills for Ministry	
Total Hours		21

Significant work in biblical studies strongly recommended

Contemporary Music Emphasis

This emphasis area consists in its entirety of one semester's study at the Council for Christian Colleges and Universities' Contemporary Music Center (CMC) in Nashville, Tennessee. The CMC program concerns the origination, performance, production, and distribution of music intended to make a profit in the today's entertainment marketplace, i.e., "commercial" music. The CMC curriculum includes two core seminars—"Faith, Music and Culture" and "Introduction to the Music Industry"—a choice between three elective tracks (artist, business, or technical), and a capstone practicum "CMC Tour." Prerequisites: MUH 241, MUT 223, MUT 322, MUE 331, and at least 6 hours of applied music lessons (MUZ 150-MUZ 459); admission to the CMC; and approval of the Associate Dean. (For more about this option, see the description under "Special Programs: Off Campus.")

Please note: Admission to this off-campus study program is highly competitive; there are enrollment limits at the CMC itself and quotas at Trinity for approval of involvement in off-campus programs. Thus, the Music Department cannot guarantee that all students wanting to pursue this emphasis will be able to do so, and students would be well advised to consider other emphasis areas as well, in case they are not approved or admitted to the CMC program in either the fall or spring semester of their junior year or the fall semester of their senior year.

Music and Missions Emphasis

Code	Title	Hours
BRS/PH 363X	Survey of Religious Diversity	3
CM 260	Introduction to Intercultural Ministry	3
MUH 211	Survey of World Music	3
MUW 437X	Music in Worship	3
Suggested		
Accelerated MA Intercultural Studies (double degree)		
Total Hours		12

Performance Emphasis

Code	Title	Hours
MUT 361	Music Analysis	3
Additional credit hours (not used to satisfy music core requirement) of MUZ 250- MUZ 259, MUZ 350- MUZ 359, MUZ 450- MUZ 459		3
MUH elective		3
Half recital (MUZ 350- MUZ 359) and full recital (MUZ 450- MUZ 459) required		
Select 6 hours of the following:		6
Instrumentalists:		
MUT 363	Instrumentation and Orchestration	
MUZ 210	Music Ensemble	
Vocalists:		
MUE 324	Vocal Pedagogy	2
MUE 349	Diction for Singers	
MUZ 295	Vocal Performance Workshop	
MUZ 210	Music Ensemble (or additional hour lessons)	
Total Hours		17

Piano Pedagogy Emphasis

Code	Title	Hours
MUE 323	Piano Pedagogy and Literature	3
MUE 445	Internship in Piano Pedagogy	2
MUT 361	Music Analysis	3
MUZ 210	Music Ensemble	1
MUH Elective		3
MUT Elective		3
Half recital required (MUZ 350- MUZ 359)		
Highly Recommended		
ED 260X	Educational Psychology/Human Development	

Full recital recommended (MUZ 450- MUZ 459)

Total Hours 15

Psychology Emphasis

Note: For this emphasis area, students must demonstrate guitar proficiency, and must choose the courses indicated by an asterisk (*) to fulfill General Education Requirements:

Code	Title	Hours
Quantitative and Analytical Reasoning		
BIO 140	Survey of Human Anatomy and Physiology	4
PSY 285X	Statistics *	4
Personal Growth, Health and Wellness		
PSY 140	Introduction to Psychology *	3
Select one of the following:		3
PSY 220	Interpersonal Skills Training	
PSY 230	Crisis Intervention	
PSY 255	Psychology of Addiction	
Select two of the following:		6
PSY 300	Personality Theories	
PSY 310	Abnormal Psychology	
PSY 320	Theories of Learning	
Select two of the following:		6
PSY 372	Cognitive Behavioral Psychology	
PSY 374	Physiological Psychology	
PSY 400	Therapeutic Psychology	
Total Hours		26

Theory/Composition Emphasis

Code	Title	Hours
MUT 363	Instrumentation and Orchestration	3
MUT 445	Senior Project in Music Theory	2
MUT 462	Stylistic Composition	3
Choose One:		3
MUT 361	Music Analysis	
MUT 461	Modal Counterpoint	
Total Hours		11

Music Education/K-12 Major

The Music Education K-12 major prepares qualified candidates with the knowledge, skills, and dispositions necessary to teach music to students in grades K-12, and to evidence Christian values in their personal and professional practice while respecting the exercise of individual moral decisions. The major prepares students for state teaching licensure in vocal and/or instrumental music instruction. In addition to core music classes for content knowledge, methods courses and field experiences build teaching skills. Candidates who successfully complete the major and state licensure exams are eligible to receive an Illinois Professional Educator License, valid for teaching music in grades K-12.

Requirements total 83 hours. This includes the 34 hours from the music core, 13 hours of additional music courses, and 36 hours of professional education courses.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Music K-12 Education* will:

- display thorough content knowledge to teach in their respective fields
- be able to plan, deliver and assess effective instructional experiences that align with learning standards, educational theory, and knowledge of student development
- exhibit appropriate professional dispositions that reflect the personal, professional, and practical components of teaching
- evidence Christian values in their personal and professional practice, while respecting the exercise of individual moral decisions
- address the differing needs of a diverse student population with professional competence, respect, and fairness

Graduation Requirements

Candidates must fulfill all college graduation requirements and BA degree requirements. Candidates must pass the appropriate content-area test, and the appropriate teacher performance assessment (edTPA) in order to complete their program. **Candidates are required to comply with all state requirements that are in place at the time of application for licensure.** In addition, to graduate with a major in Music Education/K-12, a candidate must meet the following requirements:

1. Perform a solo entrance audition in the intended primary performance medium (i.e., voice, piano, organ, guitar, harp, percussion, or an orchestral string, brass, or woodwind instrument) and gain acceptance into the major
2. Achieve a cumulative grade point average of 3.0 or more in applied study (i.e., private lessons) in that primary performance medium, completing at least 8 hours of credit in lessons at the 25x, 35x, or 45x level in that medium and enrolling in lessons in that medium during every semester of full-time enrollment in the program
 - a. This requirement cannot be met by combining lesson credits in two or more performance media (e.g., voice and piano).
 - b. Music Education/K-12 majors who have already completed eight or more semesters of lessons at the 25x, 35x, or 45x level in the primary performance medium with a cumulative GPA of 3.0 or higher are not required to enroll in private lessons in the primary performance medium during the clinical practice semester.
3. Achieve a cumulative grade point average of 2.75 or more in all courses with the prefixes MUE, MUH, MUT, or MUW (whether required or elective)
4. Achieve a cumulative grade point average of 3.0 or more in the large ensemble appropriate to the primary performance medium, as assigned by the Music Department—typically MUZ 270 for vocalists and some pianists, organists, and guitarists; MUZ 280 for brass and woodwind players, percussionists, and some pianists, organists, and guitarists; or MUZ 290 for string players (including harpists, but not guitarists)—enrolling in that ensemble during every semester of full-time enrollment in the program
 - a. In addition to regular on-campus rehearsals and performances and participation in the fall performing ensembles retreat:
 - i Enrollment in the Concert Choir requires participation in local church concerts throughout the year, tours during the college spring break and/or the month of May, and in oratorio and music theater rehearsals and performances.
 - ii Enrollment in the Orchestra requires participation in oratorio and music theater rehearsals and performances.
 - iii Enrollment in the Symphonic Band requires participation in local church concerts throughout the year, tours during the college spring break and/or the month of May, and in pep band rehearsals and performances.
 - b. This requirement cannot be met by combining credits in two or more ensembles (e.g., choir and band).
 - c. Music Education/K-12 majors who have already completed eight or more semesters of enrollment and participation in the assigned large ensemble with a cumulative GPA of 3.0 or higher are not required to enroll in that ensemble during the clinical practice semester.
5. Demonstrate keyboard proficiency appropriate to the major, emphasis area, and primary performance medium (as stipulated by the Music Department) in a practical examination administered by members of the piano faculty (at times scheduled during finals week each semester), enrolling in keyboard skills classes and/or private piano lessons (i.e., MUZ 156, MUZ 161, MUZ 162, MUZ 256, MUZ 261, MUZ 262, MUZ 356, or MUZ 456) each semester until all proficiency requirements have been fulfilled to the satisfaction of the examiners (or to the satisfaction of the private lesson teacher, for students whose primary performance medium is piano or organ)
6. Declare a secondary concentration area (i.e., either choral or instrumental), and fulfill all requirements of that concentration

Optional Additional Endorsement

A candidate may earn the Learning Behavior Specialist 1 (LBS1) endorsement (an addition to the teaching license) by completing ED 330, ED 352, ED 353, and ED 354, and passing the appropriate Illinois Licensure Testing System exam. Earning this additional endorsement may be a good investment of elective credit hours for interested candidates, since LBS1 is currently a teaching shortage area throughout the state of Illinois.

Code	Title	Hours
Required Courses		
MUT 111	Introduction to the Music Major	1
MUE 331	Basic Conducting	3
MUH 241	Introduction Music History and Literature	3
MUH 341	Music History I	3
MUH 342	Music History II	3
MUT 121	Music Theory in Contemporary Practice	3
MUT 122	Aural Skills I	1
MUT 221	Music Theory II	3
MUT 222	Aural Skills II	1
MUT 223	Music Theory III	3
MUT 224	Aural Skills III	1
MUT 322	Aural Skills IV	1
MUZ 250-259, MUZ 350-359, MUZ 450-459		8
Additional Music Courses ¹		
MUE 249X	General Music Instructional Methods for the K-12 Educator	3
Choose 4		4-5
MUE 324	Vocal Pedagogy	
MUE 345	Woodwind Techniques	
MUE 346	Brass Techniques	
MUE 347	Percussion Techniques	
MUE 348	String Techniques	
MUH 211	Survey of World Music	3
MUE 432X	Choral Conducting Methods and Literature	3
or MUE 433X	Instrumental Conducting Methods and Literature	
Recommended:		
Participation in MUZ 285 for those who qualify		
Professional Education Courses ¹		
ED 101	Introduction to Teaching	1
ED 103	Professional Skills for Teachers	1
ED 124	Historical and Philosophical Foundations of Education	3
ED 260X	Educational Psychology/Human Development	3
ED 306	Reading and Writing Across the Curriculum	3
ED 330	Introduction to Special Education	3
ED 380	Diversity in Education	1
ED 381	Diversity Pre-clinical Experience	1
ED 421	Classroom Management	1
ED 422	Advanced Seminar in Education	2
ED 430	Educational Research and Assessment	2
ED 440 & ED 441	Clinical Practice/Music K-12 and Clinical Practice/Music K-12	12
PSY 337	Psychology of Adolescence	3
Total Hours		83-84

¹ Note: Some of the following courses require admission to the Division of Education for enrollment

Additional Licensure Requirements

Candidates must pass the appropriate teacher performance assessment (edTPA), and all required licensure tests in order to complete their program. Candidates are required to comply with all state requirements that are in place at the time of application for licensure. Consult the Division of Education for specific requirements.

Music Minor

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

Code	Title	Hours
MUH 241	Introduction Music History and Literature	3
MUH 341 or MUH 342	Music History I Music History II	3
MUT 121	Music Theory in Contemporary Practice	3
MUT 122	Aural Skills I	1
MUT 221	Music Theory II	3
MUT 222	Aural Skills II	1
MUZ 150- MUZ 159, MUZ 250- MUZ 259, MUZ 350- MUZ 359, MUZ 450- MUZ 459 ¹		4
Music electives (excluding applied music or music organization ^{MUZ} credits)		6
Total Hours		24

¹ Private Lessons in one applied instrument/voice

The music minor requires six semesters in a Music Ensemble.

Philosophy

Philosophy is unique and in a constant state of change. The great American philosopher William James once called philosophy “a collective name for questions that have not yet been answered to satisfaction of all by whom they have been asked.” Philosophy, in other words, addresses those multifaceted, world-view type questions that confront everyone who thinks.

Those who study philosophy are empowered to develop, express, and defend their own philosophical perspectives. Those who study it here learn to bring their ideas into dialogue with the past masters and current dignitaries, many of whom are great Christian minds.

By using a distinctly critical, historical, and Christian approach, our goal is to help produce the next generation of excellent thinkers. Students will interact with perspectives foreign to and familiar with the Christian tradition. Our graduates will know how to think carefully about these views. And they will be prepared to stake claims and provide reasons with a design plan aimed at truth, goodness, and beauty.

A few of our graduates will take philosophy as their life’s work. The rest will take philosophy to their life’s work. But wherever they may find themselves, all of them will bring the best tools of philosophy to bear on the fundamental moral and intellectual questions of our time.

Majors

- Philosophy Major (p. 243)

Minors

- Philosophy Minor

Courses

PH 170 Logic - 3 Hours

A study of the principles of correct reasoning. This course will consider induction, deduction, informal fallacies, traditional logic, and symbolic logic. Offered every Fall for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 180 Introduction to Philosophy - 3 Hours

An introduction to philosophy that focuses on the principal issues in the theory of knowledge, metaphysics, ethics, and the construction of worldviews. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate, online, Excel undergraduate. Final offering for REACH adult undergraduate.

PH 182 Ethics - 3 Hours

An introduction to problems and concepts in ethical theory, plus a consideration of contemporary moral problems. Offered every Spring for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 190 Introduction to Apologetics - 3 Hours

The course is designed to introduce students to the major cultural and philosophical challenges facing Christianity and begin developing the intellectual resources for its defense. The course covers the proofs for God’s existence and the basic philosophical methods for supporting Christian faith. Delivery mode: Deerfield traditional undergraduate.

PH 231 Philosophy of Human Nature - 3 Hours

An interdisciplinary inquiry into human nature. The course will treat the person both as an individual and as related to others in social contexts. Prerequisite: PH 180. Delivery mode: Deerfield traditional undergraduate.

PH 234 Love and Friendship - 3 Hours

This course is an integrated, philosophical study of the nature of love and friendship. Topics treated include various perspectives on love and friendship, different kinds of love and friendship, the role of friendship in the Christian life, married love, tough love, the possibility of love, and love for God. Delivery mode: Deerfield traditional undergraduate.

PH 250 Special Topics in Philosophy - 3 Hours

Selected topics in philosophy not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 350 Asian Religious Thought - 3 Hours

Historical survey of the origins and growth of the major Asian religions. Beliefs, practices, and worldviews of the major traditions will be examined with attention given to understanding the underpinnings of the lifestyles, ideologies and communication patterns of various Asian peoples. Comparisons and contrasts with Western and Christian-based perspectives will be offered. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

PH 351 Topics in Apologetics - 3 Hours

Selected topics in apologetics not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand for Deerfield traditional undergraduate. Prerequisite: PH 180. Delivery mode: Deerfield traditional undergraduate.

PH 352 Topics in Ethics - 3 Hours

Selected topics in ethics not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand for Deerfield traditional undergraduate. Prerequisite: PH 180. Offered on demand. Delivery mode: Deerfield traditional undergraduate.

PH 353 Topics in Philosophy of Religion - 3 Hours

Selected topics in philosophy of religion not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand for Deerfield traditional undergraduate. Prerequisite: PH 180. Delivery mode: Deerfield traditional undergraduate.

PH 359 Topics for Honors Students - 3 Hours

Selected topics not taught under specific course titles. Depending on the topic, the course will be designated as falling under one or more departments. May be repeated for credit if the topic differs. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 360 Advanced Topics in Philosophy - 3 Hours

Selected advanced topics in philosophy not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand for Deerfield traditional undergraduate. Prerequisite: PH 180. Delivery mode: Deerfield traditional undergraduate.

PH 362 Philosophy of Religion - 3 Hours

An examination of the philosophical implications in Christian theism, including the existence of God, the nature of religious language, revelation, faith and reason, and the problem of evil. Prerequisite: PH 180. Delivery mode: Deerfield traditional undergraduate.

PH 363X Survey of Religious Diversity - 3 Hours

A survey of the world's major religions, including Judaism, Islam, Hinduism, Buddhism, and other religious movements. The specific aim of the course is to learn how to understand and engage a full range of religious worldviews from the perspective of the Christian faith. Special attention is given to comparing and contrasting religious movements with the historic Christian faith. The course probes various dimensions of the problem of religious truth, explores the possibility of constructing a systematic understanding of religions, and seeks to formulate creative and thoughtful responses to the problem of religious diversity. Cross listed with BRS 363X. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

PH 381 History of Western Thought I - 3 Hours

A survey of ancient, medieval, and Renaissance thought. Prerequisite: PH 180. Offered every other year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 382 History of Western Thought II - 3 Hours

A study of principal philosophers and perspectives from Descartes to the present. Prerequisite: PH 180. Offered every other year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 390 Advanced Apologetics - 3 Hours

Apologetics prepares students to make an intellectual defense of the Christian faith. The course surveys the historic challenges to the Christian truth claims and the means and methods Christians have used to address these challenges. Emphasis is given to the current state of affairs in the academy and culture in terms of the major problems and solutions under discussion. Prerequisite: PH 170, PH 180, PH 182, or PH 190. Delivery mode: Deerfield traditional undergraduate, Excel undergraduate. Final offering for REACH adult undergraduate.

PH 431 Contemporary Philosophy - 3 Hours

A study of significant philosophers and perspectives in the twentieth century. Prerequisites: PH 180 plus six hours of philosophy beyond the 100 level. Offered every other year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 432 Problems in Philosophy - 3 Hours

An examination of selected issues in epistemology, ethics, and metaphysics. Prerequisites: PH 180 plus six hours of philosophy beyond the 100 level. Offered every other year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 450 Independent Study - 1-4 Hours

Research and specialized studies designed to meet the needs of the individual student. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 474X Introduction to Bioethics - 3 Hours

An overview of the Hippocratic/Judeo-Christian tradition in medical ethics against the background of biblical- theological discussion of human nature, medicine, and healing, and as a context for the rise of the new bioethics. Prerequisite: PH 180 or consent of instructor. This course is taught at the Trinity Graduate School (BE 5000). Offered fall semester. May substitute undergraduate Bioethics Institute (offered in July; register in May Term). Cross-listed with BE 474X. Delivery mode: Deerfield traditional undergraduate.

PH 475X Topics in Bioethics - 1-3 Hours

Selected courses taught either at the College or at the Trinity Graduate School. May be repeated for credit with a different topic. Offered fall or spring semester, or annually, in mid-July, in conjunction with the Bioethics Conference for Deerfield traditional undergraduate. Cross-listed with BE 475X. Delivery mode: Deerfield traditional undergraduate.

PH 476X Undergraduate Bioethics Institute - 3 Hours

This institute provides an overview of relevant bioethical issues and principles from a biblical-Christian perspective. It includes reading and assignments to be completed before the first class meeting and other assignments after the last class meeting, as well as a final paper. Participation in the associated National Bioethics Conference offered by The Center for Bioethics and Human Dignity (usually spring and summer) is also required. The course is a unique opportunity to consider the subject and interact with a variety of academic experts, practitioners, and students at various stages of vocational and ethical preparation. Note: BE/PH 476x and BE/PH 477x are special courses, associated with The Center for Bioethics and Human Dignity's Annual Summer Conference. The courses and conference provide a unique opportunity for students to interact with internationally recognized professionals in their field, and complete one or both courses for credit. Because of their unique nature, BE 476 and BE 477 are not included in the tuition remission option of TIU's three-year degree, due to the expenses associated with the conference and courses. Cross-listed with BE 476X. Delivery mode: Deerfield traditional undergraduate.

PH 477X Undergraduate National Conference - 2-3 Hours

This course enables students to take advantage of the opportunity offered by the National Bioethics Conference sponsored by The Center for Bioethics and Human Dignity on an annual basis (usually spring and summer). Attendance at conference session and preparatory readings will allow students to reflect critically on the issues of the conference. Selection of a specific topic of interest from those considered in the conference and/or reading materials provide opportunity for extended research. Note: BE/PH 476x and BE/PH 477x are special courses, associated with The Center for Bioethics and Human Dignity's Annual Summer Conference. The courses and conference provide a unique opportunity for students to interact with internationally recognized professionals in their field, and complete one or both courses for credit. Because of their unique nature, BE 476 and BE 477 are not included in the tuition remission option of TIU's three-year degree, due to the expenses associated with the conference and courses. Cross-listed with BE 477X. Delivery mode: Deerfield traditional undergraduate.

PH 499 Fall Senior Seminar - 1 Hour

This course prepares students to meet their vocational objectives by consolidating the philosophy department's curriculum and the student's academic experiences into a personal portfolio and life plan. The portfolio requirements include items such as the completion of a curriculum vitae, a sample paper, the acquisition of references, the creation of a graduate school target list (or equivalent job opportunity list), the completion of the GRE or LSAT, the completion of a senior assessment and an exit interview. This course fulfills the "Professional Experience General Education Requirement" for students in the Philosophy Major. Possible fulfillment experiences include regular philosophy tutoring, public presentation and delivery of a philosophy paper, or regular group discussion or paper grading leadership in conjunction with a philosophy class. Prerequisites: The student must be a philosophy major, have taken at least five philosophy courses, and be of junior or senior standing. Offered fall semester for Deerfield traditional undergraduate. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Philosophy major. Delivery mode: Deerfield traditional undergraduate.

Philosophy Major

The Philosophy major is designed to help students to listen carefully, think deeply, and present compellingly as they prepare for graduate studies in philosophy (leading to teaching careers in philosophy and related fields), in law (leading to careers associated with the legal profession), and in seminary (leading to ministry in the church both here and abroad); and to provide the best possible integrated liberal arts education (leading almost anywhere).

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Philosophy* will be able to:

- demonstrate a broad general understanding of the work of major figures in the history of philosophy, including Plato, Aristotle, Descartes, and Kant
- demonstrate familiarity with the most important topics in a range of areas at the center of contemporary philosophical thought, including metaphysics, epistemology, ontology, philosophy of religion, and philosophy of language
- demonstrate familiarity with various ethical systems and how to apply them
- demonstrate familiarity with the field of logic, both formal and informal, and how to solve logical problems and proofs based on these forms of logic
- think analytically, creatively, and Christianly about philosophical texts and issues
- express philosophical ideas and defend them effectively in argument, both in writing and orally
- acquire the confidence, self-awareness, and preparation for students going to graduate school in philosophy, law school, seminary, or any area of life or the humanities

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

Code	Title	Hours
Core		
PH 170	Logic	3
PH 180	Introduction to Philosophy	3
PH 381	History of Western Thought I	3
PH 382	History of Western Thought II	3
PH 499	Fall Senior Seminar	1
PH 431	Contemporary Philosophy	3
or PH 432	Problems in Philosophy	

Specializations

Philosophy majors may achieve a specialization designation in Apologetics, Ethics, or Philosophy of Religion by taking 12 hours in that specific area.¹ No specialization is required and no more than two specializations are allowed.

¹ Note students completing one specialization need 3 additional hours of electives to complete the major.

Apologetics

Code	Title	Hours
PH 190	Introduction to Apologetics	3
Select three of the following:		9
PH 351	Topics in Apologetics	
PH 431	Contemporary Philosophy ¹	
or PH 432	Problems in Philosophy	
BRS 330	Christian Evidences	
ID 5002	Foundations for Cultural Engagement	
PH 390	Advanced Apologetics ²	
PR 5600	Christian Faith and Contemporary Challenges	
ME 5001	Foundations of Evangelism	

Total Hours

12

Ethics

Code	Title	Hours
PH 182	Ethics	3
Select three of the following:		9
PH 234	Love and Friendship	
PH 352	Topics in Ethics	
PH 431	Contemporary Philosophy ¹	
or PH 432	Problems in Philosophy	
PH 474X	Introduction to Bioethics	
PH 475X	Topics in Bioethics	
PH 476X	Undergraduate Bioethics Institute	
PH 477X	Undergraduate National Conference	
BUS 490	Seminar in Business and Management Ethics	
BE 6200	Ethical Theory	
Total Hours		12

Philosophy of Religion

Code	Title	Hours
PH 362	Philosophy of Religion	3
Select three of the following:		9
PH 353	Topics in Philosophy of Religion	
PH 359	Topics for Honors Students	
PH 431	Contemporary Philosophy ¹	
or PH 432	Problems in Philosophy	
PH 363X	Survey of Religious Diversity	
PSY 430	Psychology of Religion	
Any one Religious Studies (TGS), Philosophy of Religion or World Religions (TEDS) course		
Total Hours		12

¹ Students may only use one of these two courses, namely, whichever course is not used to fulfill the core requirements of the major.

² This course may be used as a substitute for PH 190 Introduction to Apologetics. However, both courses can be taken to satisfy 6 hours of the Apologetics specialization.

Psychology

The Psychology Department of Trinity International University exists to bring honor and glory to God by educating men and women in the content and procedures of the discipline of psychology consistent with an orthodox Christian faith. We encourage learners to study the theories and research about the human person in light of biblical revelation. We maintain that the study of psychology is an affirmation of our stewardship to investigate and marvel at the wonders of God's handiwork and to confront the tragic impact of human fallenness with the intent to provide restorative efforts as participants in God's redemptive truths.

When humanity fell into sin, all of life was impacted, including how we as humans relate to one another. Issues such as racism, poverty, divorce, and criminal behavior all arose because of the Fall. Social Sciences disciplines help the student gain an understanding of the impact of sin on our world and provide a means to study where we are in our relationships with one another and how to make the changes necessary to bring about a society that meets God's expectations. We believe that it is only through knowing the depth of the problems that exist that Christians can seriously tackle these issues in a manner that brings glory to God and leads to a social world that reflects what God intended—a world in which all interactions are based in love for one another.

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

Also, Trinity offers a Dual Degree (p. 259) combining the Psychology major (Counseling Psychology Emphasis) at Trinity College with a Master of Arts in Mental Health Counseling at Trinity Evangelical Divinity School. See the Dual Degree section of the catalog.

Majors

- Psychology Major (p. 250)

Minors

- Health Psychology Minor (p. 254)
- Psychology Minor
 - Students may receive recognition for a Psychology Minor by completing 24 hours with a PSY prefix if they are not completing the prescribed minor in the Psychology Department (i.e., Health Psychology) or completing the Leadership Minor, which is listed in Interdisciplinary Studies (IDS).

Courses

PSY 140 Introduction to Psychology - 3 Hours

A survey of the field of psychology: major orientations (neurobiological, behavioral, cognitive, psychoanalytic, and humanistic); historical developments; views of personhood; scientific procedures; and relevance to everyday life. Prerequisite for all 300- and 400-level psychology courses, with exceptions by permission of appropriate instructor, or online or Excel advisor. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 141 Psychology Seminar - 1 Hour

This course is designed for students in psychology to develop their use of information technology and become familiar with psychological resources and report writing techniques. Students will also develop coping skills useful in their academic endeavors, as well as investigate the diverse career and educational paths for those graduating with an undergraduate degree in psychology. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

PSY 170X Leadership Dynamics - 3 Hours

This course will study the vital role and responsibilities of leaders within various organizations. Emphasis will be given to the study of a biblical concept of leadership, various leadership styles, spiritual gifts, personal development, leadership management, administration/delegation, change management, conflict management, and development of leadership staff. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with LR 170X. Delivery mode: Deerfield traditional undergraduate.

PSY 210 Life Planning - 3 Hours

A personal investigation of the development tasks of young adulthood coupled with an exploration of vocational development. Emphasis is placed on personal application and growth. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 220 Interpersonal Skills Training - 3 Hours

A skills training approach to the development of interpersonal relationships. Students will learn skills in expressing themselves, active listening, responding, supporting, and challenging in nonjudgmental ways through group experiences. Students will have the opportunity to evaluate their interpersonal style, will receive input from each other, and make changes in the way they interact with others. Prerequisites for Deerfield traditional undergraduate: Three credit hours in Psychology and at least sophomore standing. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 228X Sport and Wellness Psychology - 3 Hours

A study of the psychological and mental factors that influence and are influenced by participation and performance in sport, exercise, and physical activity, and the application of the knowledge gained through this study to everyday settings. Prerequisite: PSY 140. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with HPW 228X. Delivery mode: Deerfield traditional undergraduate.

PSY 230 Crisis Intervention - 3 Hours

A lecture/discussion seminar dealing with issues of people in crisis, crisis intervention, stress, and stress management. Emphasis will be on the practical aspect of helping people in distress. Prerequisite: Three credit hours in Psychology and at least sophomore standing. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, Excel adult undergraduate, online. Final offering for REACH adult undergraduate.

PSY 240 Human Sexuality - 3 Hours

Interdisciplinary examination of the physiological, cultural, and psychological bases of human sexual behavior with attention devoted to the student's development of a personal perspective toward sexuality that integrates Christian faith and moral integrity. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

PSY 250 Contemporary Issues Psychology - 3 Hours

A seminar composed of student and faculty desiring to pursue a topic of mutual interest. Preference will be given to issues that are timely and that involve the relating of psychology to the needs of society or the resolution of conflicts within the field of psychology. May be repeated for credit. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 251 Topics in Counseling Psychology - 3 Hours

A seminar focusing on a selected topic specific to the area of counseling psychology. May be repeated for credit if topic varies. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 255 Psychology of Addiction - 3 Hours

A survey of various forms of addictive behavior (drug, alcohol, sex, gambling, food, relationship, and others). Numerous theoretical approaches to addiction and the addictive personality are considered. Individual, family, group (including Twelve Step programs), behavioral modification, and other possible treatment interventions are assessed. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 260X Educational Psychology/Human Development - 3 Hours

A survey of the theories and philosophies of learning and human development in children and adolescents. Emphasis is placed on the cognitive processes associated with learning and the factors that influence motivation and engagement of children and adolescents. Prerequisite: ED 101 or three credit hours in psychology and at least sophomore standing. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with PSY 260X. This fulfills one (1) service learning requirement (equivalent to IDS 106) if course completed with a grade of C or higher. Offered fall semester. Delivery mode: Deerfield traditional undergraduate, Florida non-traditional undergraduate.

PSY 280X Introductory Statistics - 3 Hours

An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests including one-way analysis of variance. Credit obtained in this course does not fulfill the major requirements in psychology (for Deerfield traditional and Excel undergraduates) or business (for Deerfield traditional undergraduates) or the minor requirement in sociology. (REACH/Excel business majors take PSY 280X as part of the major.) Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Computer fee. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 282 Introduction to SPSS - 1 Hour

Examination of SPSS for Windows, including topics in statistical analysis and data management useful to social science majors. Not appropriate for students who have taken or are enrolled in PSY 285X (MA 285X). Offered each semester. Computer fee for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 285X Statistics - 4 Hours

An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests including one-way analysis of variance. Specific instruction and computer experience in the use of SPSS is provided. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Computer fee. Cross-listed with BIO 285X, MA 285X, SOC 285X. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 300 Personality Theories - 3 Hours

This course acquaints students with theories and theorists having the greatest impact on the understanding of human personality. Some theories covered will be those developed by Freud, Jung, Adler, Rogers, Erikson, and Allport. Personality assessment, current personality research, and philosophical approaches to theory-building will also be discussed. Prerequisite: PSY 140. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 305 Organizational Psychology - 3 Hours

Experientially based survey of the psychological principles that apply to social and organizational situations. Practicality is emphasized for those in supervisory, management, or leadership responsibilities in any setting (e.g., church, business, government). Prerequisite: PSY 140. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 310 Abnormal Psychology - 3 Hours

A study of history, definitions, and issues related to abnormal behavior. Major emphasis is on behavioral, existential, and physiological approaches. Prerequisite: PSY 140. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 315 Life Assessment - 3 Hours

This course focuses on the development of self-understanding and preparation for the future. Issues of background, personality and temperament, learning style, identity, life experience and vocation will be examined. The role of autobiography as a means for self-assessment will be explored. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 320 Theories of Learning - 3 Hours

A study of the philosophy, history, methodology, theory, and research of learning and motivation. Applications of learning principles to a variety of contexts. Prerequisite: PSY 140. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 330 Developmental Psychology - 3 Hours

An interdisciplinary study of human development from childhood through adolescence. Physical, cognitive, and personality development will be examined. Prerequisite: PSY 140. Cannot be counted for credit in conjunction with PSY 337. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 335 Child Development - 3 Hours

A study of human development as the product of both maturational and environmental influences. Emphasis is on the theories and research findings that pertain to preadolescence. Biological and environmental factors regarding physical, perceptual, cognitive, social, moral, and emotional development will be discussed. Prerequisite: PSY 140. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 337 Psychology of Adolescence - 3 Hours

An interdisciplinary study of human development from puberty to early adulthood. Physical, cognitive, and personality development will be examined, both from the social and research point of view, while application will be encouraged for students who plan to work with adolescents. Special emphasis will be placed on the characteristics and needs of early adolescents and the role of professionals in the assessment, coordination, and referral of students to health/social service. Prerequisite: PSY 140; Education majors may substitute ED 260X/PSY 260X for PSY 140 as a prerequisite. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 339 Adult Development - 3 Hours

A study of human development encompassing adolescence through old age. Physical, perceptual, cognitive, social, and emotional changes will be considered along with major issues and life decisions faced during adulthood. Prerequisite: PSY 140. Offered spring semester in even-numbered years for Deerfield traditional undergraduate; other modes as scheduled. (Not open to students with credit in PSY 336.) Delivery mode: Deerfield traditional undergraduate and Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 345 Internship I - 1-6 Hours

Provides the students with opportunities to apply various principles of psychology learned in previous coursework to actual settings with a chosen population at an agency or organization. Direct supervision is provided by onsite personnel, and overall progress is monitored by a faculty member. Normally a junior year experience. May be used as psychology elective hours. Satisfies the professional experience requirement for psychology majors. Offered in any semester or session for Deerfield traditional or online undergraduate. Delivery mode: Deerfield traditional undergraduate. Online students register as traditional students.

PSY 346X Research Methods and Design - 3 Hours

This course introduces students to the uses and varieties of research methods in the social sciences. Students will gain experience in designing and interpreting research and will become sophisticated consumers of research by recognizing strengths and limiting liabilities of research methods. At the end of the course, students should feel comfortable reading and reviewing the research of others, and be capable of proposing and carrying out their own research projects. Majors are strongly encouraged to complete this course no later than their junior year. Prerequisites: PSY 140 and PSY 285X. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. (Not open to students with credit in PSY 340.) Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 350X Social Psychology - 3 Hours

A study of the interrelationships between the individual and social groups. Topics include the formation of attitudes and attitude change, the nature of groups and group processes, and theoretical perspectives of social psychology. Prerequisite: PSY 140 or SOC 101. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with SOC 350X. Delivery mode: Deerfield traditional undergraduate.

PSY 355 Group Dynamics - 3 Hours

An interdisciplinary course in the social psychology of small groups, with emphasis on understanding and analyzing patterns of group interaction. A study of social forces that lead to group formation, leadership, decision making, problem solving, cohesion, and disintegration. Prerequisites: SOC 101 or PSY 140. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 356 Conflict Management - 3 Hours

This course surveys the dynamics of conflict from a variety of perspectives, emphasizing a Biblical understanding of interpersonal communication and conflict management. This course also addresses various theories of communication, verbal and nonverbal messages, and specific strategies to address conflicted situations, whether the conflict is interpersonal or organizational. Prerequisites: PSY 140. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 360X Introduction to Social Work - 3 Hours

A study of social casework principles, procedures and philosophy, welfare history and administration. Related to a biblical view of humanity and the helping process. Prerequisite: PSY 140 or SOC 101. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Cross-listed with SOC 360X. Delivery mode: Deerfield traditional undergraduate.

PSY 371 Dynamics of Group Behavior - 4 Hours

Students will examine small group behavior and how it affects organizational effectiveness. The structure and function of groups within various types of organizations, including businesses and churches will be considered. Group formation, teams, group roles, decision making, problem solving, conflict resolution, cohesion and disintegration are explored. Prerequisites: IDS 105, at least three credits in English composition, and at least sophomore standing. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 372 Cognitive Behavioral Psychology - 3 Hours

An exposure to the philosophy and methodology of psychology as a cognitive behavioral science. Methodological, radical, and contemporary cognitive behaviorism will be presented, with emphasis on social learning theory, cognitive psychology, self-efficacy theory, and the psychology of consciousness. Prerequisite: PSY 140. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

PSY 374 Physiological Psychology - 3 Hours

A study of the physiological bases of behavior. Topics include sensory coding, the control of movement, sexual development, hunger and thirst, vision and hearing, sleep, emotions, learning and memory, language, and mental disorders. The role of physical and psychological causes of behavior and their interaction are also considered. Prerequisite: PSY 140. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 375X Foundations of Christian Counseling - 3 Hours

This course familiarizes the student with the principles and techniques of counseling in ministry settings with a focus on counselor characteristics, problem-management skills, common counseling problems, multicultural dynamics, and various issues involved in the counseling process. Special emphasis will be placed on the unique contribution of biblical truths to counseling. Prerequisites: BI 101 and BI 111. Cross-listed with CM 375X. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 378X Servant Leadership - 3 Hours

This course is designed to move the student from theory to practice as it relates to being a Servant Leader (SL). Emphasis will be given to the strategic and tactical aspects of Servant Leadership with a pervasive focus given to evidencing a SL ethic. Servant Leader domains covered include: valuing people, developing people, displaying oneself authentically, building community, providing and sharing leadership. Prerequisite: LR 170X or LR 173/174. Cross listed with LR 378X. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 381 Counseling Theories - 3 Hours

This course introduces students to both classical and current theories of counseling -- evaluating them in light of Scripture, reason, and practical relevance. Prerequisite: PSY 140 and PSY 300. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 382 Crisis Counseling - 3 Hours

This course introduces students to the theory and practice of crisis intervention. Issues such as grief and trauma are explored from both professional and Christian perspectives. Prerequisite: PSY 140. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 383 Marital Counseling - 3 Hours

A survey of various theoretical and methodological approaches to marital counseling. A particular emphasis is given to assessment strategies, problem diagnosis, and intervention techniques. Prerequisite: PSY 140. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 384 Parent Education - 3 Hours

A survey of various theoretical and methodological approaches to education parents in working with children from infancy through adolescence. A particular emphasis is given to understanding, relating to, disciplining, and encouraging children throughout their lives. Delivery mode: Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 400 Therapeutic Psychology - 3 Hours

This course familiarizes the student with the major theoretical approaches to counseling and psychotherapy and the various disciplines involved in psychological treatment. The therapy process is examined in terms of the role of the therapist and client, material frequently addressed in therapy, some of the techniques employed, psychotherapy research, and ethical issues related to counseling. The student will examine these topics as a prospective service-provider, as well as a potential consumer of psychological services. Prerequisite: PSY 300 or PSY 310. Offered spring semester in even-numbered years for Deerfield traditional undergraduate; as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

PSY 420X Advanced Interpersonal Skills Training - 3 Hours

An advanced course in interpersonal relationships that explores elements of group leadership. Students will have an opportunity to train other students in relationship skills, to lead groups, and to receive supervision from the professor. Prerequisite: PSY 220, and invitation of the instructor. Offered each semester for Deerfield traditional undergraduate. Cross-listed with SOC 420X. Delivery mode: Deerfield traditional undergraduate.

PSY 430 Psychology of Religion - 3 Hours

An overview of the research into the psychology of religion as it relates to social, economic, political, and personal behavior. Provides a theoretical framework for assessing religion, for exploring the development and role of personal faith through the lifespan, and for understanding the social and organizational frameworks for religious and moral behavior. Prerequisite: a minimum of 9 hours of psychology coursework and junior or senior standing. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 440 Integration of Psychology and the Christian Faith - 3 Hours

A discussion seminar on foundational integrative methodologies regarding the discipline of psychology and Christian faith. Emphasis will be on practical applications to situations confronting the Christian today. Prerequisite: a minimum of 15 hours of psychology coursework. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Excel adult undergraduate. Final offering for REACH adult undergraduate.

PSY 441 Psychology Senior Seminar - 1 Hour

Capstone course for the Psychology major (or the Social Science major for students focusing on courses in Psychology). This course prepares students for making the transition to vocation and/or graduate study, reviews the APA guides for ethics and publication form, assesses basic knowledge in the field of psychology and stabilizes the student's perspective on the integration of psychology and their Christian faith. Prerequisite: senior standing. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Psychology major. Delivery mode: Deerfield traditional undergraduate. Online students register as traditional students.

PSY 445 Internship II - 2-6 Hours

Provides the students with advanced opportunities to apply various principles of psychology learned in previous coursework or a previous internship experience to actual settings with a chosen population at an agency or organization. Direct supervision is provided by onsite personnel, and overall progress is monitored by a faculty member. Normally a senior year experience. May be used as psychology elective hours. May be repeated for credit, but total internship credit is limited to 12 hours. Satisfies the professional experience requirement for psychology majors. Offered in any semester or session for Deerfield traditional or online undergraduate. Delivery mode: Deerfield traditional undergraduate. Online students register as traditional students.

PSY 450 Independent Study - 1-4 Hours

Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 460 Thesis - 3-6 Hours

Independent research designed and conducted under psychology faculty supervision and completed as a professional style paper. Prerequisite: PSY 340. Offered to individual students with senior standing on demand for Deerfield traditional undergraduate. Permission of department required. Delivery mode: Deerfield traditional undergraduate.

PSY 470X Leadership Dynamics Practicum - 1-6 Hours

An advanced application course in leadership dynamics. Students will integrate leadership theory with experience in a practical setting, either on or off campus. Program specifics should allow students to practice all areas of leadership, including planning, implementation, and supervision. Practical experiences must be approved by the chair of either the Business or Psychology department. Enrollment is contingent upon completion of the College's internship contract, including the stipulation of course requirements. May be repeated for up to twelve total hours of credit. Prerequisite: Junior or senior standing and enrollment in an academic leadership program: the OL emphases, minors in either leadership or the practical leadership endorsement. Cross-listed with LR 470X. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

Psychology Major

The Psychology major is designed to provide an understanding and perspective of professional psychology as well as the challenges and problems of living. The major is a foundational study for graduate school and for everyday life.

Program Outcomes:

Students completing a Bachelor of Arts degree in *Psychology* will be able to:

- compare favorably with students in similar programs
- evaluate scientific philosophies and theories within a Christian framework
- integrate Christian and psychological perspectives
- apply scientific concepts and analyses to psychological problems and employ problem-solving skills to specific psychological phenomena/situations
- evaluate research methods including design, statistical analysis, and psychometric methods
- think scientifically, distinguishing observations from conclusions as well as theories and findings based upon evidence from those without such support
- relate the study of psychology to contemporary society, making a significant contribution to church and community
- identify with and become actively involved in psychology focused activities
- explore inherent tensions in social science and psychology as it relates to theology and their experience of faith

Requirements total 48 hours. This includes 27 from required Psychology courses and 21 hours of Psychology electives. At least one credit hour of experiential education must be taken (PSY 345, PSY 445, or PSY 470X). Up to seven of the required hours may be used to meet general education requirements. The capstone course PSY 441 will also fulfill the general education requirement of IDS 499X. The Organizational Leadership Emphasis (OLE) requires 18 of the 21 elective hours to be taken in the emphasis.

Code	Title	Hours
Required Courses		
PSY 140	Introduction to Psychology	3
PSY 141	Psychology Seminar	1
PSY 285X	Statistics	4
PSY 346X	Research Methods and Design	3
PSY 441	Psychology Senior Seminar ⁵	1
Developmental Psychology Course		
Select one of the following:		3
PSY 335	Child Development	
PSY 337	Psychology of Adolescence	
PSY 339	Adult Development	
Theory Courses		
Select two of the following:		6
PSY 300	Personality Theories	
PSY 320	Theories of Learning	
PSY 350X	Social Psychology	
Application Course		
Select one course corresponding to one of the chosen theory courses above:		3
PSY 355	Group Dynamics (taken after PSY 350X)	
PSY 372	Cognitive Behavioral Psychology (taken after PSY 320)	
PSY 400	Therapeutic Psychology (taken after PSY 300)	
Integrative Course		
PSY 430 or PSY 440	Psychology of Religion Integration of Psychology and the Christian Faith	3
Elective Courses		
Each student must complete at least one hour of professional experience (experiential education). An internship is required for students majoring in Psychology unless the professional experience requirement is completed in another way (e.g., in another major). See footnote #3 below.		
Select 21 credits of the following:		21

PSY 170X	Leadership Dynamics	
PSY 210	Life Planning	
PSY 220	Interpersonal Skills Training	
PSY 228X	Sport and Wellness Psychology	
PSY 230	Crisis Intervention	
PSY 240	Human Sexuality	
PSY 250	Contemporary Issues Psychology	
PSY 251	Topics in Counseling Psychology	
PSY 255	Psychology of Addiction	
PSY 260X	Educational Psychology/Human Development	
PSY 300	Personality Theories ¹	
PSY 305	Organizational Psychology	
PSY 310	Abnormal Psychology	
PSY 320	Theories of Learning ¹	
PSY 335	Child Development ²	
PSY 337	Psychology of Adolescence ²	
PSY 339	Adult Development ²	
PSY 345	Internship I ³	
PSY 350X	Social Psychology ¹	
PSY 355	Group Dynamics ⁴	
PSY 356	Conflict Management	
PSY 360X	Introduction to Social Work	
PSY 372	Cognitive Behavioral Psychology ⁴	
PSY 374	Physiological Psychology	
PSY 378X	Servant Leadership	
PSY 400	Therapeutic Psychology ⁴	
PSY 420X	Advanced Interpersonal Skills Training	
PSY 430	Psychology of Religion ⁵	
PSY 440	Integration of Psychology and the Christian Faith ⁵	
PSY 445	Internship II ³	
PSY 450	Independent Study	
PSY 460	Thesis	
PSY 470X	Leadership Dynamics Practicum ³	
Total Hours		48

¹ May be used to fulfill the one of the two theory requirements.

² May be used to fulfill the development requirement.

³ May be used to fulfill the professional experience requirement.

⁴ May be used to fulfill the one application course requirement, provided that the chosen theory course with which it corresponds is also taken. The student is strongly advised to take the corresponding application course after the chosen theory course, but it is not required; however, in the case of PSY 400, PSY 300 is a prerequisite.

⁵ May be used to fulfill the integrative requirement.

Counseling Psychology Emphasis

Course selections must include 18 hours in Psychology as part of the 47-hour requirement for the Psychology major.

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

Code	Title	Hours
Required Courses		
PSY 300	Personality Theories	3
PSY 310	Abnormal Psychology	3
Select one of the following:		3

PSY 220	Interpersonal Skills Training	
PSY 230	Crisis Intervention	
PSY 240	Human Sexuality	
PSY 251	Topics in Counseling Psychology	
PSY 255	Psychology of Addiction	
Select two of the following:		6
PSY 345/445/470X	Internship I (counseling related only)	
PSY 355	Group Dynamics	
PSY 356	Conflict Management	
PSY 372	Cognitive Behavioral Psychology	
PSY 374	Physiological Psychology	
PSY 420X	Advanced Interpersonal Skills Training	
PSY 360X or PSY 400	Introduction to Social Work Therapeutic Psychology	3
Total Hours		18

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

Health Psychology Emphasis

Course selections must include 26 hours from the Psychology required courses, and the following 25-29 required hours of the emphasis.

The Health Psychology Emphasis (HPE) has been created for Psychology majors who wish to gain foundational knowledge and skills to utilize psychological principles in the assistance of a variety of persons to enhance their health as well as their compliance with strategies for healthier life choices.

Code	Title	Hours
Required Courses		
HPW 180	Introduction to Health and Wellness	3
PSY 140	Introduction to Psychology	3
PSY 372	Cognitive Behavioral Psychology	3
PSY 374	Physiological Psychology	3
BIO 140 or BIO 340 & BIO 341	Survey of Human Anatomy and Physiology Human Anatomy and Physiology I and Human Anatomy and Physiology II	4-8
HS 201 or HS 202	Physiology of Exercise Nutrition	3
Select two of the following:		6
HPW 228X	Sport and Wellness Psychology	
PSY 240	Human Sexuality	
PSY 250	Contemporary Issues Psychology	
PSY 255	Psychology of Addiction	
Suggested Courses		
PSY 320	Theories of Learning	
PSY 345/445/470X	Internship I (Health Psychology)	
PSY 350X	Social Psychology	
Total Hours		25-29

Organizational Leadership Emphasis

Course selections must include 26 hours from the Psychology required courses, and the following 18 required hours of the emphasis.

The Organizational Leadership Emphasis (OLE) is an emphasis within the Psychology Major that has been created for qualified students who seek to grow in the servant leadership of others across broad contexts.

With a dual emphasis on both theory and practice the OLE gives students an opportunity to develop and refine their philosophy of leadership as well as test it in the real world. Students are prepared for an organizational leadership practicum by gaining exposure to a variety of courses that systematically prepare them to be successful as Servant Leaders.

The Leadership Minor (LM - 24 hours) is open to any student who wishes to go beyond the Organizational Leadership Emphasis (OLE) and must choose either the OLE in the Psychology major or choose the Leadership Minor (see details in the catalog), but not both.

Psychology courses (PSY prefix) used in the Leadership Minor count directly towards the requirements for the Psychology Major.

Code	Title	Hours
Introduction to Leadership (choose one option):		3
LR 170X	Leadership Dynamics	
OR		
LR 173 & LR 174	Emerging Leadership I and Emerging Leadership II	
Required Courses		
PSY 220	Interpersonal Skills Training	3
PSY 378X	Servant Leadership	3
PSY 420X	Advanced Interpersonal Skills Training	3
Elective (choose one):		3
BUS 346 or PSY 305	Organizational Behavior Organizational Psychology	
BUS 353	Management of Change	
COM 334	Group and Organizational Communication	
PSY 305	Organizational Psychology	
PSY 356	Conflict Management	
Leadership Practicum (choose one):		3
LR 470X	Leadership Dynamics Practicum	
OR		
Combination of LR 220, LR 420, LR 440		
Total Hours		18

Health Psychology Minor

The Health Psychology Minor (HPM) has been created for non-Psychology Majors who wish to gain foundational knowledge and skills to utilize psychological principles to assist a variety of persons in enhancing their health and their compliance with strategies for healthier life choices.

Code	Title	Hours
Required Courses		
HPW 180	Introduction to Health and Wellness	3
PSY 140	Introduction to Psychology	3
PSY 372	Cognitive Behavioral Psychology	3
PSY 374	Physiological Psychology	3
BIO 140	Survey of Human Anatomy and Physiology	4-8
or BIO 340 & BIO 341	Human Anatomy and Physiology I and Human Anatomy and Physiology II	
Select two of the following:		6
HPW 228X	Sport and Wellness Psychology	
PSY 240	Human Sexuality	
PSY 250	Contemporary Issues Psychology	
PSY 255	Psychology of Addiction	
Suggested Courses		
PSY 320	Theories of Learning	
PSY 345/445/470X	Internship I	
PSY 350X	Social Psychology	
Total Hours		22-26

Accelerated and Dual Degree Programs

Trinity College offers accelerated and dual degree programs in partnership with Trinity Graduate School and Trinity Evangelical Divinity School. These programs allow qualified undergraduate students to begin graduate coursework in their undergraduate junior year, and to use the graduate credit towards their BA hours, thus reducing the number of total credits the student needs to earn and accelerating time to degree completion.

The following dual/accelerated degrees are available:

Advance: Preseminary Studies BA/MDiv Program (p. 126)

Traditional BA/MA in Athletic Training Dual Degree (p. 256)

Traditional BA/MA in Bioethics Dual Degree (p. 260)

Adult or Traditional BA/MA in Leadership Dual Degree (p. 262)

Traditional BA/MA in Intercultural Studies Accelerated Program (p. 255)

Traditional BA in Psychology (Counseling Psychology Emphasis)/MA in Mental Health Counseling Dual Degree (p. 259)

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

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

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

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

MA/ICS Accelerated Degree Program for Trinity College Students

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

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

MA/ICS Concentration Graduation Requirements

In addition to the "General Graduation Requirements for All Master's Programs (p. 321)," the following are required for the MA/ICS:

1. Complete all coursework in the program, including required field education, with a minimum cumulative grade point average of 2.5, with no coursework below a "C-" applicable to the degree. A minimum of 18 hours must be taken on the Deerfield Campus with the remaining hours available as arranged in field based, independent study, and other concentration specific experiences.
2. Completion of general comprehensive requirements in Old Testament, New Testament, and two in Systematic Theology are met through required coursework in these areas.
3. Successfully write the major comprehensive exam.
4. Complete a Master of Arts capstone project for the MA/ICS, which is an internship (2 hours) and an integrative paper (2 hours) or a thesis (2 hours) on an approved topic, exhibiting the ability to do competent research, to think critically, and to communicate effectively in the area of emphasis.
5. The student will work with department faculty or the chair to plan specific details of the program content related to academic and professional goals.

BA in Exercise Science with Pre-Athletic Training Emphasis/MA in Athletic Training

Overview

Trinity College (TC) and Trinity Graduate School (TGS) offer a dual degree Bachelor of Arts in Exercise Science / Master of Arts in Athletic Training option that allows students to take graduate course work toward the MA in Athletic Training while completing their BA in Exercise Science with Pre-Athletic Training Emphasis. This dual degree program is an accelerated program where an undergraduate student, during their junior year, may apply to the MA/Athletic Training program at TGS. Both degrees can be completed in a total of five years. BA-Exercise Science with Pre-Athletic Training students admitted to the MA/AT program will complete their BA degree upon completion of the first 21 credits of the MA/AT program (completion of the Summer and Fall Year 1 courses). The curriculum consists of 75 credits to MA degree, and meets or exceeds all of the competencies and requirements set forth by the Commission on the Accreditation of Athletic Training Education (CAATE) and the National Athletic Trainers' Association (NATA). At the completion of the program, students will be eligible to sit for the national board certification examination, administered by the Board of Certification (BOC). MA/AT program students completing the Trinity BA-Exercise Science with Pre-Athletic Training Emphasis will not be required to complete HS 5001 or HS 5002, as their 12 credits of undergraduate bible and theology courses will count towards this requirement. That will decrease their MA/AT program credit requirement to 69 credits. Students completing the dual degree (BA-Exercise Science and MA/AT) do not need to take BE 474 or BE 476, as BE 5100 (MA/AT curriculum) can substitute for BE 474. Students are advised to discuss this route with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

In addition to general requirements for admission to TGS, specific MA/AT Athletic Training admission criteria and prerequisites are listed below. The MA/AT Athletic Training program uses a secondary admission process. Any student applying to the MA/AT program can complete the MA/AT program in two calendar years.

1. Bachelor's degree with a minimum 3.0 GPA
2. Current CPR for the Professional Rescuer and Healthcare Provider certification
3. Human anatomy and Physiology with lab (8 hours)
4. Introduction to Psychology
5. Statistics
6. Chemistry with lab (4 hours)
7. Physics with lab (4 hours)
8. Psychology of Sport and Exercise
9. Exercise Physiology
10. Biomechanics
11. Introduction to Nutrition
12. 75 hours of clinical observation under the supervision of a Certified Athletic Trainer (AT)
13. MA/Athletic Training Program Application
14. Two professional letters of recommendation (one from AT supervising observation hours)

Athletic Training Program: Technical Standards for Admission

The MA-AT Program at Trinity International University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the MA-AT Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE). The following abilities and expectations must be met by all students admitted to the MA-AT Program. In the event that a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Candidates for selection to the MA-AT Program will be required to verify that they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam. Candidates for selection to the MA-AT Program must demonstrate the following:

- The mental capacity to assimilate, analyze, synthesize, integrate concepts, and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm
- Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients
- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively
- Students must be able to understand and speak the English language at a level consistent with competent professional practice

- The ability to record the physical examination results and a treatment plan clearly and accurately
- The capacity to maintain composure and continue to function well during periods of high stress
- The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations
- Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Certification Information

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

Curriculum for the BA/MA Dual Degree

BA - Exercise Science With Pre-Athletic Training Emphasis (70 credits). 32 credits Exercise Science & 19 hours Pre-AT Emphasis; 19 hours satisfy general education requirements.

Undergraduate Courses

Code	Title	Hours
Health Sciences Courses		
HS 161	Medical Terminology	1
HS 162	Introduction to Interprofessional Health Sciences	1
HS 165	Responding to Emergencies and Sport Safety Training	3
HS 168	Prevention and Care of Athletic Injury	3
HS 201	Physiology of Exercise	3
HS 202	Nutrition ¹	3
HS 251	Kinesiology	3
HS 454	Measurement, Research, Statistics and Technology	3
HS 490	Seminar in Interprofessional Health Sciences	1
Biology		
BIO 111	General Biology ¹	4
BIO 340	Human Anatomy and Physiology I	4
BIO 341	Human Anatomy and Physiology II	4
Math		
MA 285X	Statistics ¹	4
Bioethics		
BE 474X or BE 476X	Introduction to Bioethics Undergraduate Bioethics Institute	3
Psychology		
PSY 140	Introduction to Psychology ¹	3
HPW 228X	Sport and Wellness Psychology	3
Total Hours		46
Code		
Title		
Hours		
Pre-Athletic Training Emphasis		
CH 103	Introduction to Chemistry ¹	4
CH 203	Essentials of Organic Biochemistry	4
PHY 111	General Physics I	4
PHY 112	General Physics II	4
MA 121	Calculus and Analytic Geometry I	4
HS 351	Biomechanics	3
HS 480 or HS 5111	Professional Rotation in Health Sciences ¹ Athletic Training Clinical I	1
Highly Recommended Athletic Training courses		

BIO 310	Microbiology	4
HS 365	Motor Learning and Lifespan Development	3
HS 370	Introduction to Therapeutic Modalities and Rehabilitation	3
HS 380	Advanced Functional Anatomy	3
Choose one:		3
PSY 335	Child Development	
PSY 337	Psychology of Adolescence	
PSY 339	Adult Development	

¹ Fulfills a general education requirement

- ² Total hours required for dual degree: 175
- -70 credits undergraduate degree program
 - -36 credits additional undergraduate general education requirements
 - -69 credits master's degree program

Graduate Courses

Code	Title	Hours
Health Science Courses		
HS 5001	Foundations for Integrative Thought in Health Sciences	3
HS 5002	Foundations for Cultural Engagement in Health Sciences	3
HS 5111	Athletic Training Clinical I	1
HS 5112	Athletic Training Clinical II	2
HS 5168	Prevention and Care of Emergent and Musculoskeletal Injuries and Illnesses	3
HS 5202	Nutritional Considerations in Healthcare	3
HS 5261	Clinical Examination and Diagnosis I - Lower Extremity	3
HS 5262	Clinical Examination and Diagnosis II - Upper Extremity	3
HS 5263	Clinical Examination and Diagnosis III - Head, Spine, and Pelvis	3
HS 5271	Therapeutic Interventions I - Lower Extremity	2
HS 5272	Therapeutic Interventions II - Upper Extremity	2
HS 5273	Therapeutic Interventions III - Head, Spine, and Pelvis	2
HS 5311	Athletic Training Clinical III	2
HS 5312	Athletic Training Clinical IV	2
HS 5410	Athletic Training Seminar ¹	1
HS 6285	Statistics and Research in Healthcare	3
HS 6401	Pharmacology and Ergogenic Aids	3
HS 6430	General Medical Conditions	3
HS 6450	Leadership and Professional Development in Healthcare	3
HS 6456	Healthcare Administration	3
HS 6470	Psychosocial Aspects and Behavioral Change	3
HS 6511	Athletic Training Clinical Capstone I	2
HS 6512	Athletic Training Clinical Capstone II	2
Biology Courses		
BIO 5340	Gross Anatomy	4
BIO 6340	Pathophysiology	3
Bioethics Courses		
BE 5100	Intensive Bioethics Institute	3
BE 5299	The Clinical Context	1
BE 5300	Clinical Issues in Bioethics	2
Total Hours		75

¹ 1-credit hour course taken during each of 6 semesters

BA in Psychology with the Counseling Psychology Emphasis (CPE) and MA in Mental Health Counseling (MHC)

Overview

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

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

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

Junior Year

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

Students may apply for acceptance to the Master of Arts (MA) in Mental Health Counseling Degree through Trinity Evangelical Divinity School Admissions and must have a Trinity GPA of 3.0 on a 4.0 scale and 70 hours of undergraduate course work. They must also have a positive recommendation from their academic advisor or Psychology Department Chairperson. Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a former professor or their academic advisor, and a 3.0 GPA for all transferred college work including a 3.0 GPA in Trinity coursework. (It is also strongly suggested that the student be a member of Psi Chi.¹)

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

¹ Psi Chi is the International Honor Society in Psychology. Trinity is a registered chapter of Psi Chi.

Dual Degree Status

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

Undergraduate Bachelor of Arts Degree

Psychology major (Counseling Psychology emphasis) completed either December or May of senior year.

Semester or Session (Summer) Following Final Senior Semester

Students are eligible to take a full load of graduate work. Graduate course work would continue until the Master of Arts Degree (Mental Health Counseling) is completed (2 ½ years).

Bachelor of Arts/Master of Arts in Bioethics Dual Degree

Bachelor of Arts/Master of Arts in Bioethics

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, pre-health, psychology, philosophy, law, public policy, communications, theology, business, Christian ministries, and education.

In this program, an undergraduate student may earn a graduate degree as early as the summer following the senior year by taking graduate-level courses beginning the junior year. Nine hours of coursework from the MA count toward the BA. These 9 overlapping hours are taken as part of the undergraduate load. (See the dual degree curriculum (p. 260)) Students begin graduate coursework in the summer after their junior year, so it is possible for them to complete both the BA and the MA as early as the following summer.

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

Model Curricular Plan for the Dual Degree

The following is a *sample course plan* for the dual degree. Plans may vary for individual students. Students are expected to consult with their undergraduate and graduate advisors to make individual adjustments to the curricular plan as necessary. During the fall and spring semesters, as students complete their course requirements for general education and major and take graduate coursework toward the MA, they are reminded that a full academic course load must include at least 12 hours of combined graduate and undergraduate courses per semester.

Recommended undergraduate courses to be completed before starting the MA coursework:

Code	Title	Hours
BI 101 or BI 111	Understanding the Old Testament ¹ Understanding the New Testament	3
BI 210	Biblical Interpretation	3
PH 180	Introduction to Philosophy	3
BIO 111 or BIO 103	General Biology Introductory Biology	4

Other general education courses and required major courses

¹ Note: BE 5001 substitutes for one of these courses

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

- **BI 101 or BI 111:** BE 5001 replaces either BI 101 or BI 111 in general education category *Foundations of Christian Thinking and Living*.
- **Religious and Ethnic Diversity:** BE 5002 replaces one course in the *Religious and Ethnic Diversity* subcategory under *Foundations of Cultural and Global Perspective*.
- **Any approved undergraduate major, general education, or elective course:** (3 hours) of graduate credit can replace 3 hours of undergraduate credit. Students should check with advisors to determine if there are courses in their major that can be replaced with graduate coursework.

Students should note that BE courses are offered in several formats: traditional (15 week), modular (meets two weekends in a semester), online, summer conference associated courses, and independent study courses.

At least two courses must be taken in residency at the Deerfield, IL campus:

Code	Title	Hours
BE 5100	Intensive Bioethics Institute	3
BE 6500	Advanced Bioethics Institute	3-4

BE 5100 and BE 6500 are offered during the summer at the time of the annual National Bioethics Conference on the Deerfield campus. BE 5100 can be replaced by BE 5000 – a 15-week course offered in the fall semester on the Deerfield campus.

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

Service Learning Requirement

Students can fulfill Trinity College's Service Learning requirement by working with The Center for Bioethics & Human Dignity during the summer National Bioethics Conference, with optional free attendance at the conference in the summers following the freshman and sophomore years.

Application to the Dual Degree Program

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

Code	Title	Hours
First Summer		
BE 5100	Intensive Bioethics Institute	3
BE 5900	Bioethics National Conference (elective)	2-3
Fall Semester		
BE 5001	Foundations for Integrative Thought in Bioethics	3
BE 5002	Foundations for Cultural Engagement in Bioethics	3
BE 5200	Research Ethics	2
BE 5499	The Public Policy Context (optional) ¹	1
BE 5500	Bioethics and Public Policy	2
Spring Semester		
BE 5299	The Clinical Context (optional) ¹	1
BE 5300	Clinical Issues in Bioethics	2
BE 6200	Ethical Theory	3
Second Summer		
BE 5900	Bioethics National Conference	2-3
BE 6500	Advanced Bioethics Institute	3-4
Capstone		
(0-4 hours of the following)		
BE 7476	Bioethics Capstone Exam	0
BE 7478	Bioethics Capstone Project	0-3
BE 7480	Bioethics Capstone Integrative or Major Paper	0-3
BE 7485	MA Thesis ²	0-4
Total Hours		30

¹ Students relatively unfamiliar with clinical-medical and/or public policy settings will need to use one or two of their elective hours in order to take the background courses BE 5299 and/or BE 5499 either concurrently or during the previous semester.

² BE 7485 requires ID 6910, a research methods course, as a prerequisite.

Bachelor of Arts/Master of Arts in Leadership Dual Degree

Bachelor of Arts/Master of Arts in Leadership

Trinity Graduate School and Trinity College offer a dual Bachelor of Arts/Master of Arts degree that pairs an MA in Leadership (MA/L) 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: business, organizational leadership, Christian ministries, and psychology.

Approved students will take nine credits in the MA/L, which, upon completion of those nine credits, will reduce the number of required credits from 124 to 115 in order to graduate with a bachelor's degree. This can be accomplished in one or more of the following ways:

1. ID 5001 / LR 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in the general education category Biblical Studies.
2. ID 5002 / LR 5002 Foundations of Cultural Engagement (3 hours) replaces the general education requirement in the category Intercultural Study.
3. One LR course (3 hours) replaces 3 hours of undergraduate elective credit.

Or, if a student does not take ID/LR 5001 and/or ID/LR 5002 as an undergraduate, one or two additional LR courses (3 or 6 credits) replace an additional 3 or 6 hours of undergraduate elective credit.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale, 70 hours of undergraduate coursework, and demonstrated leadership potential. Students may apply for acceptance to the Dual Degree program through Trinity Graduate School. A positive recommendation from a TIU instructor capable of assessing their performance in an ongoing or recent leadership role is required. This instructor must have had substantial interaction with the student, per the final approval of the Excel academic directors.

Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a TIU instructor (per the final approval of Excel academic director), a 3.0 GPA for all transferred college work, and a 3.0 in Trinity coursework, in addition to demonstrated leadership potential. Students interested in the dual degree are advised to notify their advisors as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Bachelor of Arts/Master of Arts in Leadership

Trinity Graduate School and Trinity College offer a dual Bachelor of Arts/Master of Arts degree that pairs an MA in Leadership (MA/L) 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: business, organizational leadership, Christian ministries, and psychology.

Approved students will take nine credits in the MA/L, which, upon completion of those nine credits, will reduce the number of required credits from 124 to 115 in order to graduate with a bachelor's degree. This can be accomplished in one or more of the following ways:

1. ID 5001 / LR 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in the general education category Biblical Studies.
2. ID 5002 / LR 5002 Foundations of Cultural Engagement (3 hours) replaces the general education requirement in the category Intercultural Study.
3. One LR course (3 hours) replaces 3 hours of undergraduate elective credit.

Or, if a student does not take ID/LR 5001 and/or ID/LR 5002 as an undergraduate, one or two additional LR courses (3 or 6 credits) replace an additional 3 or 6 hours of undergraduate elective credit.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale, 70 hours of undergraduate coursework, and demonstrated leadership potential. Students may apply for acceptance to the Dual Degree program through Trinity Graduate School. A positive recommendation from a TIU instructor capable of assessing their performance in an ongoing or recent leadership role is required. This instructor must have had substantial interaction with the student, per the final approval of the REACH or Excel academic directors.

Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a TIU instructor (per the final approval of REACH or Excel academic director), a 3.0 GPA for all transferred college work, and a 3.0 in Trinity coursework, in addition to demonstrated leadership potential. Students interested in the dual degree are advised to notify their advisors as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Honors Program

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

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

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

To graduate as a member of the Honors Program – and to have such recorded on the final transcript and noted in the printed commencement program – a student must complete at least eight honors courses, including a senior honors project. To meet program requirements (i.e. to count toward the total of eight), each of these courses must earn either three or four credits (or at least two graduate credits), and students must achieve a grade of at least "B" in each course. To remain members of the Honors Program, students must maintain a 3.3 cumulative GPA (in all coursework – not honors courses only) and make satisfactory progress towards completion of Honors course requirements. In preparation for the Senior Honors Project, all members of the Honors Program are expected to attend at least two Senior Honors Project presentations in their sophomore or junior year.

Code	Title	Hours
Required Courses		
Select two of the following:		6
IDS 150	Foundations of Christian Thinking and Living (Honors)	
ENG 111	Critical Thinking and Writing (Honors)	
PH 180	Introduction to Philosophy (Honors)	
Select one of the following:		3
BRS/HI/PH 359	Topics for Honors Students (Honors)	
BIO/HI 359	Topics for Honors Students (Honors)	
XX 359	Topics for Honors Students	
Select two of the following:		6-8
300- or 400- level course in student's declared major (or majors if the student is graduating with more than one major) with an in-course honors contract negotiated with the instructor		
Select two of the following:		4-8
BRS/HI/PH 359	Topics for Honors Students (Honors) ¹	
BIO/HI 359	Topics for Honors Students (Honors) ¹	
XX 359	Topics for Honors Students ¹	
200-, 300-, or 400-level course with an in-course honors contract negotiated with the instructor		
400-level course outside the students declared major (or majors, if the student is graduating with more than one major)		
5000-, 6000-, or 7000-level graduate course at TGS or TEDS (except introductory language courses)		
Senior honors project		3-4
XX 450 Independent Study in student's declared major(s)		
Total Hours		22-29

¹ If not used above

Honors Program for Transfer or Dual-Degree Students

To graduate as a member of the Honors Program – and to have such recorded on the final transcript and noted in the printed commencement program – a student who transfers 60 or more credits to Trinity (thus entering with at least junior status) or who is enrolled in a dual-degree program must complete at least six honors courses, including a senior honors project. To meet program requirements (i.e. to count toward the goal of six), each of these courses must earn either three or four credits (or at least two graduate credits), and students must achieve a grade of at least "B" in each course. To remain members of the Honors program, students must maintain a 3.3 cumulative GPA (in all coursework – not honors courses only) and make satisfactory progress towards completion of Honors course requirements. In preparation for the Senior Honors Project, all members of the

Honors Program are expected to attend at least two Senior Honors Project presentations prior to the semester in which they prepare and present their own Senior Honors project.

Code	Title	Hours
Required Courses for Transfer (60+ Credits) or Dual Degree Students (15-23 hours)		
Select one of the following:		3
BRS/HI/PH 359	Topics for Honors Students (Honors)	
BIO/HI 359	Topics for Honors Students (Honors)	
XX 359	Topics for Honors Students	
Select one of the following:		3-4
300- or 400-level course in the student's declared major (or majors, if the student is graduating with more than one major) with an in-course honors contract negotiated with the instructor		
Select three of the following:		6-12
IDS 150	Foundations of Christian Thinking and Living (Honors)	
ENG 111	Critical Thinking and Writing (Honors)	
PH 180	Introduction to Philosophy (Honors)	
BRS/HI/PH 359	Topics for Honors Students (Honors) ¹	
BIO/HI 359	Topics for Honors Students (Honors) ¹	
XX 359	Topics for Honors Students ¹	
200-, 300-, or 400-level course with an in-course honors contract negotiated with the instructor		
400-level course outside the students declared major (or majors, if the student is graduating with more than one major)		
5000-, 6000-, or 7000-level graduate course at TGS or TEDS (except introductory language courses)		
Senior honors project		3-4
XX 450	Independent Study in xxx (student's declared major ⁸)	
Total Hours		15-23

¹ If not used above

Special Programs: On Campus

Athletic Training Dual Degree Program (Pre-Athletic Training/MA-Athletic Training) (p. 256)

This program is designed for students wishing to pursue a career in Athletic Training. Athletic Trainers (ATs) are highly qualified, multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Students can complete the Bachelor of Arts, BA-Exercise Science (p. 195) (with Pre-Athletic Training emphasis) and the Master of Arts, MA-Athletic Training (p. 453) programs in a total of 5 years. Clinical education experiences range from on-campus athletics to off-campus high schools, colleges, clinics, hospitals, and professional teams. For more information, please contact the Director of the Division of Science, Technology, and Health.

Golden Apple Scholars

The Golden Apple Scholars of Illinois program addresses the need for talented young teachers who represent a rich ethnic diversity and are successful in high-need, Illinois classrooms. The program's recruitment efforts focus on the need for excellent teachers, especially those from under-represented populations. The Golden Apple program augments traditional teacher preparation by providing guided, hands-on experience in classrooms with a diverse group of children. Trinity is a participating university in the Golden Apple Scholars of Illinois program.

Internship Program

The Internship Program provides students with opportunities for connecting theoretical learning with actual work experience. All Trinity College students are required to complete an internship or professional experience in their major area of study. These supervised field experiences help students in the following ways:

1. demonstrate that they can make application of knowledge and skills in a professional environment.
2. gain experience that prepares them to meet the practical demands of employment in a competitive job market.
3. understand how their vocation (or calling) relates to professional endeavor in at least one area, reflecting on how doing "all to the glory of God" informs their perspective in the workplace, as in all of life.

Additional information is available from the Dean of the College.

Pre-Law Program

In accordance with the advice offered by most law schools, Trinity encourages students considering a career in law to pursue any academically rigorous major in the arts or sciences. In addition, to further develop the critical skills and knowledge necessary to succeed in law school, Trinity urges its pre-law students to supplement a challenging major with a Pre-Law Minor (p. 112). Trinity maintains an interdisciplinary Pre-Law Program to afford students the counseling, fellowship, and resources necessary to prepare them for law school.

Pre-Medicine Program

Our premedicine program (Biology/Premedical Emphasis (p. 134)) is designed to provide students interested in medical school with the key science courses needed to not only pass the Medical College Entrance Exams but the rigorous scientific background to be successful in Medical School. We prepare our students to be well-rounded professionals with experiences like undergraduate research, leadership, and a strong grounding in bioethics and liberal arts. The MA/BA dual degree in Bioethics (p. 260) is unique to Trinity International University. We have an excellent track record for acceptance of our students into medical schools like Mayo, Rosalind Franklin, Southern Illinois, Creighton, University of Wisconsin, Medical School of Wisconsin, University of Minnesota to name a few. Students graduating from our premedicine program also are equipped to enter graduate programs or other health professions. For more information, please contact the Director of the Division of Science, Technology and Health.

Pre-Nursing Program

Students wishing to earn a BS in nursing may enroll in a two-year Pre-Nursing Program (p. 198) at Trinity prior to transferring to a nursing program at another institution. This program provides students with an opportunity to prepare for nursing from a distinctively Christian perspective as coursework emphasizes biblical studies and bioethics, in addition to a strong theoretical science base. For more information, contact the Director of the Division of Science, Technology, and Health.

Preparation for College Studies Program

Preparation for College Studies is a yearlong freshman program designed to assist selected students in realizing their academic potential. This program is also recommended for international students. The program offers five courses emphasizing reading, communication, language, study, and mathematical skills. One or more courses are required of students placed into the program by the Academic Dean or College Admissions Committee. The program is an integrative experience, including assignments that dovetail with other courses being taken concurrently. For more information, contact the Dean of the College.

Special Programs: Off Campus

Off-Campus Study Programs

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

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

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

Special Off-Campus Study Program Course Designations

Code	Title	Hours
IDS 320	American Studies Program (Washington, D.C.)	1-10
IDS 321	Au Sable Inst of Environmental Studies (multiple locations)	1-10
IDS 322	China Studies Program	1-10
IDS 323	Christian Center for Urban Studies (Chicago, IL)	1-10
IDS 324	Contemporary Music Center (Nashville, TN)	1-10
IDS 325	Daystar University (Kenya)	1-10
IDS 326	Focus on the Family Institute (Colorado Springs, CO)	1-10
IDS 327	Jerusalem University College (Israel)	1-10
IDS 328	Latin American Studies Program (Costa Rica)	1-10
IDS 329	Los Angeles Film Studies Center	1-10
IDS 330	Middle East Studies Program (Egypt)	1-10
IDS 332	Scholars' Semester in Oxford Program (England)	1-10
IDS 333	Approved Special Program	
IDS 334	Uganda Studies Program	1-10
IDS 335	Australia Studies Center	1-10
IDS 336	Washington Journalism Center	1-10
IDS 337	India Studies Program	1-10
IDS 338	Ambex Program	1-10
IDS 351	Consortium Student Visitor Program Asbury	1-10
IDS 352	Consortium Student Visitor Program Bethel	1-10
IDS 353	Consortium Student Visitor Program George Fox	1-10
IDS 354	Consortium Student Visitor Program Gordon	1-10
IDS 355	Consortium Student Visitor Program Greenville	1-10
IDS 356	Consortium Student Visitor Program Houghton	1-10
IDS 357	Consortium Student Visitor Program Malone	1-10
IDS 358	Consortium Student Visitor Program Messiah	1-10
IDS 359	Consortium Student Visitor Program Seattle Pacific	1-10
IDS 360	Consortium Student Visitor Program Taylor	1-10
IDS 361	Consortium Student Visitor Program Westmont	1-10
IDS 362	Consortium Student Visitor Program Wheaton	1-10

Waupun Initiative

The Waupun Initiative's Biblical Studies major prepares students to interpret the Bible accurately and to apply the Bible wisely in a wide variety of settings. The major prepares inmates for ministry to fellow inmates, positions of leadership in the church, or for a variety of other ministry positions at home or abroad.

This program is a cohort-based, 124-hour degree program that serves an adult non-traditional student population at the Waupun Correctional Institution.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in Biblical Studies will be able to:

- Identify the basic elements of Christian ethics, exhibit Christian maturity and professionalism (integrity, responsibility, etc.), and be able to describe their responsibilities in the context of ministry (Biblical Living)
- Analyze biblical texts in their historical, grammatical, and theological context and interpret the Scriptures accurately by applying linguistic, historical, theological, and philosophical methods (Biblical Interpretation)
- Develop a Christian worldview that describes how biblical truths apply to contemporary settings in order to be culturally relevant (Biblical Application)
- Explain the major doctrines of Christianity and articulate his or her own theological convictions by integrating scriptural interpretation, biblical philosophy, and critical thinking (Theological Integration)

Code	Title	Hours
Core Requirements		
BI 210	Biblical Interpretation	3
BI 275	Teaching the Bible	3
BI 302	Pentateuch	3
BI 304	Old Testament Prophetic Books	3
BI 306	Old Testament Poetic Books	3
BI 308	Old Testament Historical Books	3
BI 312	Life of Christ	3
BI 335	Theology of the General Epistles	3
BI 336	Theology of the Pauline Epistles	3
BI 430	The Book of Acts	3
Choose three of the following courses:		9
BRS 332	Biblical Theology	
BRS 340X	History of Christianity	
BRS 341	Theology: Prolegomena, Scripture, Theology Proper	
BRS 342	Theology: Christ, Humanity, Sin, Salvation	
BRS 343	Theology: Holy Spirit, Church, Last Things	
Choose Three of the following courses:		9
CM 211	Theology and Practice of Pastoral Ministry	
CM 321	Theology and Practice of Evangelism	
CM 375X	Foundations of Christian Counseling	
CM 331	Theology and Practice of Discipleship	
CM 341	Theology and Practice of Leadership	
PH 190	Introduction to Apologetics	
or		
BRS 330	Christian Evidences	
Total Hours		48

Online Programs

Trinity offers four majors completely online, enabling students to complete their major through convenient online delivery. Currently, Business, Christian Ministry, Criminal Justice, and Psychology degrees can be completed online. See online admissions (p. 283) for admission requirements.

Students may also take individual courses online (p. 88); look for "online" delivery mode in the course description.

Online Programs

- Business (p. 270)
- Christian Ministries (p. 272)
- Criminal Justice (p. 277)
- Psychology (p. 278)

Purpose

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

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

Curriculum

The requirements specified below (totaling 33 credits) may be met by taking TIU courses (traditional face-to-face, accelerated face-to-face, modular, hybrid, and/or online), though transfer credit, or credit by examination. No one course can satisfy two General Education requirements. No more than 9 credits can simultaneously count for both General Education and any major.

Code	Title	Hours
Biblical Studies / Theology / Lifelong Learning		9
College Writing		6
Humanities		6
Math or Computer Science		3
Science		3
Social Science		6
Total Hours		33

Satisfying General Education Requirements

The following Trinity courses can be used to satisfy general education requirements:

Code	Title	Hours
Biblical Studies / Theology / Lifelong Learning (9 hours)		
Select two:		6
BI 101	Understanding the Old Testament	
BI 111	Understanding the New Testament	
BI 210	Biblical Interpretation	
Select one:		
IDS 105	Foundations for Adult Learning	3

or IDS 150	Foundations of Christian Thinking and Living	
College Writing (6 hours)		
ENG 111	Critical Thinking and Writing	3
Select one:		
ENG 210X or ENG 115	Business Communication ¹ Writing and Research	3
Humanities (6 hours)		
Select one:		
ENG 222 or ENG 308	Studies in Fiction Nineteenth-Century Women Authors	3
Select one:		
HI 121	United States History Through the Civil War	
HI 122	United States History Since the Civil War	
HI 201	World Civilizations to 1600	
HI 202	World Civilizations Since 1600	
Math or Computer Science (3 hours) ³		
Select one:		
CS 230	Applied Computer Technology	3
MA 117	Mathematics in the Modern World	
PSY 280X	Introductory Statistics	
PSY 285X	Statistics	
Science (3 hours)		
Select one:		
PS 110	Introduction to the Physical World	3
BIO 145	Human Biology	
BIO 300	Environmental Conservation	
Social Science (6 hours)		
Select two course from the following options. The courses that are selected must come from two different areas of study, which are represented by the different prefixes (BUS, COM, CRJ, POL, PSY, and SOC).		
BUS 103	Introduction to Economics	
BUS 111	Principles of Management ¹	
BUS 115	Human Resources Management ¹	
BUS 181	Survey of International Business ¹	
BUS 201	Introduction to Business Law ¹	
BUS 310	Personal Finance	
BUS 333	Sales Principles and Practices ¹	
COM 332	Interpersonal Communication	
COM 335	Intercultural Communication in a Global Context	
CRJ 101	Introduction to Criminal Justice	
CRJ 201	Criminal Law and Procedure ¹	
CRJ 360	Race, Gender, Ethnicity, and Criminal Justice	
CRJ 361	Juvenile Justice and Delinquency ¹	
POL 250	American Government	
PSY 140	Introduction to Psychology	
PSY 240	Human Sexuality	
PSY 255	Psychology of Addiction	
SOC 101	Introduction to Sociology	
SOC 221	Marriage and the Family	
SOC 222	Social Problems	
SOC 232	Social Movements	
SOC 330	Race and Ethnic Relations	

Total Hours

33

- ¹ Not available for general education credit for students residing in the state of Florida.
- ² These courses must be taken at TIU to fulfill the requirement.
- ³ Math must be college algebra or above; computer must be general introduction, not programming, and completed within the past five years.

For Florida Students Only

General Education Courses are those college-level courses designed to place emphasis on principles and theory rather than on practical applications associated with a vocational, occupational, or professional objective. General education courses may include, but not limited to, English, history, philosophy, literature, religion, art, music, sociology, foreign languages, humanities, mathematics, chemistry, biology, and psychology, when such courses are not within the area of concentration of a vocational, occupational, or professional program. For example, English Composition is considered a general education course, but Business English is not. Courses designated as "applied", "specialized", "technical", or similar designation do not meet this definition.

Code	Title	Hours
In addition to the 33 hours listed above, Florida residents will complete the following requirements:		
Social Science Courses		6
Humanities Courses		6
Total Hours		12

Business

The online degree program in Business is designed to prepare leaders of integrity who hold fast to the word of God. Based in the liberal arts tradition, the major is designed to help students develop skills applicable throughout their lives as they start and work in many different types of organizations, including large and small businesses, nonprofits, and ministries.

Trinity's Business curriculum has a bias toward practical application. This allows working students to immediately use course concepts on the job. Because most of the program's professors have worked professionally in their area of expertise, students gain a "real world" perspective on course topics. All faculty are committed Christians who will challenge students to understand how their faith can help them navigate the complexities of organizational life while honoring God and serving people.

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

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

Code	Title	Hours
Required Courses		
BUS 103	Introduction to Economics	3
BUS 111	Principles of Management	3
BUS 113	Principles of Marketing	3
BUS 181	Survey of International Business	3
BUS 201	Introduction to Business Law	3
BUS 221	Principles of Accounting I	3
BUS 223	Managerial Accounting and Analysis	3
ENG 210X	Business Communication	3
MA 285X	Statistics ¹	4
BUS 411	Financial Management ²	3
BUS 440	Seminar in Management Policy	3
BUS 490	Seminar in Business and Management Ethics	3
Emphases		
Select one of the following emphases		12
Total Hours		49

¹ MA 120 required prerequisite if Algebra proficiency not met

² CS 112 required prerequisite if Computer Skills proficiency not met

Management Emphasis

Code	Title	Hours
BUS 115	Human Resources Management	3
BUS 310	Personal Finance	3
BUS 346	Organizational Behavior	3
COM 332	Interpersonal Communication	3
Total Hours		12

Ministry and Nonprofit Management Emphasis

Code	Title	Hours
BUS 372X	Nonprofit Management	3
BUS 373X	Nonprofit Financial Management	3
Select two of the following:		6
BUS 115	Human Resources Management	
BUS 346	Organizational Behavior	
COM 332	Interpersonal Communication	
CM 260	Introduction to Intercultural Ministry	
CM 320	Principles of Ministry Programming	
Total Hours		12

Social Entrepreneurship Emphasis

Code	Title	Hours
BUS 391	Entrepreneurial Accounting and Finance	3
or BUS 373X	Nonprofit Financial Management	
BUS 392	Social Entrepreneurship	3
Select at least two from the following, depending upon your area of social interest: ¹		6
BE 474X	Introduction to Bioethics	
BUS 346	Organizational Behavior	
BUS 372X	Nonprofit Management	
COM 332	Interpersonal Communication	
CM 172	Introduction to Ministry	
CM 260	Introduction to Intercultural Ministry	
CM 315	Principles of Family Ministry (with permission)	
CM 320	Principles of Ministry Programming (with permission)	
CM 342	Relational Skills for Ministry (with permission)	
HPW 334	Management of Sport and Wellness	
IDS 200	Law, Justice and Culture	
MUE 332	Methods and Theory of Music Drama Production	
MUE 432X	Choral Conducting Methods and Literature (with permission)	
MUW 437X	Music in Worship (with permission)	
PSY 228X	Sport and Wellness Psychology	
PSY 360X	Introduction to Social Work	
SOC 221	Marriage and the Family	
SOC 324	Criminology	
Total Hours		12

¹ Note: While all of these courses are acceptable options, not all are currently available online. Students should consult with their academic advisor for further information.

Christian Ministries

Our Vision

The Christian Ministries department's vision is to see graduates walking confidently in their calling for their lives as children of God and servants of His kingdom.

Our Mission

The Christian Ministries Department's mission is to empower and equip Trinity students theologically and theoretically in the areas of personal maturity, relational competence, and ministry skill in order to engage contemporary culture through Christ.

The program's goals are to:

- **Personal Maturity.** The Christian Ministries graduate should be able to demonstrate a healthy sense of self in Christ, commitment to a lifestyle of ministry and progress toward godly character.
- **People-Skills.** The Christian Ministries graduate should be able to interact in a relationship-based ministry, which empowers service, initiates discipleship and sustains appropriate biblical spiritual formation.
- **Cultural Engagement.** The Christian Ministries graduate should be able to teach, write, speak, create media, counsel or in other ways communicate Christ in culturally relevant ways with excellence.
- **Ministry Programming.** The Christian Ministries graduate should be able to develop a strategic organizational plan, which accounts for effective leadership and efficient administration.
- **Biblical Philosophy.** The Christian Ministries graduate should be able to articulate a philosophical base, which is cognizant of current theory, founded on the Scriptures and theologically sound.

Christian Ministry Major

Choose one of three emphases

- Broad Field (p. 273)
- Family Ministries (p. 274)
- Pre-Seminary (p. 275)

Minors

- Biblical Studies (p. 276)

Broad Field Emphasis

The Christian Ministry major with the Broad Field emphasis maintains a full ministry scope for the person who desires to prepare for an effective ministry of discipleship across many fields or a more "customized" approach to fit the direction of the student.

Code	Title	Hours
Foundations		
CM 201	Survey of Christian Education	3
CM 260	Introduction to Intercultural Ministry	3
Integrated Field Experience		
CM 224	Integrated Field Experience - Spiritual Formation	3
CM 225	Integrated Field Experience - Small Group Ministry	3
CM 324	Integrated Field Experience: Discipleship	3
CM 325	Integrated Field Experience - Ministry Methods	3
Specific Ministry Strategies		
Select three of the following:		9
CM 175	Foundations of Youth Ministry	
CM 215	Foundations of Children's Ministry	
CM 315	Principles of Family Ministry	
CM 400	Principles of Adult Ministry	
Finishing Courses		
CM 320	Principles of Ministry Programming	3
CM 342	Relational Skills for Ministry	3
CM 480	Christian Ministries Integrative Seminar	1
CM 420	Ministry Leadership	2
CM 475	Senior Seminar	2-3
Biblical Studies Required Coursework		
BI 275	Teaching the Bible	3
BRS 331	Christian Doctrine	3
BRS 338	Theological and Sociological Foundations of Evangelism	3
BRS 340X	History of Christianity	3
Total Hours		50-51

Family Ministries Emphasis

Description

The Christian Ministry major with an emphasis in Family Ministries maintains the broad ministry scope and access to ministry education while allowing for a specialization in a distinctive area of ministry expertise. The family ministries specialization lays a foundation for an effective ministry of discipleship across the age-span within the context of a local church ministry.

Coursework

Code	Title	Hours
Foundations		
CM 172 or CM 201	Introduction to Ministry Survey of Christian Education	3
CM 260	Introduction to Intercultural Ministry	3
Integrated Field Experience		
CM 224	Integrated Field Experience - Spiritual Formation	3
CM 225	Integrated Field Experience - Small Group Ministry	3
CM 324	Integrated Field Experience: Discipleship	3
CM 325	Integrated Field Experience - Ministry Methods	3
Family Ministry Courses		
CM 280	Psychological and Sociological Foundations of Family	3
CM 315	Principles of Family Ministry	3
SOC 221	Marriage and the Family	3
Specific Ministry Strategies		
Select one of the following:		3
CM 175	Foundations of Youth Ministry	
CM 215	Foundations of Children's Ministry	
CM 400	Principles of Adult Ministry	
Finishing Courses		
CM 320	Principles of Ministry Programming	3
CM 342	Relational Skills for Ministry	3
CM 420	Ministry Leadership	2
CM 480	Christian Ministries Integrative Seminar	1
Required Biblical Studies Coursework		
BI 275	Teaching the Bible	3
BRS 331	Christian Doctrine	3
BRS 338	Theological and Sociological Foundations of Evangelism	3
BRS 340X	History of Christianity	3
Recommended		
ED 330	Introduction to Special Education	
ENG 235	Children's Literature	
PSY 335	Child Development	
PSY 337	Psychology of Adolescence	
PSY 339	Adult Development	
PSY 360X	Introduction to Social Work	
Total Hours		51

Pre-Seminary Emphasis

Description

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

Coursework

Code	Title	Hours
Foundations		
CM 201	Survey of Christian Education	3
CM 260	Introduction to Intercultural Ministry	3
GR 121 & GR 122	Elementary Greek and Elementary Greek	8
Integrated Field Experience		
CM 224	Integrated Field Experience - Spiritual Formation	3
IFE Elective		
Select one of the following:		3
CM 225	Integrated Field Experience - Small Group Ministry	
CM 324	Integrated Field Experience: Discipleship	
CM 325	Integrated Field Experience - Ministry Methods	
Pastoral Relationships		
CM 342	Relational Skills for Ministry	3
CM 381	Introduction to Preaching	3
CM 372X or PSY 305	Nonprofit Management Organizational Psychology	3
Specific Ministry Strategies		
Select one of the following:		3
CM 175	Foundations of Youth Ministry	
CM 215	Foundations of Children's Ministry	
CM 315	Principles of Family Ministry	
CM 400	Principles of Adult Ministry	
Finishing Courses		
CM 320	Principles of Ministry Programming	3
CM 420	Ministry Leadership	2
CM 475	Senior Seminar	2
CM 480	Christian Ministries Integrative Seminar	1
Required Biblical Studies Coursework		
BI 275	Teaching the Bible	3
BRS 331	Christian Doctrine	3
BRS 338	Theological and Sociological Foundations of Evangelism	3
BRS 340X	History of Christianity	3
Total Hours		52

Advanced Placement Courses

(In addition to the Pre-Seminary emphasis, a student will need 12 additional hours—some can meet general education requirements—to qualify for TEDS Advanced Placement MDiv program.)

Code	Title	Hours
BRS 330	Christian Evidences	3
BRS/PH 363X	Survey of Religious Diversity	3
PH 182	Ethics	3

Theology Elective	3-6
Cross-Cultural Experience	
Total Hours	12-15

Recommended

Code	Title	Hours
COM 112	Speech	3
PH 362	Philosophy of Religion	3
PSY 220	Interpersonal Skills Training	3
PSY 355	Group Dynamics	3
SOC 360X	Introduction to Social Work	3
Total Hours		15

Biblical Studies Minor

Coursework for the Minor in Biblical Studies

Code	Title	Hours
Biblical Studies Required Coursework (embedded):		
BI 275	Teaching the Bible	3
BRS 331	Christian Doctrine	3
BRS 338	Theological and Sociological Foundations of Evangelism	3
Biblical and Theological Studies electives		9
*Assumes General Education course requirements are met		
Total Hours		18

Criminal Justice

Within a Christ-centered liberal arts curriculum, the mission of the Criminal Justice Program is to provide students with a strong foundation in the studies of criminology including criminal law, legal systems, corrections, and policing in order to prepare them to enter advanced programs in legal studies and law enforcement, and for allied careers in the criminal justice field.

Code	Title	Hours
Strongly Recommended General Education Courses		
SOC 101	Introduction to Sociology	
SOC 330	Race and Ethnic Relations	
PSY 255	Psychology of Addiction	
Students should also have skills in using word processing, spreadsheets, and databases.		
Required Courses		
CRJ 201	Criminal Law and Procedure	3
CRJ 210	Criminal Courts	3
CRJ 300	Legal Writing and Communication	3
CRJ 320	Police and Societal Interactions	3
CRJ 330	Corrections	3
CRJ 351	Drugs, Alcohol, and Crime	3
CRJ 360	Race, Gender, Ethnicity, and Criminal Justice	3
CRJ 361	Juvenile Justice and Delinquency	3
CRJ 420	Police Response to Protests, Riots, and Disasters	3
CRJ 445	Criminal Justice Internship	3
CRJ 460	Victimology and Restorative Justice	3
CRJ 490	Criminal Justice Seminar	3
MA 285X	Statistics	4
POL 250	American Government	3
POL 255	Constitutional Law	3
SOC 324	Criminology	3
Total Hours		49

Psychology

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

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

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

Code	Title	Hours
Core (27 hrs)		
PSY 140	Introduction to Psychology	3
PSY 141	Psychology Seminar	1
PSY 285X	Statistics	4
PSY 346X	Research Methods and Design	3
PSY 441	Psychology Senior Seminar	1
Developmental Psychology		
PSY 337	Psychology of Adolescence	3
Theory Courses		
PSY 300	Personality Theories	3
PSY 320	Theories of Learning	3
Application Course		
PSY 400	Therapeutic Psychology	3
Integrative Course		
PSY 440	Integration of Psychology and the Christian Faith	3
Electives (21 hrs)		
PSY 230	Crisis Intervention	3
PSY 240	Human Sexuality	3
PSY 255	Psychology of Addiction	3
PSY 310	Abnormal Psychology	3
PSY 345	Internship I (1-6 hrs)	3
PSY 356	Conflict Management	3
PSY 372	Cognitive Behavioral Psychology	3
Total Hours		48

Counseling Psychology Emphasis

Code	Title	Hours
Theory Course		
PSY 300	Personality Theories	3
Clinical Course		
PSY 310	Abnormal Psychology	3
Specialty Course		
Select one of the following:		3
PSY 230	Crisis Intervention	
PSY 240	Human Sexuality	
PSY 255	Psychology of Addiction	
Practical Courses		
Select two of the following:		6
PSY 345/445/470X	Internship I (counseling related only)	

PSY 356	Conflict Management	
PSY 372	Cognitive Behavioral Psychology	
Professional Issues Course		
PSY 400	Therapeutic Psychology	3
Total Hours		18

REACH Adult Undergraduate Program

The REACH adult undergraduate program is closing and is not accepting new students. Students will be able to complete their programs following their individualized course plan provided by their advisor that follows their catalog of matriculation.

Biblical Studies Major

Undergraduate Admissions

• Online Programs (p. 283)

• Traditional Undergraduates (p. 281)

Traditional Undergraduate Admissions

Dear Prospective Student,

The following information is designed to give you a clear understanding of the admissions requirements and how to complete your application (<http://www.tiu.edu/applynow>) to Trinity International University. Please review the information carefully and contact our team if there is anything we can do to assist you in the process. Please contact us at 847.317.7000 or email us at admissions@tiu.edu. We are here to help you navigate the college search in any way we can and are grateful that you are considering Trinity to further your education.

Sincerely,

Ryan Trout
Executive Director of Admissions

Trinity cordially invites you to visit our campus and live a day in the life of a Trinity student. Whether you choose to visit during one of our special visit events or schedule a personalized visit, you will get a firsthand, up-close-and-personal view of life at Trinity. To set up a visit, fill out the reservation form on our website (<http://www.tiu.edu/visit>) or call our office toll-free at 847.317.7000.

Preview Day Events

Our visit events are a great opportunity to learn about Trinity and meet other prospective students and their families. Visit our Preview Day website (<https://undergrad.tiu.edu/admissions/visit-us/preview-day>) to see the schedule and register. Each event is slightly different, but all of them include the following:

Welcome Session with Breakfast

Attend a Class

Chapel Service

Lunch in Hawkins Hall with faculty

Campus and Residence Hall Tours

Separate Sessions with Students & Parents

Overnight Stay in Residence Halls (optional)

Personalized Visits

If you can't make it to a Preview Day, you can arrange a personalized visit at no cost. Personalized visits are available Monday-Friday, 9:00 a.m.–4:00 p.m., and can include your choice of the following options: meetings with faculty, athletic coaches, and/or an enrollment counselor, a campus tour, class visit, a chapel service, meals on campus, and overnight accommodations in the residence halls for students. Some options are only available on certain days of the week. Please plan your visit with us at least one week in advance by registering online (<http://tiu.edu/visit>).

Steps to Admission

Online Application

Complete the online application (<http://undergrad.tiu.edu/admissions/apply>).

Official Transcripts

Students are required to submit official transcripts for each high school or college they attended.

Official High School Transcripts

Contact your school to request that your official transcripts be sent to Trinity. **Required of all** applicants for acceptance. Home-schooled students must submit transcripts from any high school attended, a transcript with all courses taken as a home-schooled student, and information/explanation of curriculum used for home schooling.

Official College Transcripts (if applicable)

Request official college transcripts from each college you have attended. Your application cannot be processed until we receive **all** official college transcripts. Transcripts will be evaluated upon acceptance by the Records Office.

ACT/SAT Test Scores

Trinity accepts either ACT or SAT test scores. Please specify Trinity on each test application (ACT code # 1150; SAT code # 1810). If you did not request your scores to be sent to Trinity directly through the testing center, please visit their website and request the scores be sent to Trinity. If your ACT or SAT is listed on your official high school transcripts, you do not need to send a separate report to the admissions office. Please confirm this with your guidance counselor. **All applicants with fewer than twelve college-level transfer credits earned at a post-secondary institution must submit ACT or SAT scores to be considered for admission.** For the ACT, Trinity recommends, but does not require, students to take the writing portion.

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

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

Electronic pieces may be sent to aot@tiu.edu

Financial Aid

Trinity suggests that students complete the Free Application for Federal Student Aid (<http://www.fafsa.gov>) (FAFSA). This form should be completed by February 1 to ensure the best financial aid package possible. Every student who completes the FAFSA will receive a minimum of \$2,000 in institutional aid. The school code is 001772.

Enrollment Deposit

Upon acceptance, an enrollment deposit holds your place at Trinity College and in the residence hall. For those students living on campus, the enrollment deposit is \$150.00. For students commuting to campus, the enrollment deposit is \$100.00. Both deposits are fully refundable until May 1 for the fall semester and December 1 for the spring semester. The deposit form is available online (<http://undergrad.tiu.edu/admissions/accepted/secure-your-spot>).

Room Reservation Form

The room reservation form is available online (<http://undergrad.tiu.edu/admissions/accepted/secure-your-spot>) and must be completed to reserve your housing.

Health Forms

The health forms (http://undergrad.tiu.edu/wp-content/uploads/sites/10/2015/04/Immunization_Form_updated-logo.pdf) must be completed before starting classes, but it is not necessary to complete an application.

Traditional Undergraduate Admission Requirements

Trinity prepares Christian young people to dream big about their chosen path of study and future profession. Therefore, we evaluate an applicant's academic promise, motivation, and Christian commitment. Admission to Trinity is available to those who have:

- A high school diploma or successful completion of the GED
- A minimum 2.5 weighted high school GPA on a 4.0 scale (or a minimum 2.0 for transfer students)
- A minimum ACT score of 19 and/or SAT score of 990

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

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

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

Trinity International University does not discriminate on the basis of race, sex, age, national or ethnic origin, marital or parental status or handicap in student admissions, financial aid, educational and athletic programs, or employment in all other areas. Under these nondiscriminatory policies persons

will not be excluded by reason of physical handicap provided they are otherwise qualified for admission as students at Trinity International University. In all other areas, Trinity reserves the right to deny admission to any student for any reason it deems adequate.

Transfer applicants are welcome at Trinity International University. Approximately one-third of our new students each year transfer in from other schools, which means you will be greeted by a rich community of people who have made the same life-changing decision to attend Trinity. We value your presence on our campus and we offer competitive transfer credit evaluations and transfer-specific scholarships.

Once accepted to TIU, transfer work will be evaluated. Though Trinity has a generous transfer policy in place, the University reserves the right to accept only courses that are equivalent in content, objectives, and extent to those offered by Trinity. Students may receive credit for subjects not offered at Trinity when approved by the Associate Dean and validated by the University Registrar. For further information see the Transfer Credit Policy (p. 86).

Online Program Admissions

Admissions Requirements – Online Undergraduate Programs

Trinity offers several majors completely online. These programs allow students to complete a Trinity degree with a convenient online delivery.

Admission to Trinity online programs is available to those who have met the following requirements:

Diploma / GED	Have a high school diploma, verified by transcript or official GED score report
GPA	Earned a cumulative minimum overall GPA of 2.0 on all prior college work (if applicable)
Demonstrated Writing Proficiency for college-level work by one of the following:	
1. Prior College Course Work	<ul style="list-style-type: none"> • Have earned 16 or more college credits, with a cumulative overall GPA of 2.5. (Technical credits are not considered in meeting this criterion) • AND Have been enrolled in college-level coursework within the most recent five years • AND Have completed a two-course college English composition sequence with grades of C or better in both courses.
2. Standardized Test Scores	Composite score of 19 (SAT 990) and ACT English score of 19 (SAT 330 ERW).
3. Writing Placement Test	Satisfactory score on a writing placement test.

Confirming your admission

If you are offered admission, confirmation of your acceptance of admission is required. A nonrefundable Confirmation Fee, payable to Trinity International University, must be received to confirm your acceptance of admission and intent to register. At this time you will also confirm your course schedule. Submit the \$50 enrollment deposit. (https://tiu_forms.formstack.com/forms/trinity_online_deposit)

Additional Application Considerations for All International Applicants

Trinity welcomes students from all over the world to our campus. International students are valuable members of the Trinity community, and we are committed to serving them through the enrollment process. In addition to the regular application process outlined above, international applicants must also consider the following items: financial requirements and visa requirements.

Financial Requirements

If an international applicant is accepted, formal evidence must then be submitted through Trinity's Certificate of Finance (COF) form that adequate financial resources for both educational and living expenses

have been identified by the applicant. The COF is available on the Trinity website.

The Certificate of Finance (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 of around US \$34,000 to satisfy this requirement.

At this time, accepted international applicants living outside the United States must also submit a US \$2,000 tuition deposit (partially refundable) before the Certificate of Eligibility (I-20) for a student visa will be issued (students living in the United States should submit a \$125 deposit).

Visa Requirements

Trinity is authorized under U.S. law to enroll non-immigrant 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. 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 or part time students for credit depending on visas as long as 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 Certificate of Finance
4. Applicant has submitted a US \$2,000 tuition deposit

In accordance with U.S. immigration law, Trinity does not allow non-immigrant 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 International Students & Scholars Office on campus. It is the responsibility of the student to maintain legal immigration status.

TRINITY EVANGELICAL DIVINITY SCHOOL

A Message from the Dean

We at Trinity Evangelical Divinity School are here to serve. So we are delighted that you are considering Trinity. God's world and Christ's church need people with a love of the Triune God, a love of the Word of God, a love of the gospel, and a heart for other people. Trinity exists to foster these very values, and to nurture the spiritual life and practices that go with them, doing so in ways that engage the head, the heart and the hands.

These are rapidly changing times and the pace of change can make our heads spin. Some of these changes are deeply troubling for the well formed Christian. However, these are also times of opportunity: a time not for Christian withdrawal from the wider society but for godly compassionate engagement. The Trinity community of faculty, staff and students are unashamed of the gospel which is humankind's hope. And so are we fueled by the need to know at depth both the Scriptures and the gospel found in them, and to make that gospel known with clarity and societal connectedness. Importantly Trinity is a global community with many, many international students who enrich our common life. If you were to join us then doubtless you would both enrich and be enriched by Trinity.

May the Lord direct your steps to the place of his appointment! There is no better place to be.

Graham A. Cole, ThD

Dean of Trinity Evangelical Divinity School

About Trinity Evangelical Divinity School

TEDS Purpose

Trinity Evangelical Divinity School exists to serve the church of the living God by equipping servants for the work of the gospel of Christ Jesus worldwide by the power of the Holy Spirit.

Programs

Certificate Programs

Certificate in Christian Studies

Certificate in Educational Ministries

Certificate in Teaching and Learning

Certificate in Organizational Leadership

Master's Programs

Master of Arts (Theological Studies)

Master of Arts (Academic Discipline)

Concentrations in:

- Biblical and Near Eastern Archaeology and Languages
- Church History
- Intercultural Studies
- New Testament
- Old Testament and Semitic Languages
- Systematic Theology
- Specialized Concentration

Master of Arts Professional Programs (MA in)

- Master of Arts in Chaplaincy and Ministry Care
- Master of Arts in Educational Ministries
- Master of Arts in Mental Health Counseling
- Master of Arts in Ministry
- Master of Arts in Urban Ministry (South Chicago Regional Center)

Master of Divinity (MDiv)

Choice of Track:

- Church and Parachurch Ministry
- Academic Ministry

Master of Theology (ThM)

Concentrations in:

- Church History
- Counseling
- Educational Studies
- Mission & Evangelism
- New Testament
- Old Testament
- Pastoral Theology
- Systematic Theology

- Specialized Concentration

Doctoral Programs

Professional Doctoral Program (DMin)

Doctor of Ministry

Concentrations in:

- Strategic Leadership
- Military Chaplaincy
- Missional Engagement
- Pastoral Ministry

Academic Doctoral Program (PhD)

- Doctor of Philosophy (Educational Studies)
- Doctor of Philosophy (Intercultural Studies)
- Doctor of Philosophy (Theological Studies)
 - Historical Theology
 - New Testament
 - Old Testament
 - Systematic Theology

Distinctives

A Global Community

Trinity Evangelical Divinity School is one of the largest seminaries in the world. The divinity school enrolls approximately 1,200 students from across the world. Hundreds of students take advantage of opportunities available through online study and extension sites. Trinity Evangelical Divinity School offers seven master's and two doctoral degrees in many different concentrations of study, as well as a one-year certificate in Christian Studies.

A Diverse Faculty

The divinity school faculty includes nationally and internationally recognized scholars in Old and New Testament Studies, Biblical and Systematic Theology, Philosophical Theology and Apologetics, Pastoral Theology, Church History, Educational Ministries, Mission and Evangelism, Counseling, and Bioethics.

A Proven Track Record

Approximately 85 percent of Trinity's Master of Divinity students are successfully placed in ministry positions within six months of graduation. In addition to ministry, students who graduate from the master's degree programs serve in teaching, counseling, and many other professional fields.

Trinity Evangelical Divinity School's academic and professional doctoral programs serve nearly 300 active students. Trinity offers an academic doctorate—the Doctor of Philosophy with concentrations in three areas: Educational Studies, Intercultural Studies, and Theological Studies. Graduates of the academic doctoral programs have been placed in faculty, administrative, and church positions around the world. Trinity's professional Doctor of Ministry program is designed to enhance the skills and effectiveness of men and women already involved in ministry.

A Community of Believers

We have a firm desire to minister to our students beyond the academic realm. Numerous organizations on campus provide support, fellowship, and service opportunities to members of the Trinity family. Groups that address the needs and interests of international students, women students, minority students, and wives of students will be happy to welcome you into their fellowships. Trinity even has programs for the children on campus. We also have active service organizations such as the International Missions Fellowship and the student government.

A Community Commitment to Nondiscrimination

It is the policy of Trinity International University not to discriminate on the basis of age, disability, color, national origin, race, or gender in student admission and recruitment, educational policies, scholarship and loan programs, employment, and school-administered programs in accordance with applicable laws. Trinity complies with both the letter and the spirit of Title IX of the 1972 Education Amendments, of Title VI of the Civil Rights Act of 1964, of Section SOL of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. (See "Grievance Procedure for Discriminatory and Sexual Harassment Complaints.")

A Community Committed to Equipping Men and Women for Ministry

Trinity acknowledges that, according to Scripture, both men and women are created in the image of God and are objects of God's gracious redemption in Jesus Christ. In Christ, both men and women are gifted and equipped for ministry and are called to serve God in varied ways. Because of this, Trinity seeks to be a community where both men and women are valued and warmly accepted as servants of Jesus Christ.

As an educational institution, Trinity does not ordain people. We seek to equip people for ministry. We actively recruit and admit women into all programs (including all foci of the MDiv program). We seek to address the unique needs of women as students and as future ministers in our curriculum development. We seek to develop placement services for women as they pursue the ministries to which God has called them. We also seek to promote and protect an ethos where women are encouraged to fulfill their ministry callings.

A Great Location

Our beautifully wooded main campus is located 25 miles north of downtown Chicago in Deerfield, Illinois. This location provides students with the best of both urban and suburban life. We are close enough to the city to take advantage of its cultural, educational, and ministry opportunities while also enjoying many of the characteristics of suburban life. To assist you in relocating, we have a full-time Transition Coordinator (847.317.8000) who has access to valuable information regarding off-campus housing opportunities. Our Housing Office (847.317.7134) coordinates our on-campus dormitories and apartments.

Cooperative Programs Educational Consortia

Trinity Evangelical Divinity School is a member of both the Northside Chicago Theological Institute (NCTI) and the Association of Chicago Theological Schools (ACTS). Full-time Trinity master's students in good standing and enrolled in a degree program may register for courses in any of the member schools and pay Trinity's tuition charge.

Northside Chicago Theological Institute (NCTI)

NCTI represents a consortium of theological seminaries on the north side of Chicago. The following schools are members of NCTI:

- **Evangelical Covenant:** North Park Theological Seminary, Chicago
- **Evangelical Free Church:** Trinity Evangelical Divinity School, Deerfield
- **Roman Catholic:** University of St. Mary of the Lake / Mundelein Seminary, Mundelein
- **United Methodist:** Garrett-Evangelical Theological Seminary, Evanston

Each spring semester ID 6012 is offered cooperatively in ecumenical mode by NCTI.

Association of Chicago Theological Schools (ACTS)

ACTS includes NCTI members as well as the following schools:

- **American Baptist Churches, U.S.A.:** Northern Seminary, Lombard
- **Ecumenical:** Chicago Theological Seminary, Chicago
- **Episcopal:** Bexley-Seabury Seminary, Chicago
- **Evangelical Lutheran Church of America:** Lutheran School of Theology at Chicago
- **Presbyterian Church, U.S.A.:** McCormick Theological Seminary, Chicago
- **Roman Catholic:** Catholic Theological Union, Chicago
- **Unitarian Universalist:** Meadville Lombard Theological School, Chicago

ACTS seminaries' cross-registration policy enables TEDS students to choose from more than 750 courses offered at these schools. Current course listings may be found on the ACTS website (<http://www.actschicago.org>).

ACTS also sponsors a number of clusters and cooperative activities that further broaden educational opportunities for TEDS students. The following may be of particular interest to TEDS students: the Urban Clinical Pastoral Education Program (part of the national CPE program focusing on urban and public ministry); the Language Program at the Hyde Park Cluster (providing noncredit French, German, Latin, Spanish, Greek for those doing academic research); the Seminary Consortium for Urban Pastoral Education (SCUPE—providing programs for those anticipating urban ministry as a vocation); the ACTS Library Council, which enables TEDS students to access and check out 1.7 million volumes in the ACTS libraries. See the ACTS website (<http://www.actschicago.org>) for more information.

International Partnerships and Study Opportunities

Jerusalem University College ¹

Trinity's membership in Jerusalem University College (JUC) provides students with the opportunity of supplementing their campus studies with study in the Holy Land. JUC offers both undergraduate and graduate courses designed to introduce students to the Near East, to provide introduction and advanced training in the languages and literatures of that area from antiquity to the present, and to contribute to the understanding of Near Eastern cultures and peoples in other times as well as in the present. JUC's staff has been recruited from the faculties of the Hebrew University and the University of Tel Aviv.

Archaeological and geographical field trips supplement the classroom lectures. In class and on the field, students are in constant contact with specialists and with the land whose geography, archaeology, and history are being studied.

Special opportunities are also available for Trinity students to study in the Holy Land, Egypt, or other Middle Eastern sites. These study tours involve instruction from one of our professors, who leads the tour, and academic credit can be received.

For further information on JUC, contact:

Jerusalem University College
4249 East State St., Suite 203, Rockford IL 61108-2045
Phone: 815.229.5900, Fax: 815.229.5901
In Israel: 011.972.2.671.8628

Nairobi Evangelical Graduate School of Theology of Africa International University ¹

TEDS's partnership with Nairobi Evangelical Graduate School of Theology (NEGST) in Nairobi, Kenya involves three forms of collaboration: faculty exchange, doctoral student exchange, and partnership in common scholarship projects; as well as some shared administrative services. The intent of the partnership is mutual benefit, for the fulfillment of the institutional missions, and the strengthening and maturation of both institutions.

For additional information contact the TEDS Dean's Office.

TVSEMINARY

We maintain a partnership with TVSEMINARY. TVSEMINARY produces college courses and other training in many languages available worldwide through DVDs and the internet. Based in Russia, TVSEMINARY maintains a close affiliation with the Evangelical Free Church of America. TVSEMINARY receives permission from TEDS' faculty to video record selected live courses and then provides copies to Trinity's online team to turn into TEDS' online courses appropriate to an ATS accredited graduate program. TVSEMINARY can also use copies of the recorded courses edited into other languages to offer its own version of the courses.

For further information about TVSEMINARY contact:
tvseminary@gmail.com www.tvseminary.com (<http://www.tvseminary.com>)

The Center for Bioethics & Human Dignity (CBHD)

2065 Half Day Road

Deerfield IL 60015 USA
 Phone: 847.317.8180
 Fax: 847.317.8101
 E-mail: info@cbhd.org
 Primary Website: www.cbhd.org (<http://www.cbhd.org>)

The Center for Bioethics & Human Dignity was established in 1994 to bring biblical-Christian perspectives to bear on current and emerging bioethical challenges. Such challenges include genetics, end-of-life decisions, abortion, reproductive technologies, and managed care, among many other issues. Its mission is to explore nexus of biomedicine, biotechnology, and our common humanity. A membership program gives people access to the international journal *Ethics and Medicine*, the Center's newsletter *Dignitas*, and a variety of internet resources, as well as discounted access to conferences.

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

National/International conferences on the Trinity campus each June. Recent conferences have included the following topics:

- 2015: Science, Research, and the Limits of Bioethics
- 2014: Bioethics in Transition
- 2013: Health and Human Flourishing
- 2012: Reclaiming Dignity in a Culture of Commodification
- 2011: The Scandal of Bioethics: Reclaiming Christian Influence in Technology, Science and Medicine

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 bioethical issues:

- **Audios & Videos:** Hundreds of topical CDs, DVDs, and online media by a diverse group of national and international experts in bioethics.
- **Books & Booklets**
- **Internet:** Websites, internet newsblog, weekly podcasts, and regular free internet publications to inform international understanding, dialogue, and collaboration on bioethical challenges

Carl F. H. Henry Center for Theological Understanding (HCTU)

Trinity Evangelical Divinity School
 2065 Half Day Road
 Deerfield IL, 60015
 Phone: 847.317.8066
 E-mail: hctu@tiu.edu
 Primary website: www.henrycenter.org (<http://www.henrycenter.org>)

The Carl F. H. Henry Center for Theological Understanding (HCTU) is a ministry aimed at bridging the gap that all too often divides the academy and the church. The HCTU conducts a number of programs aimed at producing collaborative work between ministers, professionals, academics, and seminary faculty. The goal of this partnership is to

advance Christian wisdom in all areas of life and thought—in short, to enable people to apply the knowledge of God and themselves gleaned from Scripture in the rough and tumble of life. The work of the Center is thus aimed at promoting gospel-centered thinking and living with others—from a variety of ethnic and social backgrounds—for the glory of God, the good of his church, and the welfare of the world. The Center produces a number of publications, audio lectures, and video interviews available on their website.

Programs

Christ on Campus Initiative: This series of publications is aimed at producing top-notch Christian scholarship on the most important issues related to college students.

Deerfield Dialogue Group: This gathering of TEDS faculty members is to enhance scholarship and discuss one another's research.

Faculty Initiatives: TEDS faculty members are awarded annual grants for the purpose of conducting conferences and summer workshops aimed at the mission of the Center.

Hansen Fellowships: Every year three TEDS PhD students are awarded a \$10,000 tuition scholarship based on vocational and research interests related to the Center.

Kantzer Lectures in Revealed Theology: This series occurs every two years and takes a more academic approach to the contemporary issues in theology.

Scripture and Ministry Lecture Series: This series occurs four times annually and takes a more practical approach toward bridging the gap between theologians and ministry practitioners.

Timothy Series: This series celebrates the calling to the pastorate and features seasoned pastors sharing their personal ministry experience and advice to TEDS seminary students.

Trinity Debates: This series features expert presentations and open discussion as a forum for discussing challenging issues related to the church, theology, and the Christian life.

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 TEDS online distance education courses. Graduate school prerequisites may, in some cases, be met through Office of Extension and Affiliated Education courses. Contact the Office of Extension and Affiliated Education at 800.588.7705 or the Admissions Office (tedsadm@tiu.edu) (847.317.6900) 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.

Personnel

Trinity Evangelical Divinity School Academic Administration

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

Graham A. Cole, ThD

Dean of Trinity Evangelical Divinity School

David K. Bryan, PhD (MDiv '05?, PhD '18)

Director of TEDS Undergraduate Programs

William Donahue, PhD

Director of the Professional Doctoral Program

Stephen P. Greggo, PsyD

Counseling Department Chair

David M. Gustafson, PhD (MDiv '88, ThM '89)

Mission and Evangelism Department Chair

Donald Guthrie, PhD (MDiv '85)

Director of the PhD/Educational Studies Program

Dennis R. Magary, PhD (MDiv '77)

Old Testament and Semitic Languages Department Chair

Scott Manetsch, PhD (MDiv '86, MA '88)

Church History and History of Christian Thought Department Chair

Jules Martinez-Olivieri (MDiv '04, PhD '13)

Director of MA/TS, Trinity Florida

James R. Moore, PhD (PhD '95)

Educational Ministries Department Chair

Emanuel Naydenov, PhD

Director of Master's Programs, Extension, and Affiliate Education

David W. Pao, PhD

New Testament Department Chair

Craig L. Ott (PhD '91)

Director of the PhD/Intercultural Studies Program

Michael D. Reynolds, DMin (MAR '93)

Executive Director and Associate Dean, South Chicago Regional Center

Steve Roy (PhD '01)

Pastoral Theology Department Chair

Phillip W. Sell, PhD

Director of Supervised Ministries and Placement

John Simons, JD (PhD '18)

Assistant Dean and Director of the MDiv Program

Eric Tully, PhD (MDiv '03)

Director of the PhD/Theological Studies Program

Full-time Faculty

Full-time and regular faculty include full-time teaching faculty and administrators, and faculty and administrators with part-time teaching loads and other institutional responsibilities. All are involved in daily campus life. In the case of teaching faculty, they have completed the regular full interview process, or in some cases, may be a Dean's appointment. The date that follows the name of each faculty member indicates the year that full-time teaching at Trinity began.

James M. Arcadi, 2018

Assistant Professor of Biblical and Systematic Theology

BA, Biola University

MDiv, ThM, Gordon-Conwell Theological Seminary

PhD, University of Bristol

From 2015 to 2018, Dr. Arcadi was a Postdoctoral Research Fellow in the Analytic Theology Project at Fuller Theological Seminary in Pasadena, California and, from 2015 to 2017, a Research Fellow in the Jewish Philosophical Theology Project at the Herzl Institute in Jerusalem, Israel. Prior to these appointments, he taught history, theology, and writing for seven years at Gordon College where he was also a Visiting Fellow in the Center for Faith and Inquiry in 2014-2015. Dr. Arcadi writes at the intersection of theology, biblical studies, and philosophy. He is the author of *An Incarnational Model of the Eucharist* (Cambridge University Press, 2018). His essays have appeared in such journals as *Religious Studies*, *Scottish Journal of Theology*, *Neue Zeitschrift für Systematische Theologie und Religionsphilosophie*, *Journal of Theological Interpretation*, *Journal of Anglican Studies*, *Philosophy Compass*, *Topoi*, and *The Heythrop Journal* and such edited volumes as *Being Saved* (SCM, 2018), *The Task of Dogmatics* (Zondervan, 2017), *Marking the Church* (Pickwick, 2016), and *Idealism and Christian Theology* (Bloomsbury, 2016). He is the coeditor (with Oliver D. Crisp and Jordan Wessling) of *Love: Divine and Human* (Bloomsbury, 2019) and (with Joshua R. Farris) of special issues of the journals *TheoLogica* and *Open Theology*. In addition, (with J.T. Turner) he is presently coediting the *T&T Clark Companion to Analytic Theology*. Alongside his academic work, Dr. Arcadi is ordained in the Anglican Church in North America having served at parishes in Massachusetts, California, and Illinois.

Richard E. Averbeck, 1994

Professor of Old Testament and Semitic Languages

BA, Calvary Bible College

MDiv, MA, Grace Theological Seminary

PhD, Annenberg Research Institute, Dropsie College

Dr. Averbeck taught for four years at Dallas Theological Seminary, teaching in both the Old Testament and pastoral ministries departments. He also taught for ten years at Grace Theological Seminary, serving as chair of the Old Testament department for four years and chair of the seminary curriculum planning committee for five. His areas of expertise include Old Testament, especially the Pentateuch, ancient Near Eastern history and languages, Old Testament criticism, Hebrew, and biblical counseling. He is a member of the Evangelical Theological Society, the Institute for Biblical Research, the American Oriental Society, the American Schools of Oriental Research, and the Society of Biblical Literature. Dr. Averbeck has been published in several journals and has contributed numerous articles to *Evangelical Dictionary of Biblical Theology* (Baker, 1995), *Faith, Tradition, and History* (Eisenbrauns, 1994), *Cracking Old Testament Codes: Guide to Interpreting Old Testament Literary Forms* (Broadman and Holman, 1995), the *New International Dictionary of Old Testament Theology and Exegesis* (Zondervan, 1997), and *Dictionary of the Old Testament: Pentateuch* (InterVarsity, 2003).

He has coedited the volume and written a major article in *Crossing Boundaries and Linking Horizons: Studies in Honor of Micheal C. Astour* (Bethesda, Maryland: CDL Press, 1997) and was the main editor with a major chapter in *Life and Culture in the Ancient Near East* (CDL Press, 2003). He has translated and written notes for Numbers 18-36 for The Holman Christian Standard Bible and Leviticus for The NET Bible (New English Translation).

David K. Bryan, 2020

Director of TEDS Undergraduate Programs

Assistant Professor of New Testament [UG]

BA, James Madison University

MTh, Luther Seminary

MDiv, PhD, Trinity Evangelical Divinity School

Dr. Bryan started his work at TEDS as an adjunct professor and the Masters Programs Coordinator. He has served previously on a church planting team in Madrid, Spain. He is the co-editor of *Ascent Into Heaven in Luke-Acts* (Fortress, 2016) and has published other works related to the Gospel of Luke. His current research focuses on authority in ancient and contemporary contexts as it relates the New Testament.

Steven M. Bryan, 2016

Professor of New Testament

BSc, Oklahoma State University

MDiv, ThM, Trinity Evangelical Divinity School

PhD, Cambridge University

Before coming to TEDS in the fall of 2016, Dr. Bryan served as a missionary in Ethiopia for more than 23 years. He served as the first Dean of Studies of the Ethiopian Graduate School of Theology for 6 years and taught for many years at the Evangelical Theological College in Addis Ababa. From 2009-2015, he was the Director of SIM Ethiopia, leading the work of 150 missionaries from Europe, Australasia, Africa, and North America, as well as 400 Ethiopian ministry and support staff, in a wide variety of church planting, disciple-making, leadership development and compassion ministries. Dr. Bryan was selected as part of the Ethiopian delegation to the 2010 Lausanne Congress on World Evangelization in Cape Town, South Africa. He completed his PhD in New Testament at Cambridge University, and his PhD thesis – *Jesus and Israel's Traditions of Judgement and Restoration* – was subsequently published by Cambridge University Press. In addition, he has published a number of articles and reviews in a variety of journals and publications. His research interests focus on Jesus and the gospels, mission, and Second Temple Judaism. He is married to Dawn, a graduate of Trinity College and they have three teenage sons. Steve enjoys reading about culture, politics, and history and coaching his sons' basketball teams.

Peter T. Cha, 1997

Professor of Church, Culture, and Society

BA, University of Chicago

MDiv, ThM, Trinity Evangelical Divinity School

PhD, Northwestern University

Prior to joining the Trinity faculty, Dr. Cha was involved in a number of different ministries, including youth and young adult ministry in Korean immigrant churches, campus ministry with InterVarsity Christian Fellowship, church planting and pastoring a multiethnic congregation. He is currently a board member for Catalyst Leadership Center (an Asian North American Christian Leadership organization) and of InterVarsity Christian Fellowship, USA. Dr. Cha is a coauthor of *Following Jesus without Dishonoring Your Parents: Asian American Discipleship* (IVP, 1998) and *Growing Healthy Asian American Churches* (IVP, 2006). He also contributed

chapters to *Telling the Truth: Evangelizing Postmoderns* (Zondervan, 2000), *Korean Americans and Their Religions* (Penn State University Press, 2001), *This Side of Heaven: Race, Ethnicity, and Christian Faith* (Oxford University Press, 2006) and *Honoring the Generations: Learning with Asian North American Congregations* (Judson Press, 2012).

Graham A. Cole, 2002-2011, 2015

Dean of Trinity Evangelical Divinity School

Vice President of Education

Professor of Biblical and Systematic Theology

BA, MTh, University of Sydney

BD, University of London

Dip A (Theol) Moore Theological College

ThL, ThD, Australian College of Theology

Graham A. Cole is an ordained Anglican minister. After serving in two Australian parishes he lectured in Christian Thought (Theology, Apologetics and Philosophy) at Moore Theological College and the University of Sydney in the Philosophy of Religion until 1992. From 1992 to 2001 he was the Principal of Ridley College, University of Melbourne and lecturing in Christian Thought. He has also served as a member of the Council of the University of Melbourne. From 2002-2011 he was Professor of Biblical and Systematic Theology at TEDS. In 2011 he was invited to become the Anglican Professor of Divinity, Beeson Divinity School, Samford University, Birmingham, Alabama. In 2015 he moved back to Trinity to become Dean. He is the author of two books on the Holy Spirit: *Engaging With the Holy Spirit: Real Questions, Practical Answers* and *He Who Gives Life: The Doctrine of the Holy Spirit*, one on the atonement, *God the Peacemaker: How Atonement Brings Shalom*, and most recently another on the Incarnation, *The God Who Became Human: A Biblical Theology of Incarnation*.

Deborah A. Colwill, 2013

Associate Professor of Educational and Leadership Studies

BA, University of Minnesota

MDiv, PhD, Trinity Evangelical Divinity School

PhD, Benedictine University College of Business

Prior to coming to Trinity in January 2013, Dr. Colwill served as Assistant Professor of Leadership and Director of Institution Research and Evaluation at Asbury Theological Seminary. Her long-term areas of interest include development of emerging leaders, senior leadership team collaboration, bridging the generation gap between existing and emerging leaders, development of healthy churches and Christian organizations, and adult learning theory. In addition to teaching, she has served in a variety of leadership and consulting positions. She has written *Educating the Scholar-Practitioner in Organization Development*.

William P. Donahue, 2012

Director of the Professional Doctoral Program

Associate Professor of Pastoral Theology

AB, Princeton University

MABS, Dallas Seminary

PhD, University of North Texas

After working in the marketplace for P&G and PNC Financial Corp., Dr. Donahue served in various pastoral roles in churches in Texas, Pennsylvania, and Illinois, including 18 years with Willow Creek Community Church and the Willow Creek Association. While at Willow Creek he developed leadership strategies and events for over 10,000 leaders on 6 continents. He is also Founder and President of The LeaderSync Group, Inc., a leadership development and consulting organization. His areas of expertise include organizational strategy, team

building, leadership development, and transformational community. He has published over 20 books and leadership training resources, including the best-selling *Leading Life-changing Small Groups*, *Coaching Life-Changing Leaders* (with Greg Bowman), *Building a Life-Changing Small Group Ministry* (with Russ Robinson), the DVD series *Making Small Groups Work* (with Henry Cloud and John Townsend), *Building Biblical Community* (with Steve Gladen), *In the Company of Jesus*, the *Jesus 101 Series*, and *The Irresistible Community: An Invitation to Life Together*.

John S. Feinberg, 1983

Co-Chair of the Biblical and Systematic Theology Department

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

Before coming to Trinity, Dr. Feinberg served on the faculties of Western Conservative Baptist Seminary and Liberty Baptist Seminary. He is the author of *No One Like Him: The Doctrine of God*, *The Many Faces of Evil*, *Where Is God? A Personal Story of Finding God in Grief and Suffering*, and coauthor with Paul D. Feinberg of *Ethics for a Brave New World*. He also edited *Continuity and Discontinuity*, and coedited (with his brother, Paul) *Tradition and Testament: Essays in Honor of Charles L. Feinberg*.

Stephen P. Greggo, 1996

Chair of the Counseling Department

Professor of Counseling

Joint appointment at Trinity Graduate School

BA, State University of New York College at Oneonta

MA, Denver Seminary

PsyD, State University of New York College at Albany

Dr. Greggo is a licensed psychologist in NY and IL, and an ordained minister. His personal mission statement is equipping a new generation for a Christian ministry of soul care. For over three decades, Dr. Greggo has served as Director of Professional Practice for CCAHope in upstate NY. He provides consultation services, in-service training and supervision. He routinely presents at the Christian Association for Psychological Studies (CAPS), Evangelical Theological Society (ETS), and the American Association of Christian Counseling (AACC), and has taught internationally in South Korea, Kiev, Manila, and San Paulo. He consulted to develop a series of apps that Christian counselors can use to track critical outcomes in session (e.g. Pastoral Counseling Tracker; Couple's Counseling Tracker). At ETS, Dr. Greggo chairs the Counseling, Psychology and Pastoral Care section and gave long service on the CAPS National Board. With his family, Dr. Greggo enjoys outdoor activities such as hunting, camping and fishing. He also enjoys getting away to their rustic log cabin in upstate NY. He is author of *Assessment in Christian Perspective*, (InterVarsity Press, 2019); co-editor of *Counseling and Christianity: Five Approaches* (InterVarsity Press, 2012); and author of *Trekking toward Wholeness: A Resource for Care Group Leaders* (InterVarsity Press, 2008) (<https://www.stephengreggo.com/>). Recent peer-reviewed journal articles and book chapters address themes related to assessment, bioethics, counselor education, counseling/theology and group therapy. These contributions have appeared in the *Journal of the Evangelical Theological Society (JETS)*, *Journal of Psychology and Christianity (JPC)*, *Edification: The Transdisciplinary Journal of Christian Psychology*, and *Journal of Psychology and Theology (JPT)*. His current publication interests are related to counseling assessment and theological worldview. Dr. Greggo has engaged in cross-cultural teaching ministry in South Korea, Philippines, Ukraine, and Brazil. He provided consultation to a seminary in the Czech Republic. Dr. Greggo

has been a designated track coordinator for numerous world conference events. He presents on a consistent basis for each of these professional organizations.

David M. Gustafson, 2012

Chair of the Mission and Evangelism Department

Associate Professor of Evangelism and Missional Ministry

BB, Western Illinois University

MDiv, ThM, Trinity Evangelical Divinity School

DMin, Fuller Theological Seminary

PhD, Linköping University

Dr. Gustafson served twenty-five years in ministry, first, as campus director with Campus Crusade for Christ at Fresno State University in California, and then as pastor in two Evangelical Free churches in the Great Lakes District. He has taught courses in Christianity and church history at Augustana College, North Park Theological Seminary, and the University of Houston, as well as courses in practical ministries at Houston Graduate School of Theology. Dr. Gustafson's areas of expertise include evangelism, EFCA history, and missional praxis. Dr. Gustafson is an ordained minister in the Evangelical Free Church of America. He is a member of the EFCA Ministerial Association and Academy for Evangelism in Theological Education. He serves on the Advisory Board of the journal *Pietisten*. Dr. Gustafson's published works include his dissertation, *D. L. Moody and Swedes: Shaping Evangelical Identity among Swedish Mission Friends, 1867-1899*, and articles in *Trinity Journal*, *Covenant Quarterly*, *Swedish-American Historical Quarterly*, *Strategies for Today's Leader*, and *Journal of the Academy for Evangelism in Theological Education*. His most recent work is titled: "Swedish Pietism and American Revivalism: Kindred Spirits in the Evangelical Free Tradition," published in *The Pietist Impulse in Christianity* by Pickwick/ Wipf and Stock. He and his wife, Sharon, have four children. He enjoys cycling, backpacking, and cooking stir-fry.

Donald C. Guthrie, 2012

Director, PhD Program in Educational Studies

Professor of Educational Ministries

The Jeanette L. Hsieh Chair of Educational Leadership

BA, Grove City College

MDiv, Trinity Evangelical Divinity School

MA, Indiana University of Pennsylvania

EdD, University of Georgia

Prior to joining the TEDS faculty in 2012, Dr. Guthrie served as a faculty member and the academic dean at Covenant Theological Seminary in St. Louis, MO. Previously, he served as a campus minister and senior administrator with the Coalition for Christian Outreach in Pittsburgh, PA. Dr. Guthrie currently serves on several university committees including the Kingdom Leadership Committee and the Oikonomia Steering Committee. He also represents Trinity as a member of the Kern Family Foundation's Oikonomia Network Advisory Committee. Dr. Guthrie is a co-author of *Resilient Ministry: What Pastors Told Us About Surviving and Thriving*. His current research interests include the promising pedagogy of facilitated agency and Christian formation in higher education. He has enjoyed serving as an elder in several local churches over the past twenty-five years and currently serves on the Discipleship Ministries board of the Presbyterian Church in America (PCA). He is a frequent teacher at conferences and retreats, often addressing intergenerational ministry, vocational stewardship, sustainable vocational ministry, adult learning, and early adulthood transitions. He and his wife, Mary, have two young adult children.

Dana M. Harris, 2006

Associate Professor of New Testament

BA, Stanford University

MA, PhD, Trinity Evangelical Divinity School

Dr. Harris taught as an adjunct at TEDS from 2001 to 2006. Her dissertation topic was *The Eternal Inheritance in Hebrews: The Appropriation of the Old Testament Inheritance Theme by the Author of Hebrews*. She is currently writing the volume on Hebrews for the Exegetical Guide to the Greek New Testament (Broadman & Holman). She recently wrote the article on "Priest," in the NIV Study Bible. Her research interests include Hebrews, Revelation, Greek syntax, linguistics, hermeneutics, Second Temple Literature (particularly apocalyptic literature), and archaeology. In July 2010, Dr. Harris became the editor of the *Trinity Journal*. Dr. Harris has taught extensively at retreats, conferences, and adult Sunday school classes. She also teaches Bible and theology classes in various overseas contexts. Prior to coming to Trinity, Dr. Harris was the managing editor of the *Hoover Digest*, a quarterly academic journal covering public policy, economics, and foreign affairs, published by the Hoover Institution, Stanford University. For the first five years after the fall of the Berlin Wall, she coordinated a program, funded by the Pew Charitable Trust that brought young diplomats from former Soviet-satellite countries to Stanford for four-month study programs. As an undergraduate, she double-majored in International Relations and French Studies. Prior to coming to Trinity, she was also extensively involved in ministry.

Joshua Jipp, 2012

Associate Professor of New Testament

BA, Northwestern College

MDiv, Trinity Evangelical Divinity School

ThM, Duke Divinity School

PhD, Emory University

Dr. Jipp came to TEDS in the spring of 2012. Prior to teaching at Trinity, he has lectured on the New Testament in a variety of settings, including Northwestern College, the Interdenominational Theological Center (Atlanta, GA), as a part of the Emory Theology Certificate program for incarcerated women in Atlanta, GA, and as a teaching fellow at TEDS. Dr. Jipp received the 2013 Paul J. Achtemeier Award through the Society of Biblical Literature for his paper, "Christ the King as Living Law: Paul's 'The Law of Christ' and Ancient Kingship Discourse." His dissertation, *Divine Visitations and Hospitality to Strangers in Luke-Acts: An Interpretation of the Malta Episode in Acts 28:1-10* was recently published (Leiden: Brill, 2013), as was *Christ is the King: Kingship Ideology in the Letters of Paul* (Minneapolis: Fortress, 2015). He will soon be contributing a commentary on the book of Acts in the *Two Horizons Commentary* series. Dr. Jipp has also published articles in reputed journals, like *Journal of Biblical Literature*, *New Testament Studies*, *Catholic Biblical Quarterly*, and *The Journal for the Study of the New Testament*. He is married to Amber, who also graduated from TEDS, and they have two children. Dr. Jipp enjoys reading, traveling, and is an avid fan of the Iowa State Cyclones and the Minnesota Twins.

H. Wayne Johnson, 2000

Provost, Trinity International University

Associate Professor of Biblical and Pastoral Theology

BA, Dartmouth College

MDiv, ThM, Trinity Evangelical Divinity School

PhD, Westminster Theological Seminary

Dr. H. Wayne Johnson is the Provost of Trinity International University and Associate Professor of Biblical and Pastoral Theology at TEDS. Before coming to Trinity, Dr. Johnson served as academic dean of

Singapore Bible College where he also taught New Testament and hermeneutics. Over thirty years, he has served in a broad range of pastoral, educational, worship, and cross-cultural ministries. At Trinity, he has been the Dean of Chapel for Trinity International University, Dean of Students for TEDS, Director of the MDiv program, and Associate Academic Dean of TEDS before being appointed to his current position. As Provost, Dr. Johnson serves as the Chief Academic Officer of the university, providing overall academic leadership in the supervision, support and coordination of the Academic Deans and its constituent schools. He is an active member of the the Evangelical Theological Society and the Institute for Biblical Research. His current research interests include topics in biblical theology, hermeneutics, Christian worship, and spiritual formation. Dr. Johnson and his wife, Kristen, reside in Round Lake Beach, IL and they have four adult children. In his spare time, he enjoys singing, motorcycling and hiking.

Michelle Knight, 2018

Assistant Professor of Old Testament and Semitic Languages

BA, Lincoln Christian University
MDiv, Trinity Evangelical Divinity School
PhD, Wheaton College

Dr. Michelle Knight is Assistant Professor of Old Testament and Semitic Languages at TEDS. In 2018, Dr. Knight completed her dissertation on the narrative function of the Song of Deborah and Barak in the book of Judges, before joining the faculty later that year. While working toward her PhD, she taught Hebrew language and Old Testament courses as a Guest Professor at Wheaton College and an Adjunct Professor at TEDS. Michelle is an active member of the Evangelical Theological Society, the Institute for Biblical Research, and the Society of Biblical Literature. Her current research interests include theocracy, Old Testament Theology, the book of Judges, and poetry in biblical narrative. Dr. Knight and her husband, Kenyon, have a son, Oliver. In her spare time, she enjoys singing at her church, reading with her son, and seeing movies.

Te-Li Lau, 2008

Associate Professor of New Testament

BS, MS, Stanford University
MDiv, ThM, Trinity Evangelical Divinity School
PhD, Emory University

Before pursuing theological studies, Dr. Lau served in the Singapore military for two and a half years and worked in Silicon Valley for ten years, obtaining patents in the field of computer engineering. He taught New Testament Greek at Singapore Bible College, TEDS, and Emory University, before joining the faculty at Trinity. His publications include *The Politics of Peace: Ephesians, Dio Chrysostom, and the Confucian Four Books* (Brill), a chapter in *Global Perspectives on the Bible* (Pearson), and the introduction and notes for Ephesians in the NIV Study Bible (2015). He is currently writing a monograph on Paul's use of shame for moral formation. His current research interests include the relationship between emotions and ethics and the comparative analysis of New Testament and Confucian texts.

David J. Luy, 2012

Co-Chair of the Biblical and Systematic Theology Department

Associate Professor of Biblical and Systematic Theology

BM, Wheaton College
MDiv, Trinity Evangelical Divinity School
PhD, Marquette University

Dr. David Luy earned his PhD in Religious Studies from Marquette University. Dr. Luy is Assistant Professor of Biblical and Systematic Theology at TEDS and a member of the American Academy of Religion as well as the Evangelical Theological Society. He has published a book with Fortress Press entitled, *Dominus Mortis: Martin Luther on the Incorruptibility of God in Christ*. Dr. Luy is animated by a wide range of theological questions. His research centers especially upon the historical development and modern appropriation of reformation theology. He has been a contributor for Luther Digest and the International Journal of Systematic Theology.

Dennis R. Magary, 1979

Chair of the Old Testament and Semitic Languages Department

Professor of Old Testament and Semitic Languages

BA, Fort Wayne Bible College
MDiv, Trinity Evangelical Divinity School
MA, PhD, University of Wisconsin

Dr. Magary joined the full-time TEDS faculty in 1984. Dr. Magary has also taught at Trinity College (Deerfield), the University of Wisconsin-Madison, the Institute of Christian Studies (Madison, WI) and Bethel College (Indiana). He has taught as adjunct professor at the Caribbean Graduate School of Theology (Kingston, Jamaica), Visiting Instructor at Torch Trinity Graduate School of Theology (Seoul, Korea), and professor of Old Testament for Timothy Training International (Hong Kong). In addition to teaching at Trinity, he also serves as a lecturer with the U.S. Center for World Missions and has taught in China and Eastern Europe.

Dr. Magary's publications include chapters contributed to *Seeking Out the Wisdom of the Ancients* (which he also co-edited), *Preaching the Old Testament* (Baker), and most recently co-edited *Do Historical Matters Matter to Faith? A Critical Appraisal of Modern and Post-Modern Approaches to Scripture* (Crossway). He has contributed articles to the *New International Dictionary of Old Testament Theology and Exegesis* and to Eerdmans *Dictionary of the Bible*. He served as a translation consultant and contributor of notes to both the *ESV Study Bible* and *Quest Study Bible*. He served as a theological advisor and content collaborator for the *Jeremiah Study Bible*. He is a member of the Evangelical Theological Society and the Society of Biblical Literature. Dr. Magary is a licensed minister in the Missionary Church. Dennis and his wife, Pamela, reside in Vernon Hills, Illinois. They have three married children and seven grandchildren.

Scott M. Manetsch, 2000

Chair of the Church History and the History of Christian Thought Department

Professor of Church History

BA, Michigan State University
MDiv, MA, Trinity Evangelical Divinity School
PhD, University of Arizona

Dr. Manetsch joined Trinity's faculty in 2000 after serving three years as Assistant Professor of Religion at Northwestern College (Iowa). Ordained in the Reformed Church in America, he served as an associate pastor of education and discipleship for three years. During graduate school, he was awarded a Fulbright fellowship and spent two years doing archival research on French Reformation history at the university of Geneva. He is the author of *Theodore Beza and the Quest for Peace in France, 1572-1598* (Brill, 2000), *Calvin's Company of Pastors. Pastoral Care and the Emerging Reformed Church, 1536-1609* (Oxford, 2013), and co-editor of *The Great Commission: Evangelicals and the History of World Missions* (Broadman & Holman, 2008). His articles have appeared in such journals as the *Bibliothèque d'humanisme et renaissance*, *Calvin Theological Journal*, *Church History*, *Themelios*, *Trinity Journal*, and *Westminster Theological Journal*. Dr.

Manetsch is the associate general editor of the Reformation Commentary on Scripture series (InterVarsity Press) and is presently completing the volumes on 1 & 2 Corinthians. He is a member of the Calvin Studies Society, the Evangelical Theological Society, the Sixteenth-Century Studies Society, and the American Society of Church History.

Thomas H. McCall, 2004
Professor of Biblical and Systematic Theology
Director, Carl F. H. Henry Center for Theological Understanding
 BA, Hobe Sound Bible College
 MA, Wesley Biblical Seminary
 PhD, Calvin Theological Seminary

Dr. McCall works at the intersections of systematic theology with biblical, historical, and philosophical theology. His research interests focus on the doctrines of the Trinity, Christology, hamartiology, and soteriology.

He has published articles in *Philosophia Christi*, the *Trinity Journal*, the *International Journal of Systematic Theology*, and the *Scottish Journal of Theology*, and he has contributed chapters to several edited volumes. He is the coeditor (with Michael C. Rea) of and a contributor to *Philosophical and Theological Essays on the Trinity* (Oxford University Press, 2009) and the coauthor (with Keith D. Stanglin) of *Jacob Arminius: Theologian of Grace* (Oxford University Press, 2012). He is also the author of *Which Trinity? Whose Monotheism? Philosophical and Systematic Theologians on the Metaphysics of Trinitarian Theology* (Eerdmans, 2010) as well as *Forsaken: The Trinity and the Cross, and Why It Matters* (InterVarsity Academic, 2012), and he is a coauthor of *Two Views on the Doctrine of the Trinity* (Zondervan, 2014). Current projects include a monograph on the doctrine of sin and an introduction to philosophical theology. Before coming to Trinity, Dr. McCall served as pastor of churches in Michigan and Alaska. With his wife Jenny and their four children, he enjoys a wide range of sports and outdoor activities.

John M. Monson, 2008
Associate Professor of Old Testament and Semitic Languages
 BA, Wheaton College
 MA, Institute of Holy Land Studies
 MA, PhD, Harvard University

Dr. Monson was born to missionary parents in Zaire but spent most of his youth in Jerusalem, Israel, where he developed an interest in biblical studies, archaeology, and historical geography. Prior to coming to Trinity, he taught for eleven years at Wheaton College, where he received the Faculty Achievement Award in Teaching. His archeological fieldwork has taken him to Syria, Lebanon, and numerous excavations in Israel. His most recent publications include *Dothan I: Remains from the Tell (1953-1964)* (Eisenbrauns), *1 Kings* in the Zondervan Illustrated Bible Backgrounds Commentary (2016), and *The Temple of Solomon* (Oxford University Press, forthcoming).

James R. Moore, 1995
Chair of Educational Ministries Department
Associate Professor of Educational Ministries
 BA, MA, Indiana Wesleyan University
 PhD, Trinity International University

Before coming to Trinity, Dr. Moore served as assistant pastor and director of Christian education at Lifeway Wesleyan Church in Fort Wayne, Indiana. He was also the assistant pastor at Oak Park Wesleyan Church in Oak Park, Illinois, and a public school teacher in Indiana and Illinois. He served for eighteen years as Associate Dean at TEDS and has also served Trinity as an affiliate faculty member in the College, as Director of Administration for Doctoral Programs in the Divinity School and Assistant

Dean of Trinity Graduate School. Dr. Moore has written articles and book reviews for the *Baker Dictionary of Christian Education*, *Theological Education*, and on Johann Heinrich Pestalozzi in a forthcoming volume edited by Dr. Elmer Towns. He has developed curriculum in research theory and methodology, in leadership and management, as well as lessons for adult and child education in the local church. Dr. Moore is an ordained minister in the Wesleyan Church and is a member of the Wesleyan Theological Society.

Emanuel Naydenov
Director of Masters Programs, Extension, and Affiliated Education
Associate Professor of Theology [UG]
 Diploma in Biblical Studies, BBAL Logos, Bulgaria
 MDiv, Bethel Seminary
 PhD, Marquette University

Emanuel D. Naydenov heads the Office of Extension and Affiliated Education at Trinity Evangelical Divinity School. He is responsible for the Extension and Distance Education programs at TEDS as well as for fostering TEDS partnerships with significant parachurch organizations in the areas of graduate education and ministry training. Dr. Naydenov earned his PhD in Religious Studies from Marquette University in the area of Systematic Theology. His dissertation project was entitled: *The Unsettled Church: The Search for Identity and Relevance in the Ecclesiologies of Nicholas Healy, Ephraim Radner, and Darrell Guder*. He comes to Trinity after being involved in launching the first accredited seminary in the country of Bulgaria after the fall of Communism. He is a contributor to the *Bulgarian Journal of Theology* and other indigenous theological and educational projects. He is also a cofounder of the Roundtable for Distance Education, a forum comprised of elite seminaries leading the way in nontraditional theological education and a member of the American Academy of Religion. He is an ordained minister in the Free Church. The Naydenovs currently reside in Oak Creek, Wisconsin, where the family attends Elmbrook church.

Harold A. Netland, 1993
Professor of Philosophy of Religion and Intercultural Studies
 BA, Biola College
 MA, PhD, Claremont Graduate University

Prior to coming to Trinity, Dr. Netland was a missionary educator for nine years in Japan with the Evangelical Free Church of America. Dr. Netland was involved in ministries among university students, church planting, and teaching at Tokyo Christian University. Dr. Netland's areas of expertise include religious pluralism, epistemology of religion, and missions in East Asia. Dr. Netland's published works include *Encountering Religious Pluralism: The Challenge to Christian Faith and Mission and Christianity and Religious Diversity: Clarifying Christian Commitments in a Globalizing Age*. He coauthored with Gerald R. McDermott, *A Trinitarian Theology of Religions*; coauthored with Keith Yandell, *Buddhism: A Christian Exploration and Appraisal*; and coedited with Craig Ott, *Globalizing Theology: Belief and Practice in an Era of World Christianity*.

Lucas O'Neill, DMin, 2018
Clinical Associate Professor of Homiletics
 BA, Moody Bible Institute
 MDiv, ThM, Trinity Evangelical Divinity School
 DMin, Gordon-Conwell Theological Seminary

Lucas O'Neill was born in Lawrence, MA, and lived for several years in New Jersey before going to Chicago to study at Moody Bible Institute. After graduating, he married Tina and worked to complete his Master of Divinity and Master of Theology at TEDS. In 2007 he was called to

pastor Christian Fellowship Church in Itasca, IL where he still serves as Senior Pastor today. In 2015 Lucas received his Doctor of Ministry degree from Gordon-Conwell. He has taught at Moody Bible Institute including the primary course on expository preaching. He has also served overseas by teaching homiletics in places such as Baptist Theological School in Novi Sad, Serbia and with Harmony Outreach in Ho Chi Minh City, Vietnam. He maintains involvement with local evangelical pastors through the ministry of the Chicagoland Gospel Network where he serves as Executive Director. Lucas has also served as an Associate Pastor at a Korean-American church from 2005-2007. Through his ministry he endeavors to equip preachers with both the skills to proclaim Christ effectively and the theological foundation to do so responsibly. He desires to see faithful preachers communicate engagingly and engaging preachers communicate faithfully. His current research interests include how the five solas of the Protestant Reformation should inform and shape evangelical preaching.

Craig Ott, 2002

Director of the Doctor of Philosophy (Intercultural Studies) Program
Professor of Mission and Intercultural Studies
ReachGlobal Chair of Mission

BA, California State University, Long Beach
 MDiv, PhD, Trinity Evangelical Divinity School

Dr. Ott was a missionary with ReachGlobal (EFCA) to Germany for twenty-one years. He served as academic dean and faculty member at the Akademie für Weltmission (Kornthal, Germany), and planted several churches in both the United States and Germany. Areas of expertise include theology of mission, contextualization, church planting, and teaching across cultures. His published works include *Missionary Methods: Research, Reflections, and Realities* (coeditor), *Encountering Theology of Mission* (coauthor), *Global Church Planting* (coauthor), *Globalizing Theology: Belief and Practice in an Era of World Christianity* (coeditor), and *Das Trainingsprogramm für Mitarbeiter* as well as numerous journal articles and book chapters. He is a member of the Evangelical Missiological Society, American Society of Missiology, and the Midwest Mission Studies Fellowship and has taught or consulted in over forty countries.

David W. Pao, 1998

Chair of the New Testament Department
Professor of New Testament

BA, Wheaton College
 MA, Wheaton Graduate School
 MTS, MA, PhD, Harvard University

Prior to joining the faculty at Trinity, Dr. Pao taught and preached at the Chinese Christian Church of Rhode Island while completing his doctoral work at Harvard, where he majored in Greco-Roman World/Early Christianity. He has taught as a visiting professor in several institutions in Hong Kong, Canada, New Zealand, and Australia. His publications include *Acts and the Isaianic New Exodus* (2000), *Thanksgiving: An Investigation of a Pauline Theme* (2002), *Early Christian Voices: In Texts, Traditions, and Symbols* (coeditor, 2003), *Commentary on the Gospel of Luke*, 2 vols. (2008, 2009), *After Imperialism: Christian Identity in China and the Global Evangelical Movement* (coeditor, 2011), and *Commentary on Colossians and Philemon* (2012). He has also contributed to a number of collections of essays and reference works, including *The Expositor's Bible Commentary* (vol. 10; 2007), *Commentary on the New Testament Use of the Old Testament* (2007), and *The Baker Illustrated Bible Commentary* (2012). He is currently serving as the New Testament editor of the *Tien Dao Bible Commentary*

series and the consulting editor of the *Zondervan Exegetical Commentary* series.

Madison Pierce, 2019

Assistant Professor of New Testament

BA, Ouachita Baptist University
 MDiv, Trinity Evangelical Divinity School
 PhD, Durham University

Dr. Madison Pierce completed her PhD, "Divine Discourse in the Epistle to the Hebrews," in 2017 at Durham University. While a student at TEDS, she was a Teaching Fellow in New Testament and Assistant Book Review Editor for the *Trinity Journal*. During her PhD, she taught several biblical studies and Greek courses and presented at many conferences, including one she co-organized. This conference led to the publication of an edited collection, *Muted Voices of the New Testament* (T&T Clark, 2017), for which she was a contributor as well as a co-editor (with Katherine M. Hockey and Francis Watson). She has published essays in peer-reviewed journals, such as *New Testament Studies* and *Biblical Theology Bulletin*, as well as other edited collections, *Paul and the Greco-Roman Philosophical Tradition* (T&T Clark, 2017) and *Retrieving Eternal Generation* (Zondervan Academic, 2017). She is active in ETS, IBR, and especially SBL, where she serves as Program Unit Chair for the Hebrews section at both the annual and international meetings. Dr. Pierce is married to Curtis. Together they have a daughter names Isla. The three of them enjoy music, time outdoors, and, most of all, their dog Izzy.

Manuel R. Rauchholz, 2018

Associate Professor of Anthropology and Intercultural Studies

University of Tübingen
 ThM, Trinity Evangelical Divinity School
 PhD, Heidelberg University

Dr. Manuel Rauchholz earned the PhD. from Heidelberg University in cultural anthropology, and the Th.M. in missions and evangelism from Trinity Evangelical Divinity School. He completed university studies at Heidelberg University and theological studies at Krelingen in Germany. Dr. Rauchholz's research and publications have been primarily in applied anthropology on ethical topics such as human trafficking, sexual exploitation, adoption practices, human rights and economic development. In 2011, he received the prestigious Frobenius Research Award for his dissertation, titled: "Towards an Understanding of Adoption, Person and Emotion: The Ideal Norm and Reality of Life amongst the Chuukese of Micronesia." Since 2016, Dr. Rauchholz has established and managed the Faichuk Educational Development and Research Project in Chuuk State. This is an interdisciplinary educational and research project focused on education and community development, based on a grant of \$1.3 million from the Chuuk State Department of Education and the US Department of the Interior. Dr. Rauchholz's academic teaching experience is extensive including three years as researcher and lecturer at the Institute of Anthropology, Heidelberg University where he also mentored masters' theses and research projects. He has taught as adjunct professor at numerous institutions teaching Social Science Research Methods at Internationale Hochschule Liebenzell in Germany, Anthropology and Missions at Presbyterian University and Theological Seminary in Seoul, and Anthropology at the University of Guam.

Steven C. Roy, 1998

Associate Professor of Pastoral Theology

BA, Stanford University
 MDiv, Gordon-Conwell Theological Seminary
 PhD, Trinity Evangelical Divinity School

Dr. Roy joined the Pastoral Theology Department at TEDS in 2001 after teaching for three years in the Systematic Theology Department. He combines twelve years of pastoral experience (in senior and associate roles in Oregon and Minnesota respectively) and his doctoral work in Systematic Theology to pursue his passion for the integration of theology and pastoral ministry. In addition to his pastoral ministry, Dr. Roy has taught at Cameroon Baptist Theological Seminary in West Africa and has served in campus ministry on the staff of Inter-Varsity Christian Fellowship. Dr. Roy is a member of the Evangelical Theological Society. His teaching interests especially relate to the integration of systematic and pastoral theology, worship, and homiletics. He is also committed to mentoring students and to working with them for mutual growth in spiritual formation. Dr. Roy is the author of *How Much Does God Foreknow: A Comprehensive Biblical Study* and *What God Thinks When We Fail: Finding Grace and True Success*. Dr. Roy and his wife, Susan, have three adult children. They live in Mundelein, IL. Dr. Roy enjoys family activities, reading, jogging, and following current events and sports.

Julie West Russo, 2011

Program Director for the Mental Health Counseling and Chaplaincy and Ministry Care Programs

Clinical Coordinator

Assistant Professor of Counseling

BA, Northwestern University

MA, Trinity International University

EdD, Argosy University

Dr. Russo is a licensed professional counselor, providing individual and family counseling services, with particular expertise in the treatment of addictions. She is a member of the American Counseling Association, the Illinois Counseling Association, the Association of Counselor Educators and Supervisors, and the Christian Association for Psychological Studies.

Phillip W. Sell, 1998

Director of Supervised Ministries and Placement

Associate Professor of Pastoral Theology

BA, Wheaton College

ThM, Dallas Theological Seminary

PhD, University of Iowa

Dr. Sell brings more than twenty years of diverse pastoral experience to Trinity. He has been a director of Christian education in a church in Iowa, an executive pastor for a very large church in Southern California, and a senior pastor of a growing church in Texas. Dr. Sell taught educational ministries courses for his first seven years at Trinity and has published articles in such journals as *Christian Education Today* and the *Christian Education Journal*. His academic and practical passions revolve around the philosophy and strategy of ministry, small group ministry, adult development and ministry, spiritual formation and mentoring, and Christian leadership. Dr. Sell periodically consults with churches and Christian organizations and in his spare time enjoys most any outdoor activity, including ornithology, gardening, and hiking.

John Simons, 2019

Assistant Dean and Director of the MDiv Program

Assistant Professor of Church History [UG]

BA, JD, University of Florida

MA, Reformed Theological Seminary

PhD, Trinity Evangelical Divinity School

In his previous career, Dr. Simons practiced law in Atlanta, Georgia, and Ocala Florida for more than ten years. His legal practice included commercial litigation, business law, health care law, and real estate

law. In Fall of 2010, he stepped down from his legal practice to pursue advanced theological education. His research explores the intersection of church history, theology, and legal history. His dissertation focuses on the relationship between puritan theology and the work of the magistrates who governed the colonies of Connecticut and New Haven in the second half of the Seventeenth Century. He has taught in a variety of contexts at the undergraduate and graduate level. John and his wife, Lynn, have three adult children. John enjoys woodworking and cycling. He is an avid fan of University of Florida athletics.

Tite Tiéno, 1997

Research Professor, Theology of Mission

The Tite Tiéno Chair of Global Theology and World Christianity

Dean Emeritus

BS, Nyack College

Maîtrise en Théologie, Faculté Libre de Théologie Évangélique, Vaux sur Seine, France

MA, PhD, Fuller Theological Seminary

Dr. Tiéno has served as founding president and dean of Faculté de Théologie Évangélique de l'Alliance Chrétienne in Abidjan, Côte d'Ivoire, West Africa. He 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*.

Lucas M. Tillett, 2019

Instructor of Counseling

BA, Cedarville University

MDiv, MA, Trinity Evangelical Divinity School

PhD cand, Regent University

Luke is a licensed professional counselor in Illinois (LPC) and practices in Libertyville, IL with LifePlace Counseling. His research interests include the intersection of psychology, theology, pastoral care, and counseling; parenting of children with complex developmental trauma; and pre-marital and marital counseling. Luke enjoys hiking Lake County with his wife and children, painting, and aquatic sports.

Eric J. Tully, 2012

Director of the PhD (Theological Studies) Program

Associate Professor of Old Testament and Semitic Languages

BA, Moody Bible Institute

MDiv, Trinity Evangelical Divinity School

MA, PhD, University of Wisconsin

Prior to coming to Trinity, Dr. Tully taught at the University of Wisconsin-Madison and Nashotah House Theological Seminary. He is a member of the Evangelical Theological Society and the Society of Biblical Literature. His research interests include the prophetic literature, Hebrew linguistics, and textual criticism. He is the author of *The Translation and Translator of the Peshitta of Hosea* (Brill, 2015). He is currently working on a book on Old Testament Textual Criticism and writing a commentary on the Hebrew text of Hosea.

Kevin J. Vanhoozer, 1986-90, 1998-2009, 2012

Research Professor of Systematic Theology

BA, Westmont College MDiv, Westminster Theological Seminary

PhD, Cambridge University, England

Prior to his "third coming" to TEDS, Dr. Vanhoozer served as Blanchard Professor of Theology at Wheaton College and Graduate School

(2008-11) and as Senior Lecturer in Theology and Religious Studies at New College in the University of Edinburgh (1990-98), where he also served on the Panel of Doctrine for the Church of Scotland. He is the author of *Biblical Narrative in the Philosophy of Paul Ricoeur* (Cambridge University Press, 1990), *Is There a Meaning in this Text? the Bible, the Reader, and the Morality of Literary Knowledge* (Zondervan, 1998), *First Theology: God, Scripture, and Hermeneutics* (InterVarsity Press, 2002), *The Drama of Doctrine: A Canonical-Linguistic Approach to Christian Theology* (Westminster John Knox, 2005) and *Remythologizing Theology: Divine Action, Passion and Authorship* (Cambridge University Press, 2010), *Faith Speaking Understanding: Performing the Drama of Doctrine* and (with Owen Strachan) *The Pastor as Public Theologian: Reclaiming a Lost Vision*. He has edited several books, including *The Cambridge Companion to Postmodern Theology* (Cambridge University Press, 2003), *Dictionary for Theological Interpretation of the Bible* (Baker, 2005), and a collection of essays by Trinity students entitled *Everyday Theology: How to Read Cultural Texts and Influence Trends* (Baker, 2005).

John D. Woodbridge, 1970

Research Professor of Church History and the History of Christian Thought

BA, Wheaton College

MA, Michigan State University

MDiv, Trinity Evangelical Divinity School

Doctorat de Troisième Cycle, Université de Toulouse, France

Dr. Woodbridge was awarded a Fulbright Fellowship and has done post-graduate study with fellowships from the National Endowment for the Humanities [2] and the American Council of Learned Studies.

Dr. Woodbridge has taught history at the University of Toulouse, Northwestern University and Hautes Etudes, Sorbonne, Paris. He is the author of *Revolt in Prerevolutionary France* (Johns Hopkins) and *Biblical Authority Infallibility and Inerrancy in the Christian Tradition* (Zondervan). He is the co-author with Timothy George, *The Mark of Jesus* (Moody), co-author with Frank James, *The Zondervan History of the Christian Church Volume Two* (Zondervan), co-author with Maurice Possley, *Hitler in the Crosshairs A GI's Story of Courage and Faith* (Zondervan), co-author with Collin Hansen, *A God-Sized Vision Revival Stories that Stretch and Stir* (Zondervan), co-author with D. A. Carson, *Letters along the Way* (Crossway) and co-author with Mark Noll and Nathan Hatch, *The Gospel in America* (Zondervan).

He is editor of *Great Leaders of the Christian Church* (Moody Press; Gold Medal Award), *Ambassadors for Christ* (Moody; Gold Medal Award), *More Than Conquerors: Portraits of Believers from All Walks of Life* (Moody Press; Gold Medal Award). He is co-editor with Thomas McComiskey, *Doing Theology in Today's World: Essays in Honor of Kenneth S. Kantzer* (Zondervan), co-editor with D. A. Carson, *God and Culture: Essays in Honor of Carl F. H. Henry* (Eerdmans); co-editor with Jacques LeBrun, Richard Simon, *Additions aux Recherches curieuses sur la diversité des langues et religion* (Press Universitaires de France); co-editor with Henning Graf Reventlow and Walter Sparr, *Historische Kritik and biblischer Kanon in der deutschen Aufklärung* (Otto Harrasowitz), co-editor with D. A. Carson, *Hermeneutics, Authority and Canon* (Zondervan), co-editor with D. A. Carson, *Scripture and Truth* (Zondervan) and co-editor with John N. Akers and John H. Armstrong, *This We Believe: The Good News of Jesus Christ for the World* (Zondervan). Dr. Woodbridge has also served as a senior editor for *Christianity Today*. He enjoys composing music for relaxation.

K. Lawson Younger, Jr., 1998

Professor of Old Testament, Semitic Languages and Ancient Near Eastern History

BA, ThB, Florida Bible College

ThM, Dallas Theological Seminary

PhD, Sheffield University

K. Lawson Younger, Jr. (Ph.D. Sheffield University) is Professor of Old Testament, Semitic Languages, and Ancient Near Eastern History at Trinity Evangelical Divinity School of Trinity International University, Deerfield, Illinois. A specialist in Assyriology and Aramaic, as well as Hebrew Bible, Dr. Younger has published a number of significant works involving ancient Near Eastern texts and their relationship to the Hebrew Bible: *Ancient Conquest Accounts: A Study of Ancient Near Eastern and Biblical History Writing* (1990), *The Context of Scripture. 3 Volumes* (1997-2002); *The Canon in Comparative Perspective* (1991); *Mesopotamia and the Bible. Comparative Explorations* (2002); *Judges, Ruth* (2002); and *Ugarit at Seventy-Five* (2007). He has also contributed to numerous collections of essays, dictionaries, and journals. He is a trustee of the American Schools of Oriental Research, as well as an active member of the American Oriental Society, the International Association of Assyriology, and the Society of Biblical Literature. Among his many scholarly papers, he has given lectures at the British Academy and the Institute for the Study of the Ancient World (ISAW) at New York University. He has recently been the Seymour Gitin Distinguished Professor at the Albright Institute of Archaeological Research in Jerusalem, Israel (2012). He is presently working on a book on the Political History of the Arameans.

Faculty Sabbatical Leave

As part of its ministry to the church at large, Trinity encourages its faculty to do further research and writing by granting sabbatical leaves. During a sabbatical, faculty members are released from normal responsibilities such as teaching, student advising, and participating in academic committees. As a consequence, students may not find specific courses offered by a particular professor during a given semester. Information regarding the faculty sabbatical leave schedule is available on the MyTIU web page.

Affiliate Faculty

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

James E. Gruenewald, 2009

Affiliate Professor of Counseling

BS, University of Wisconsin, Milwaukee
MA, Trinity Evangelical Divinity School
EdD, Northern Illinois University

Dr. Gruenewald is a Licensed Clinical Professional Counselor in private practice at the Baldwin Center in Deerfield, with more than thirty-five years experience in individual, marital, family, and group counseling. He came to Trinity in 1996 as affiliate adjunct faculty, where he taught in the Psychology Department at Trinity College for twelve years. In 2009, he became full-time faculty in the Counseling Department at TEDS, while still maintaining his practice in Deerfield. In addition to teaching and counseling, Dr. Gruenewald has served as an associate youth and singles pastor before beginning his counseling career and is currently an elder in his church. He has been a member of numerous professional organizations, including the American Counseling Association, Christian Association for Psychological Studies, American Association of Christian Counselors, and the American Mental Health Counselors Association. He has been married since 1979 and is the father of two sons, two grandsons and one granddaughter. When it comes time for rest and rejuvenation, he spends time outdoors, particularly at the lake cabin he built in Wisconsin. Running, gardening, construction and long walks with his wife are among his passions.

Bradley J. Gundlach

Affiliate Professor of Church History

Professor of History, Trinity International University

AB, Princeton University
MA, Trinity Evangelical Divinity School
MA, PhD, University of Rochester

Dr. Gundlach specializes in American intellectual, cultural, and religious history and also enjoys teaching broadly in world civilization, the philosophy and methods of history, and church history – having recently taken Trinity College students to Europe for the Western Cultural Heritage class and taught Reformation History and Theology for the Ambex program in Germany. He serves as director of the division of Humanities and as book review editor for *Fides et Historia*, the journal of the Conference on Faith and History. Dr. Gundlach is the author of *Process and Providence: The Evolution Question at Princeton, 1845-1929*, and is currently at work on a biography of Princeton theologian B.B. Warfield. Dr. Gundlach is the Director of the Division of Humanities.

Martin I. Klauber

Affiliate Professor of Church History

BA, State University of New York at Buffalo
MA, MDiv, Trinity Evangelical Divinity School
MA, PhD, University of Wisconsin at Madison

Dr. Klauber is an investment banker and author of several scholarly works on post-Reformation theology. In addition to teaching regularly on Trinity's campus, he frequently teaches at Trinity's extension sites.

Alice Ott

Affiliate Professor of the History of Mission and World Christianity

BGS, Ohio University
MDiv, PhD, Trinity Evangelical Divinity School

Dr. Ott served as a missionary in Germany for twenty-one years. Her areas of expertise include German Pietism, Pietist missions, and the history of the missionary movement. She has contributed chapters to various academic volumes on Pietism. Likewise Dr. Ott's research on the religious history of the Harmony Society was published in 2014 as *The Sunwoman in the Wilderness*. She has published an article on the role of gender, race, and world mission in the journal *Studies in World Christianity*.

Michael D. Reynolds

Affiliate Professor of Pastoral Theology

Director of the Master of Arts in Urban Ministries

Executive Director and Associate Dean, South Chicago Regional Center

BS, Illinois State University
MA in UM, Trinity Evangelical Divinity School
DMin, McCormick Theological Seminary

Dr. Reynolds, who has extensive experience in the corporate business world, maintains ongoing ministry involvement as the pastor of a growing urban church. He has special interests in mentoring and urban leadership development. In addition to his central leadership role in the TEDS MA in Urban Ministries Program, he occasionally teaches at the college and divinity school on the Deerfield Campus.

Rick Richardson

Affiliate Professor of Mission and Evangelism

BS, Lafayette College
MDiv, Northern Baptist Theological Seminary
PhD, Trinity Evangelical Divinity School

Dr. Richardson is Associate Professor of Evangelism at Wheaton College and an associate evangelist with InterVarsity Christian Fellowship. He has served in campus ministry for 20 years, regularly speaking and ministering as an evangelist on campuses in many different parts of the country. He is also an ordained Anglican priest and has served as a pastor.

Ed Stetzer

Affiliate Professor of Research and Missional Ministry

BS, Shorter College
MAR, Liberty Baptist Theological Seminary
DMin, Beeson Divinity School
MDiv, PhD, Southern Baptist Theological Seminary

Dr. Stetzer has planted churches in New York, Pennsylvania, and Georgia and transitioned declining churches in Indiana and Georgia. He has trained pastors and church planters on five continents and has written dozens of articles and books. For three years, Dr. Stetzer was a professor at Southern Seminary in Louisville, Kentucky. He is the director of Lifeway Research and Lifeway's Missiologist in Residence. His books include

Planting New Churches in a Postmodern Age (2003), *Perimeters of Light: Biblical Boundaries for the Emerging Church* (with Elmer Towns, 2004), *Strategic Outreach* (with Eric Ramsey, 2005), *Breaking the Missional Code* (with David Putman, 2006), *Planting Missional Churches* (2006), *Comeback Churches* (with Mike Dodson).

Taylor Worley

Affiliate Professor of Pastoral Theology

BA, Union University

MDiv, Southern Baptist Theological Seminary

PhD, University of St. Andrews

Taylor Worley serves as the managing director of the Center for Transformational Churches at Trinity International University and provides administrative oversight that supports the executive director and the director of the Oikonomia Network. Taylor earned a Ph.D. in theology from the University of St. Andrews with a concentration in theological aesthetics and most recently taught for seven years at Union University in Jackson, Tennessee. In his roles as both a faculty member and administrator of spiritual life initiatives for students, Taylor focuses on enabling students to see how their gifts and passions can be leveraged for greater vocational impact in the kingdom of God. He comes to Trinity excited to facilitate the integration of faith, living, and learning through the strategic work of the Center for Transformational Churches. His scholarly projects center on theological explorations in the visual arts and film as well as creatively applying Dietrich Bonhoeffer's distinctive vision for discipleship and community in the church. Taylor and his wife, Anna, are growing their three kids to love God and His church, and they enjoy exploring their new community in the Lincoln Square neighborhood of Chicago.

Professors Emeriti

Barry J. Beitzel

Professor Emeritus of Old Testament and Semitic Languages

BA, MA, Bob Jones University

PhD, The Dropsie University

Post-PhD, L'Université de Liège

1976-2016

After a number of years in administration, serving variously as Executive Vice President, University Provost, and Associate Academic Dean, Dr. Beitzel returned to the classroom. Prior to coming to Trinity, he served on the Old Testament faculty at Faith Theological Seminary, and he has been a Christian Education Director of two churches in southern California. He is the author of the widely-acclaimed Moody Atlas of Bible Lands (Moody, 1985) and the award-winning New Moody Atlas of the Bible (Moody/Lion-Hudson, 2009; now appearing in four foreign language editions). His monographic publications also include *Biblica: The Bible Atlas* (Global Publishers, 2006; now translated in 14 foreign language editions) and *The SPCK Bible Atlas* (SPCK, 2013). He has published essays in numerous volumes, including *Major Cities of the Biblical World* (Thomas Nelson, 1985); *Mari: The First Fifty Years* (Eisenbrauns, 1992); *Anchor Bible Dictionary* (Doubleday, 1992); *Crossing Boundaries and Linking Horizons* (CDL, 1997); *The Archaeology of the Levant: A Reader* (Eisenbrauns, 2003); and *The Zondervan Encyclopedia of the Bible* (Zondervan, 2009). Maps created or prepared by Beitzel appear in the *Ryrie Study Bible*; the *NIV Study Bible*; the *NLT Study Bible*; the *ESV Study Bible*; the *Thompson Chain Reference Bible*; and the *Thomas Nelson Bible*. Moreover, he has served as cartographic consultant for numerous projects, including the *Holman Bible Atlas* (Broadman and Holman, 1998); the *Logos Electronic Atlas of the Bible* (Logos, 2007); *The Biblical World: An Illustrated Atlas* (National Geographic Society, 2007);

the *ESV Bible Atlas* (Crossway, 2010); and *National Geographic* (1996, 2004, 2008, 2010, 2012). His serial publications appear in the *Bulletin of the American Schools of Oriental Research*; *Near Eastern Archaeology*; *Iraq: the British School of Archaeology in Iraq*; *Biblical Archaeology Review*; *Bible Review*; *Archaeology in the Biblical World*; and the *Journal of the Evangelical Theological Society*, among others. Many of his digital images of the Middle East are licensed in the *Pictorial Library of Bible Lands* (BiblePlaces.com). Dr. Beitzel is a former member of the *Joint American Expedition to Ashara, Syria*.

Donald A. Carson

Research Professor Emeritus of New Testament

BSc, McGill University

MDiv, Central Baptist Seminary, Toronto

PhD, University of Cambridge

1978-2018

Dr. Carson came to Trinity from the faculty of Northwest Baptist Theological Seminary in Vancouver, British Columbia, where he served for two years as academic dean. He also taught at Northwest Baptist Theological College, Richmond College, and Central Baptist Seminary in Toronto. He has served as assistant pastor and pastor and has done itinerant ministry in Canada and the United Kingdom. Dr. Carson has written or edited more than sixty books, including *The Sermon on the Mount* (Baker, 1978), *Exegetical Fallacies* (Baker, 1984), *Matthew* (Zondervan, 1984), *From Triumphalism to Maturity* (Baker, 1984), *Showing the Spirit* (Baker, 1987), *How Long, O Lord? Reflections on Suffering and Evil* (Baker, 1990), *The Gospel According to John* (Eerdmans, 1991), *A Call to Spiritual Reformation* (Baker, 1992), *New Testament Commentary Survey*, 7th ed. (Baker, 2013), *Becoming Conversant with the Emerging Church* (Zondervan, 2005), *Christ and Culture Revisited* (2008), and *The Intolerance of Tolerance* (2012). His book *The Gaggling of God: Christianity Confronts Pluralism* (Zondervan, 1996) won the 1997 Evangelical Christian Publishers Association Gold Medallion Award in the category "theology and doctrine." He coauthored *An Introduction to the New Testament* (2d ed., Zondervan, 2006) and other works. His edited works include *It Is Written: Scripture Citing Scripture* (Cambridge University Press, 1988) and *Biblical Greek Language and Linguistics* (Sheffield Academic Press, 1993). Dr. Carson occasionally writes and edits with faculty colleague John Woodbridge; together they wrote the novel *Letters Along the Way* (Crossway, 1993) and edited *Scripture and Truth* (Baker, 1992) and *God and Culture* (Eerdmans, 1993). He is the editor of three series: *New Studies in Biblical Theology* (IVP), *Pillar New Testament Commentary* (Eerdmans), and *Studies in Biblical Greek* (Peter Lang). He is the president of The Gospel Coalition.

Robert E. Coleman

Professor Emeritus of Evangelism

BA, Southwestern University

BD, Asbury Theological Seminary

ThM, Princeton Theological Seminary

PhD, University of Iowa

1983-2001

Dr. Coleman's ministry centers on lifestyle evangelism and discipleship, a concern that carries over into theological education. He served as a pastor for six years and on the faculty of Asbury Theological Seminary for twenty-seven years before coming to Trinity. He is a founding member of the Lausanne Committee for World Evangelization and has been president of the Academy for Evangelism in Theological Education. Dr. Coleman is the Director of the Institute of Evangelism at the Billy Graham Center, Wheaton, and Dean of the Billy Graham International Schools of

Evangelism. He has authored twenty-one books, including *The Master Plan of Evangelism* and *The Coming World Revival*.

Lois McKinney Douglas
Professor Emerita of Mission

BA, Biola University
MRE, Denver Seminary
PhD, Michigan State University
1990-1999

Dr. McKinney spent twenty-three years in theological education ministries in Portugal and Brazil with CB International and eight years teaching at Wheaton College Graduate School before her nine years as a Professor at TEDS. She is presently active in theological education as a missionary in Brazil and also serves on the board of trustees of Greater Europe Mission and Columbia International University. Her articles and chapters in books have appeared in several languages. Most recently she coedited *With an Eye on the Future: Development and Mission in the Twenty-First Century*.

Perry G. Downs
Professor Emeritus of Educational Ministries

Diploma, Miami Christian College
BS, Philadelphia College of Bible
MA, PhD, New York University
1976-2015

Prior to coming to Trinity, Dr. Downs taught at Philadelphia College of Bible in Philadelphia, Pennsylvania. He has taught as an adjunct professor at Canadian Theological Seminary in Saskatchewan, North Park Theological Seminary in Chicago, Malaysian Biblical Seminary in Kuala Lumpur, and Daystar University in Nairobi. Dr. Downs has also been interim pastor in ten churches in New Jersey, Pennsylvania, Wisconsin, and Illinois. Dr. Downs's areas of expertise include faith development, moral development, moral education, and spiritual formation. He is a member of the North American Professors of Christian Education, the Religious Education Association, and the Association of Professors and Researchers in Religious Education. His published works include many books, articles, reviews, and audio tapes. Among them is his book *Teaching for Spiritual Growth* (Zondervan, 1994).

Duane H. Elmer
Professor Emeritus of Educational Ministries

Diploma, Moody Bible Institute
BA, Michigan State University
MA, Trinity Evangelical Divinity School
MA, PhD, Michigan State University
1999-2015

Dr. Elmer has been an educator for over forty years, including five years in South Africa. He held the Price-LeBar Chair of Christian Education at Wheaton College. He has been a cultural diversity trainer and consultant for many Fortune 500 companies, as well as numerous Christian organizations. His teaching and travel in more than eighty countries contributed to his book *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. He co-edited *With an Eye on the Future: Development and Mission in the Twenty-First Century*, and authored *Cross-Cultural Connections: Stepping Out and Fitting in Around the World* and *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. His "Cross-Cultural" series are widely used by mission agencies as required training texts and have been translated into Chinese, Korean and Spanish. He has contributed over 40 publications in books and journals.

Bruce L. Fields
Professor Emeritus of Faith and Culture

BA, University of Pennsylvania
MDiv, ThM, Trinity Evangelical Divinity School
PhD, Marquette University
1988-2019

Dr. Fields has served on the staff of Campus Crusade for Christ in their "Native American Ministry", with Athletes in Action, and on the University of Michigan campus staff. He has also taught New Testament and theology courses at Trinity College. His areas of expertise include "Epistle to the Philippians", Liberation theology, and Black theology. He is the author of *Introducing Black Theology: 3 Crucial Questions for the Evangelical Church*.

Murray J. Harris
Professor Emeritus of New Testament Exegesis and Theology

BA, MA, University of Auckland
DipTh, University of London
PhD, University of Manchester
1967-68, 1971-78, 1986-97

Dr. Harris has taught students on every educational level. From 1981 to 1986 he served as Director of Tyndale House, a residential biblical research library in Cambridge, England. He has coedited *Pauline Studies* and written *Raised Immortal, From Grave to Glory, Jesus as God, Three Crucial Questions about Jesus*, as well as *Colossians and Philemon*, the first of his twenty projected volumes called *Exegetical Guide to the Greek New Testament* being published by Eerdmans.

James K. Hoffmeier
Professor Emeritus of Old Testament and Ancient Near Eastern History and Archaeology

BA, Wheaton College
MA, PhD, University of Toronto
1999-2019

Dr. Hoffmeier, who was born in Egypt and lived there until age sixteen, returns often for research, excavation, and teaching ministry. From 1975 to 1977 he worked with the Akhenaten Temple Project in Luxor. He served as Professor of Archaeology and Old Testament at Wheaton College and was chair of Wheaton's Department of Biblical, Theological, Religious and Archaeological Studies. From 1996 to 1999 he was also director of the Wheaton Archaeology Program. He has published in such venues as the *Journal of the American Research Center in Egypt*, *Journal of Egyptian Archaeology*, *Revue d'Égyptologie*, *Ägypten und Levante*, *Oxford Encyclopedia of Ancient Egypt*, *Anchor Bible Dictionary*, and the *New International Dictionary of Old Testament Theology & Exegesis*. He was an archaeological editor for the *English Standard Version Study Bible* and authored "*Sacred*" in the *Vocabulary of Ancient Egypt* (1985), *Israel in Egypt: Evidence for the Authenticity of the Exodus Tradition* (Oxford University Press, 1997), *Ancient Israel in Sinai: The Evidence for the Authenticity of the Wilderness Tradition* (Oxford University Press, 2005), *The Archaeology of the Bible* (Oxford: Lion, 2008), *The Immigration Crisis: Immigrants, Aliens and the Bible* (Crossway 2009). He edited and contributed to a number of books including *Abortion: A Christian Understanding and Response* (Baker 1988), *Faith, Tradition and History: Old Testament Historiography in Its Near Eastern Context* (Eisenbrauns 1992), *The Future of Biblical Archaeology* (Eerdmans 2004), *Do Historical Matters Matter to Faith* (Crossway 2012). He directed excavations at Tell el-Borg, Sinai, from 1998-2008, and has appeared in and served as a consultant for television programs on the Discovery, History, Learning, and National Geographic Channels. Dr. Hoffmeier teaches and lectures regularly across the USA and internationally.

John F. Kilner**Professor Emeritus of Bioethics and Contemporary Culture**

BA, Yale University

MDiv, Gordon-Conwell Theological Seminary

AM, PhD, Harvard University

1993-2019

Dr. Kilner served for more than eleven years as the first president of The Center for Bioethics and Human Dignity on the Trinity campus, where he continues as senior fellow. Dr. Kilner has authored/edited 21 books with such publishers as Eerdmans, Zondervan, Kregel, Tyndale, Yale University Press, and Georgetown University Press, including *Biotechnology and the Human Good*; *Life on the Line: Ethics, Aging, Ending Patients' Lives, Allocating Vital Resources*; *Why the Church Needs Bioethics: A Guide to Wise Engagement with Life's Challenges*; and most recently, *Dignity and Destiny: Humanity in the Image of God*. He has also written many articles that have appeared in periodicals such as the *Hastings Center Report*; *Journal of Health Politics, Policy, and Law*; *American Journal of Public Health*; *Archives of Internal Medicine*; *Mayo Clinic Proceedings*; *American Journal of Jurisprudence*; and *Interpretation*. Dr. Kilner has been interviewed in such television venues as NBC (with Tom Brokaw), FOX News (with Bill O'Reilly), CBS, CNN, and PAX, such radio venues as National Public Radio, Moody Broadcasting Network, and Salem Network, and such newspaper venues as the *New York Times*, *Washington Times*, and *Chicago Tribune*. He is currently co-chair of the bioethics section of the Evangelical Theological Society. He 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. His honors include the 2006 national Educator of the Year Award from the Christian Medical & Dental Associations (Tennessee); the 2015 international Paul Ramsey Award for Exemplary Achievement in the Field of Bioethics from the Center for Bioethics and Culture Network (California); and the 2016 Book of the Year Award from Christianity Today—Best Book in Theology or Ethics—for his book *Dignity and Destiny*.

David L. Larsen**Professor Emeritus of Preaching**

BA, Stanford University

MDiv, Fuller Theological Seminary

DD, Trinity College

1981-1996

Dr. Larsen has a rich background of service in the local church, having served seven churches since the beginning of his ministry in 1949. He served as visiting professor of religion at Rockford College. He has also authored many books, including *In the Saviour's School*, *The Anatomy of Preaching*, *Caring for the Flock: Pastoral Leadership in the Church Today*, *The Evangelistic Mandate: Re-establishing the Centrality of Evangelistic Preaching*, *Telling the Old, Old Story: The Art of Narrative Preaching*, and *Jews, Gentiles and the Church*.

Walter L. Liefeld**Distinguished Professor Emeritus of New Testament**

ThB, Shelton College

AM, Columbia University

PhD, Columbia University and Union Theological Seminary

1963-1994

Dr. Liefeld has taught Greek at Shelton College and served with InterVarsity Christian Fellowship and the Christian Medical Society. He is active in various aspects of Christian ministry, including evangelism, Bible teaching, and conference speaking. He has contributed to *The Expositors Bible Commentary*, *The New Testament Commentary*, *The Zondervan Pictorial*

Bible Encyclopedia, and *The New International Dictionary of New Testament Theology*. Dr. Liefeld is the coauthor of *Daughters of the Church*.

John W. Nyquist**Professor Emeritus of Mission and Evangelism**

BA, MA, California State University

MA, MDiv, PhD, Trinity Evangelical Divinity School

1977–2012

Dr. Nyquist has been in ministry for over 45 years, most of them at Trinity. Before coming to TEDS, he was actively involved in discipleship and evangelism in local churches and with Campus Crusade for Christ. His teaching ministry manifests a blend of New Testament studies and missiology, along with frequent opportunities for dialogue between evangelicals and Roman Catholics.

Miriam Stark Parent**Associate Professor Emerita of Counseling**

BA, The King's College

MA, Liberty University

MA, Biola University

PhD, Rosemead Graduate School

1993-2018

Dr. Parent has served as a counselor educator for more than twenty years. Prior to coming to Trinity in 1993, she taught at Liberty University in the School of Religion. Dr. Parent is a licensed clinical psychologist. She practiced full-time for several years prior to teaching; since then she has maintained a counseling practice providing individual and marital counseling, as well as diagnostic evaluation and assessment. Over the years her speaking and writing have focused on areas such as spiritual formation, stress management, burnout, and ministry and professional ethics. Recent presentations and articles include *Gender Issues in the Use of Spiritual Disciplines in Therapy*; *Christian Spirituality and Counseling: Ethical Concerns*; *Diagnostic Interviewing*; *Boundaries and Roles in Ministry Counseling and Christian Formation and Cultural Identity*. She is a member of the American Association of Christian Counselors, the American Counseling Association, and the Christian Association for Psychological Studies. Dr. Parent's articles have been published in such periodicals as *Christian Counseling Today*, *Professional Psychology*, and *American Journal of Pastoral Counseling*.

Greg R. Scharf**Professor Emeritus of Homiletics**

AB, Rice University

MDiv, DMin, Trinity Evangelical Divinity School

1999-2018

After receiving the Master of Divinity at Trinity, Dr. Scharf served an internship at All Souls, Langham Place in London, England. He then joined the staff there, serving as chaplain to university students. During this time, Dr. Scharf coauthored *Food for Life*, published by InterVarsity Press in Britain and by various publishers in Afrikaans, Dutch, German, Chinese, and American editions. He then served at Knox Church, Toronto, Ontario, and subsequently for nineteen years at Salem Evangelical Free Church in Fargo, North Dakota, where he developed an eldership training program and helped equip several pastoral interns and apprentices. He is past president of the Evangelical Homiletics Society and author of *Prepared to Preach*, *Relational Preaching*, *Let the Earth Hear His Voice*, and editor of *The Challenge of Preaching*.

Charles M. Sell**Professor Emeritus of Educational Ministries**

BA, University of Pittsburgh

ThM, ThD, Dallas Theological Seminary
1971-2000

Dr. Sell has experience as a teacher, pastor, chaplain, missionary, and Christian educational director. He served as chaplain at Baylor University Medical Center in Texas and as the dean of the Asian Theological Seminary in the Philippines, which he helped found in 1967. During his twenty-nine years of ministry at TEDS, he served in various leadership capacities, including chair of the Department of Christian Education. He has contributed articles to *Christianity Today*, *Moody*, *The Evangelical Beacon*, and *Christian Education Journal* and has written numerous books, including *Family Ministry*, *Transition Through Adult Life*, *Achieving the Impossible: Intimate Marriage*, *Unfinished Business: Helping Adult Children Resolve Their Past*, and *Power Dads*.

Mark H. Senter III

Professor Emeritus of Educational Ministries

BA, University of Illinois
MA, Trinity Evangelical Divinity School
PhD, Loyola University of Chicago
1980-2015

Prior to coming to Trinity, Dr. Senter served as a youth pastor and as pastor of Christian education at Wheaton Bible Church. His areas of expertise include youth ministry, volunteerism, leadership, and distance education. He is a member of the North American Professors of Christian Education, chairs the Board of the Association of Youth Ministry educators, and is a consultant for churches and parachurch agencies in periods of transition. On assignment from TIU, Dr. Senter served for two years at Torch Trinity Graduate School of Theology in Seoul, Korea, as a visiting professor in Education Ministries. His publications include *Four Views of Youth Ministry and the Church*, *Reaching a Generation for Christ* (coedited with Richard Dunn), *The Coming Revolution in Youth Ministry*, *Recruiting Volunteers in the Church*, and *The Complete Book of Youth Ministry* (coedited with Warren Benson). His articles appear in such periodicals as *Youthworker*, *Moody*, *Christianity Today*, *Leadership*, *Journal of Youth Ministry*, *Evangelical Review of Theology* and *Christian Education Journal*. Dr. Senter has also written chapters for other volumes on youth ministry. His book *God Shows Up* traces the history of Protestant Youth Ministry in America.

Willem A. VanGemenen

Professor Emeritus of Old Testament and Semitic Languages

Diploma, Moody Bible Institute
BA, University of Illinois, Chicago
BD, Westminster Theological Seminary
Visiting Graduate Student, Hebrew University, Jerusalem
MA, PhD, University of Wisconsin
1992-2015

Dr. VanGemenen taught at Geneva College and Reformed Theological Seminary for eighteen years before coming to Trinity. His areas of expertise include Old Testament theology, poetical and prophetic books, and the books of Psalms, Proverbs, and Isaiah. Dr. VanGemenen's publications include contributions to such works as *The Bible Almanac*, *Expository Dictionary of the Old Testament*, *Evangelical Commentary on the Bible*, *Baker's Encyclopedia of the Bible*, *Continuity and Discontinuity*, and *Layman's Bible Handbook*. He is the author of *The Progress of Redemption: The Story of Salvation from Creation to the New Jerusalem*, *Interpreting the Prophetic Word*, and a commentary on the book of Psalms for the Expositor's Bible Commentary. In 1997 Dr. VanGemenen was honored by Zondervan Publishing House for his service as senior editor of the five-volume work *The New International Dictionary of Old Testament Theology*

and *Exegesis* (NIDOTTE). He also coedited *Studies in Old Testament Biblical Theology*.

Endowed Faculty Chairs

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

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

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

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

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

The Paul E. Little Chair of Evangelism honors the life of evangelist and TEDS professor of evangelism Paul E. Little to further the study and practice of evangelism at TEDS.

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

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

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

The William Washington Chair of Student Leadership was given in honor of Dr. Washington's outstanding leadership in Student Life. The Senior Vice President for Student Life will occupy this chair.

Adjunct Faculty

Adjunct faculty members have an ongoing involvement with the Divinity School on a part-time basis, usually teaching at least one course each year. Some adjunct faculty members teach considerably more than this each year. The degree to which these faculty members are able to participate in the academic and community life at TEDS varies. The following faculty members are recent or present adjuncts.

Tim Baldwin

Adjunct Instructor of Educational Ministries

BA, Calvin College
MA, Covenant Theological Seminary
MAT, Maryville University

Tim Baldwin is a career educator with over twenty-five years of experience in classroom instruction, curriculum development, and teacher training. He began his career as a high school history and Bible teacher. Subsequently, he founded and directed an organization which assisted refugees and immigrants through the provision of counseling, non-formal education, and discipleship. He has been a regular presenter and frequent instructor in a wide variety of contexts over the past 15+ years. The focus of his doctoral research is culturally responsive pedagogy in the context of predominantly White institutions.

Camille Bishop

Adjunct Assistant Professor of Educational Studies

BA, University of North Carolina at Wilmington
Med, North Carolina State University
PhD, Trinity Evangelical Divinity School

Camille Bishop is a missionary educator with over thirty years of experience in classroom instruction, administration, teacher training, and multicultural education. She began her career in education as a high school mathematics instructor. Camille has been on the faculty with the University of the Nations, a ministry of Youth With a Mission, since 1988 and currently serves as the Assistant Provost and Professor of Adult Education.

Tasha Chapman

Adjunct Assistant Professor of Educational Studies

MRE, Trinity Evangelical Divinity School
PhD, Trinity International University

Dr. Chapman combines a love of educational ministries with a desire to mentor women as they prepare for leadership in ministry. She teaches several of the educational ministry courses at Covenant Seminary and works with the dean of students in the design of co-curricular programs to build up the seminary community.

Kathy Chase

Adjunct Instructor of Counseling

BS, Ashland University
MA, Trinity International University

Ms. Chase served as assistant director of Trinity Counseling Center from 2003 through 2007. She is now a counselor at White Stone Resources in Lake Bluff, Illinois.

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

Dr. Cheshire is an Associate Professor of Neurology at the Mayo Clinic in Jacksonville, Florida. He is also Consultant in Neuroethics for The Center for Bioethics and Human Dignity. His clinical practice specializes in disorders of the autonomic nervous system. Following an AB *cum laude* in biochemistry from Princeton University, he received his MD from West Virginia University and his MA in bioethics *summa cum laude* from Trinity International University. Dr. Cheshire contributes a regular feature to the international journal *Ethics & Medicine* entitled Grey Matters.

Paige Cunningham

Adjunct Professor of Law and Bioethics

Affiliate Professor of Law and Bioethics, Trinity Graduate School Affiliate Faculty, Trinity Law School

Executive Director of The Center for Bioethics & Human Dignity
BA, Taylor University
MA, Trinity Graduate School
JD, Northwestern University School of Law
PhD, Trinity Evangelical Divinity School

Prof. Cunningham is an attorney and educator who serves as Board Chair for Americans United for Life, the oldest national pro-life organization in the U.S. Her books include *Suicide and Euthanasia*, *Alternative Medicine*, *The Reproduction Revolution*, and *Abortion and the Constitution*

Lee Eclov

Adjunct Associate Professor of Counseling

BA, Trinity College
MDiv, Trinity Evangelical Divinity School

Rev. Eclov currently serves as senior pastor of Village Church of Lincolnshire, located near Trinity's campus. Rev. Eclov also is a consulting editor for *Leadership Journal* and a columnist for PreachingToday.com (<http://PreachingToday.com>), both publications of Christianity Today International.

David B. Fletcher

Adjunct Professor of Bioethics

Joint appointment at Trinity Graduate School

BA, Trinity College
MA, Loyola University
PhD, University of Illinois, Champaign

Dr. Fletcher is an associate professor of Philosophy at Wheaton College. He is researching a range of bioethical issues, including such new developments as the genetic, biological, and technological enhancement of human beings, as well as traditional concerns about justice in access to health care, and is interested in the ethical methodology used to address bioethical concerns.

Dennis P. Hollinger

Adjunct Professor of Bioethics

Joint appointment at Trinity Graduate School

BA, Elizabethtown College
MDiv, Trinity Evangelical Divinity School
MPhil, Drew University
PhD, Drew University

Dr. Hollinger is President of Gordon-Conwell Theological Seminary. He has been a professor at seminaries in Russia, Ukraine, and India and has served on the faculty of Alliance Theological Seminary and Messiah

College. His most recent book is *The Meaning of Sex: Christian Ethics and the Moral Life* (Baker Academic).

Christopher Hook

Adjunct Professor of Bioethics

Joint Appointment at Trinity Graduate School

BA, Greenville College
MD, University of Illinois

Dr. Hook is Consultant in Hematology, Special Coagulation and the Comprehensive Hemophilia Center and Assistant Professor of Medicine, The Mayo Clinic, Rochester, Minnesota, and Director of Ethics Education, Mayo Clinic Graduate School of Medicine. He created and chairs the Mayo Reproductive Medicine Advisory Board, the DNA Research Committee, the Ethics Consultation Service, and the Mayo Clinical Ethics Council, and he cofounded the Psychogenomic Ethics Advisory Board. He is Director for Biotechnology Ethics of the Center for Bioethics and Human Dignity and also leads "The Theology of Technology Project" and "The Human Enhancement Project." He is a Fellow of the Wilberforce Forum and the Council for Biotechnology Policy in Washington, D.C. Dr. Hook served on the Health and Human Services Advisory Committee on Genetics, Health, and Society. He is presently working to initiate the "Project on Future Ethics," a prospective study reviewing the implications of nanotechnology, cybernetics, and artificial intelligence.

Jan P. Hook

Adjunct Professor of Counseling

BA, St. Olaf College
MA, Trinity Evangelical Divinity School
EdD, Northern Illinois University

Dr. Hook has served as visiting professor of Counseling at the divinity and graduate schools, as well as lecturing in psychology at Trinity College. He is a member of the American Association for Marriage and Family Therapy.

Matthew Kuiper

Adjunct Professor of Mission and Evangelism

BA, Hope College
MDiv, Trinity Evangelical Divinity School
PhD, University of Notre Dame

Dr. Kuiper is a postdoctoral fellow at University of Notre Dame where he researches and teaches world religions and world Christianity, with a special focus on Islam and the Indian subcontinent.

Mary Lederleitner

Adjunct Assistant Professor of Missions

BA, University of Tennessee
MA, Wheaton College
PhD, Trinity Evangelical Divinity School

Dr. Lederleitner is a mission educator, researcher and consultant with experience in formal and non-formal education with executives, pastors, and lay people in fields such as intercultural communication, global partnership, funding and integration of twenty-somethings.

Steven Mathewson

Adjunct Professor of Homiletics

BTh, Multnomah School of the Bible
MA, Western Conservative Baptist Seminary
DMin, Gordon-Conwell Theological Seminary

Dr. Mathewson is senior pastor at Libertyville Evangelical Free Church in Illinois. He assumed this position after serving as pastor of Dry Creek Bible Church in Belgrade, Montana. Pastor Mathewson has written *The Art of Preaching Old Testament Narrative* (2002) and *Joshua and Judges* (The People's Bible Commentaries, 2003).

C. Ben Mitchell

Adjunct Professor of Ethics and Contemporary Culture

Joint Appointment at Trinity Graduate School

BS, Mississippi State University
MDiv, Southwestern Baptist Theological Seminary
PhD, University of Tennessee

Dr. Mitchell served on the full-time faculty of Trinity Evangelical Divinity School from 1999 to 2009. Dr. Mitchell served on the full-time faculty of Trinity Evangelical Divinity School from 1999 to 2009. He is currently the Provost and Vice President for Academic Affairs at Union University. He was a consultant with the Center for Genetics and Public Policy at Johns Hopkins University and codirector for biotechnology policy and fellow of the Council for Biotechnology Policy in Washington, D.C. He is also the editor of *Ethics and Medicine: An International Journal of Bioethics*. In addition to his academic work, Dr. Mitchell consults on matters of public policy and has given testimonies before such groups as the U.S. House of Representatives, the Institutes of Medicine, and the Illinois Senate.

Robert D. Orr

Adjunct Professor of Clinical Ethics

Joint Appointment at Trinity Graduate School

BA, Houghton College
MD, McGill University

Robert D. Orr, MD, is director of Clinical Ethics at The Center for Bioethics and Human Dignity and director of Ethics at Fletcher Allen Health Care and the University of Vermont College of Medicine. He has coauthored a book, coedited another, contributed eight book chapters, and written nearly one hundred articles related to clinical ethics, the ethics consultation process, and issues in terminal care.

Shannon Plate

Adjunct Instructor of Counseling

AA, Harper College
BGS, Roosevelt University
MA, Trinity Evangelical Divinity School

Prof. Plate is the president of Everyday Money, a budget counseling practice in Palatine, Illinois, that specializes in helping individuals and companies create sound financial plans. Her expertise is in the area of helping people overcome financial challenges and plan for the future. She has been involved with financial counseling for more than ten years. She regularly speaks on topics related to personal finance and money management.

Scott Rae

Adjunct Professor of Bioethics

BAS, Southern Methodist University
MA, University of Southern California
ThM, Dallas Theological Seminary
PhD, University of Southern California

Dr. Rae is professor of Philosophy of Religion and Ethics and chair of the department at Talbot School of Theology. He has served as an ethicist at several California hospitals and has published a number of works on bioethical issues, including *Bioethics: A Christian Approach in a Pluralistic*

Age (Eerdmans), *Body and Soul: Human Nature and the Crisis in Ethics* (IVP), and *Biotechnology and the Human Good* (Georgetown University Press).

Greg Strand

Adjunct Professor of Pastoral Theology

BA, Concordia College

MDiv, Trinity Evangelical Divinity School

MA, Trinity Evangelical Divinity School

PhD cand., Evangelical Theological Faculty, Heverlee, Belgium

Rev. Strand is presently the Director of Biblical Theology and Credentialing for the Evangelical Free Church of America in Minneapolis, MN. He has served in local church ministry in a variety of capacities: youth pastor, associate pastor of adult ministries and senior pastor. He is also an avid runner, biker and sports enthusiast and loves spending time with his wife and three children.

Thomas G. Suk

Adjunct Instructor of Counseling

BA, Western Illinois University

MA, Trinity Evangelical Divinity School

Mr. Suk is a therapist with nineteen years experience and the founder of Spring Tree Counseling. He is a licensed marriage and family therapist and specializes in brief therapy interventions to motivate change, as well as development of educational programs to maintain change.

Paula Tipton

Adjunct Assistant Professor of Counseling

BS, California State University

MA, Trinity Evangelical Divinity School

MA, Trinity International University

PhD, Regent University

Paula has been a Licensed Professional Clinical Counselor (LCPC) in IL since 1999.

Visiting Faculty

Visiting faculty include faculty members who teach on an occasional basis, whether only one course or a full semester on a visiting basis. Visiting faculty members who have taught at Trinity Evangelical Divinity School during the last three years include the following:

Kenneth P. Minkema

Visiting Professor of Church History

BA, Calvin College

MA, Bowling Green State University

PhD, University of Connecticut, Storrs

Dr. Minkema is executive director of the Jonathan Edwards Center and assistant adjunct professor of American Religious History at Yale Divinity School. He edits the Yale University journal and Works of Jonathan Edwards and has written or edited a number of books and articles on Edwards and other Puritans.

Mirjam Schnabel

Visiting Instructor of Interdisciplinary Studies

BA, Truman State University

MA, Illinois State University

Ms. Schnabel was raised in Germany before relocating to the United States. Her masters degree is in foreign languages, notably French and

German. She has held numerous teaching and tutoring positions and has taught Introduction to German multiple times at TEDS.

Darrell Whiteman

Visiting Professor of Missions and Evangelism

BA, Seattle Pacific College

PhD, Southern Illinois University

Dr. Whiteman is Vice President for Missions Mobilization and Resident Missiologist of The Mission Society. His passion is training missionaries for cross-cultural ministry. He has authored or edited 5 books, served as editor of *Missiology: An International Review*, and is presently publisher for the American Society of Missiology.

On occasion, when their experience or expertise is particularly useful to the divinity school community, Trinity invites guest lecturers and visiting professors who may not be able to affirm all points in our doctrinal statement. Such invitations are approved by the Dean and Provost on a case-by-case basis.

Academic Life

The Theological Fabric of the Trinity Curriculum

The early Trinity Evangelical Divinity School was birthed in the vision of the late nineteenth-century Norwegian-Danish Free Church and Swedish Evangelical Free Church, both of which developed Bible-theological curriculum to serve their pastoral leaders. Both were part of the Free Church movement, "an association of evangelical denominations whose sole requirement for church membership is spiritual life through personal faith in Jesus Christ as the Son of God, Savior and Lord" (Article 2 of the Constitution). The merger of these two groups in 1950 formed the Evangelical Free Church of America (EFCA), which continues today as the sponsoring church of Trinity Evangelical Divinity School.

Catholicity of spirit marked the early EFCA founders, who emphasized "unity in essential matters and liberty in all things non-essential" (E.A. Halleen, church leader). Doctrinal statements supported common beliefs and were intentionally silent on matters such as the time and method of baptism, the extent of the presence of Christ in the elements of the Lord's Supper, Arminianism and Calvinism, and the timing of the Tribulation in eschatology. The belief was strong- "Since all were members of the body of Christ through faith in Jesus Christ as Savior and submission to Him we should not demand that all believers be in agreement in all other matters" (A.T. Olson, retired EFCA president).

The arrival of Dr. Kenneth S. Kantzer to TEDS in 1962 reinvigorated the vision of the Seminary in terms of catholicity. Dr. Kantzer, with the support of the EFCA leadership, promoted TEDS as the "love gift of the EFCA to the broad evangelical world." In an era when theological schism was rampant, Dean Kantzer called upon TEDS to embrace students and faculty who hold diverse theological views within the context of historic orthodox Christianity.

The TEDS of the twenty-first century still encourages diversity under the leadership of Dean Dr. Graham Cole. Committed to broad historically orthodox Christianity, and as a servant to the EFCA and the world wide church, TEDS welcomes and encourages faculty who affirm the inerrancy of Scripture. Regular TEDS faculty, while all subscribing to the EFCA's Statement of Faith, currently represent diverse theological and denominational fellowships, including the following:

- Anglican Church of Australia
- Christian and Missionary Alliance
- Evangelical Free Church of America
- Lutheran Congregations in Mission for Christ
- North American Baptist Conference
- Presbyterian Church in Canada
- Reformed Church in America
- The Wesleyan Church
- Baptist General Conference
- Conservative Baptist Association
- Evangelical Covenant Church
- Fellowship of Evangelical Baptist Churches in Canada
- Missionary Church (Fort Wayne, Indiana)
- Presbyterian Church in America
- Presbyterian Church, USA
- Southern Baptist Convention

Part-time and adjunct faculty members further broaden the scope of denominational inclusion.

Curriculum offerings are regularly taught a breadth of theological diversity while affirming the commonality of the Christian faith. The breadth of faculty backgrounds also enables TEDS to offer courses that emphasize the history and theological tenets of various theological traditions, including Fundamentalism, Anabaptist, Lutheran, Reformed, and Wesleyan, in accordance with faculty expertise and student interests.

We invite you to join students and faculty from many church backgrounds as we seek together to affirm our commonality in Jesus Christ and the study of the Holy Scripture.

Academic Information

Academic and Personal Advisement

Admissions Office counselors generally provide initial academic guidance to prospective and admitted students. From the time of admission, students are encouraged to begin consulting online resources for academic advisement (https://my.tiu.edu/ICS/Academic_Resources/Advisement) and their Department's Office (in the case of MAs) or their Program's Office or Director, or a faculty member. (Necessary usernames, passwords, and access information to MyTIU are provided upon submission of the tuition deposit, indicating intent to enroll.) The faculty Formation Group leader assigned prior to matriculation, generally in the student's declared area of interest, is also available for academic and personal counsel.

Students are ultimately responsible for their program progress as outlined in the Catalog at the time of their admission and should carefully consult both the Catalog and the *Academic Handbook* as they plan their coursework. The online degree audit process through the online Dashboard enables students to marshal the resources of their personal institutional data record in determining completed and outstanding program requirements. This audit process is maintained by the Graduate Records Office.

The Trinity Counseling Center is also available for other types of counseling.

Academic Calendar Year

Trinity's academic calendar is comprised of a fall, spring, and summer semester. Fall and spring semesters are fourteen class weeks followed by one week of final examinations. Summer semester is generally composed of a one-week May term followed by a six-week Early Summer Session (May/June) and a six-week Late Summer Session, with a one-week holiday around July 4.

General academic calendar dates may be found elsewhere in this catalog. Reference should be made to the current *Academic Handbook* or to the online Calendar for specific dates and deadlines for registration, thesis submission, comprehensive exams, graduation requests, adding/dropping classes, as well as special sessions and lectures.

Academic Handbook and Catalog

Students admitted to Trinity are subject to the program requirements of the Catalog current at the time of initial enrollment (matriculation). Students may elect, by indicating their intention to the Records Office, to complete the program requirements of a subsequent catalog; however, the catalog change policy requires that students complete all degree requirements under any subsequent catalog selected. Students must choose one catalog or the other—not a combination of the two. If a student withdraws and is readmitted, or finishes one program and is readmitted into a second one, the student is subject to the program requirements current at the time of re-enrollment.

Specific policies and procedures related to master's, Doctor of Ministry, and Doctor of Philosophy programs are contained in the respective program handbook (see relevant doctoral sections later in this catalog). The annually updated *Academic Handbook for Master's Students* is available on the myTIU website (https://my.tiu.edu/ICS/Academic_Resources/Student_Handbooks) at the time of enrollment to all incoming master's students, and an annual electronic addendum updates changes. The *Academic Handbook* contains detailed policy and procedural matters, detailed Academic Calendar, registration information, advisement tips, exam details, and guidelines regarding program capstone experiences (theses, etc).

Students are well advised to retain at the time of their initial enrollment both the current Catalog and the *Academic Handbook* and observe changing academic procedures in subsequent Handbooks during their TEDS program. Careful reading and study of these two publications will facilitate timely program completion, the Catalog describing the program curriculum and the *Academic Handbook* describing the policies and procedures related to the completion of that curriculum.

Academic Integrity

The Trinity community is committed to integrity in all areas of life, including academic integrity, which we believe is essential in the search for and promotion of truth. The pursuit of truth is integrally connected with values of the Trinity community, which include respect for individual intellectual contributions, the development of God-given talents, and the building of relationships in community in a spirit of trust. Therefore, academic integrity is upheld in the Trinity community and any form of cheating and plagiarism is not permitted. Additional information and details are available in the *Academic Handbook*.

Academic Load

To be considered full time, master's-level students must enroll in at least 10 credit hours each semester (9 credit hours for students on our Florida

campus). Students will be considered part time if they are enrolled in 1-9 credit hours (1-8 credit hours in Florida). However, for financial aid purposes "half time" is defined as 5-9 credit hours (5-8 credit hours in Florida). Note that tuition fee structures and academic load structures differ. Doctoral Students refer to doctoral section of the catalog.

The normal course load for full-time students is 10 to 15 credit hours. Registration for more than 18 semester credit hours requires a student to be in good academic standing with a cumulative GPA above the minimum required for graduation in the student's degree program. Students employed more than twenty hours per week are advised against enrolling for a full-time academic load.

Active and Inactive Student Status

Program students are expected to register at the beginning of each semester for all coursework (including short-term modulars) or other program requirements (Field Education, Internship, Capstones, Thesis, Extensions of Capstones, etc.) they intend to complete during the semester. The status of such students is considered **active** and campus services such as library, e-mail, faculty, etc. are available to them. Student accounts must also be in good standing for a student to remain active and able to register for the next semester. If students are regularly taking courses each year (such as summer), but their enrollment is not continuous every semester because of regular vocational responsibilities, they should notify the Records Office to ensure their **active** status is maintained.

Students who desire not to register for classes for a period of one to three semesters (twelve months) should request a **Leave of Absence (LOA)** from the Student Life Office (see Leave of Absence Policy in this Catalog). This apprises Trinity of student program plans, and enables appropriate services to be provided. If a student desires to leave TEDS, a **Withdrawal** must be completed through the Student Life Office (see "Withdrawal" in this Catalog).

If a LOA or Withdrawal has not been completed by students, and they do not register and successfully complete coursework each consecutive semester (fall, spring; summer is exempt), their status is rendered **inactive** (e.g., active students must register for at least one course each semester).

Inactive students must reapply to TEDS with no guarantee of readmission. At the time **inactive** students reapply, they are subject to a **reactivation fee**. Students who withdraw appropriately and reapply are not subject to a reactivation fee.

Biblical Languages

A distinctive part of some of the Master of Arts programs and the Master of Divinity program at Trinity is the requirement in biblical languages. Language requirements often are the aspect of the program curricula that either facilitate or delay timely program completion. Students are well advised to exercise careful discernment in following the counsel of faculty and department members related to these requirements.

The biblical Hebrew language sequence for MDiv students includes two semesters of elementary Hebrew and one semester of Hebrew exegesis (10 semester hours) prior to beginning Old Testament canon courses. Master of Arts students with a concentration in Old or New Testament must complete prerequisite language work as outlined in the Catalog.

The biblical Greek language sequence for MDiv students requires one year of beginning Greek met by undergraduate coursework or

intensive independent study, or Trinity's two-semester or summer school undergraduate beginning Greek sequence. Completion of the MDiv in three years is nearly impossible for those beginning their MDiv studies without prior completion of undergraduate beginning-level Greek study or completing it at Trinity in the summer prior to enrollment. The beginning Greek requirement is a prerequisite to enrollment in the two-semester (8 semester hours) Greek exegesis courses, which in turn are followed by New Testament canon courses. Master of Arts students with a concentration in New or Old Testament must complete prerequisite language work as outlined in the Catalog.

All students with biblical Greek language background, whether obtained by formal undergraduate or graduate coursework or independent study, must complete a proficiency exam in Greek for placement into the appropriate level in the Greek language sequence. It is possible that prior language preparation will enable students to demonstrate competency at a level sufficient to exempt them from beginning language courses; however, Trinity's biblical language programs are intense, and such competency should not readily be assumed. Nor should it be assumed that prior completion of biblical languages at other graduate institutions is equivalent to that required at Trinity, in which case course hours may transfer, but proficiency demonstration must still be demonstrated.

Some Masters degree applicants may have had prior Hebrew language coursework, which will further facilitate masters program progress. There is no Hebrew language proficiency exam for masters students. Those who have completed a minimum of 6 semester hours of undergraduate or graduate elementary Hebrew course work with a "B" or better are eligible to take OT 6050 Hebrew Review. For MDiv students who qualify for OT6050 Hebrew Review and receive a grade of B or better, they will receive advanced standing for OT 5240 Elementary Hebrew I and OT 5241 Elementary Hebrew II, thus meeting the prerequisite requirements for OT 5242 Hebrew Exegesis. Since OT 6050 Hebrew Review will count as 3 OT elective credits, students will be required to take any other 3 hours of OT credits to reach the required 87 credits to graduate in the MDiv.

Additional biblical language information may be obtained from the *Academic Handbook* or from members of the Old or New Testament departments.

Candidacy

Admission to TEDS's MDiv, MA in Mental Health Counseling, MA in Chaplaincy and Ministry Care, and PhD programs must be followed by candidacy for the degree. Candidacy requirements vary from program to program and are outlined under the specific program description and concentration. Failure to achieve candidacy may result in dismissal from a program or expulsion from the institution. Admission or change to another program is not automatic and must be accompanied by a complete reapplication.

Capstone Events

Most Trinity programs require a capstone event: professional project, major or integrative paper, internship, comprehensive exams, thesis, dissertation, or a combination of these. Note carefully the requirement in your program curricula and consult with your department as to the precise guidelines for that event.

Capstone event writers (papers, theses, dissertations) should note carefully the university writing requirements outlined in the *TIU Style and Format Manual* and avail themselves of the counsel of the University Student Success Center in their writing.

Capstone Extensions and Fees

Some capstone events are regularly completed during the semester of enrollment (major papers, internships, etc.); however, others often extend one or more semesters beyond the original semester of enrollment.

These Capstones also have a Capstone Extension course (ID 7466, ID 7469, ID 7481, ID 7484, XX 7486, XX 8986) in which students must enroll to maintain their active student status (see “Active and Inactive Student Status” above). If students are enrolled in a capstone extension course and in no other courses, a minimal capstone extension course fee is charged for students to maintain their active status and Trinity services. Students who fail to register for a Capstone Extension course to maintain their active status are charged the extension course fee plus late registration fees for *each* semester in which they failed to register and may be rendered inactive in their program requiring readmission and payment of the reactivation fee (see “Active and Inactive Student Status”).

Course Extensions

During any given semester faculty may change due dates for an entire class for a given assignment or exceptionally grant individual emergencies. All semester course work is due no later than the scheduled time of the final examination for each course (including Reading, Guided Research, Field Education, and Internship). All extensions beyond the date of the final exam are granted only by the Dean or Associate Dean of Students, *not* individual faculty members.

Course extensions are granted only in the case of an unforeseen emergency such as severe illness/hospitalization or death of an immediate family member. Such emergencies are to be reported immediately, or within seventy-two hours of the occurrence. Requests based on being overcommitted, vacation or travel plans, work or ministry responsibilities, family visits, etc. will be denied.

Note that only the Dean or Associate Dean of Students, not individual faculty members, grants course extensions. The Dean or Associate Dean of Students will notify the students and faculty member of the disposal of the request and may recommend that

1. no grade penalty be given provided the extension deadline is met or
2. a grade reduction of one full letter grade be given for each week the extension is effective.

Grading and the duration of the extension will depend on the severity of the emergency. Course extensions will not exceed four weeks from the end of final exam week. All work must be submitted by the assigned deadline, or a Fail (“F”) will be permanently recorded.

Course Registration and Course Withdrawal

Course registration dates are announced annually and posted on the TEDS Academic Information web page in MyTIU. All changes in course registration (dropping and adding courses) must be completed during the first two weeks of the semester. A fee is assessed during the second week. Courses may not be added after the second week of classes. Courses dropped after the second week are considered course withdrawals with a “W” assigned during the first 50 percent of class meetings (e.g., during the first seven weeks of a semester-length course; during the first five days of a ten-day course) and an “F” assigned thereafter.

Note: Students are encouraged to review the Refund policy in the Catalog before dropping or withdrawing from semester, Quad, or Field Education classes. Tuition and fee assessment deadlines and financial aid deadlines may be independent from academic deadlines.

Students are responsible for reviewing Catalog program requirements and the *Academic Handbook* and for consulting the available academic advisement tools as needed prior to course registration to ensure that their courses apply to their program or personal interests.

Course Registration: Trinity College Undergraduates into TEDS

Trinity College students may register for one TEDS course each fall or spring semester at no additional charge (summers not included). Such coursework may be counted for either undergraduate or graduate credit (not both) and may not be used to fulfill general education requirements.

Registrants must have junior or senior status and a minimum GPA of 3.0. The requisite form, which must be accompanied by the College Dean’s signature in the case for juniors, is available from the Records Office. Undergraduate students registering for graduate classes are subject to all deadlines, grading policies, and late fees of TEDS.

Course Repeat Policy

Courses in which a letter grade of “B-” or lower is earned may be repeated in a regularly scheduled class mode with a different professor (until a grade of “B-” or better is obtained in the repeated course). The higher of the two grades earned will be calculated in the GPA; and the lower grade will remain recorded as originally completed with the notation “This course was repeated” and not calculated in the GPA. No additional credits will be earned, nor any tuition discount given for the repeated course. This policy has been created to assist students dealing with unexpected “real-life issues” that threaten one’s academic record and call for a decision, while at the same time enabling students to make up the course without negative academic reflection.

Course Prerequisite Policy

Prerequisite courses must be passed with a letter of C- or greater to fulfill a prerequisite requirement. Thus even if the student were to pass the course with a D+ the student must retake the course and achieve a grade of C- or better in order to satisfy the prerequisite requirement.

Course Scheduling and Attendance

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

Fall and spring semester classes generally meet once per week in a morning, afternoon, late afternoon, or evening time block. Language classes and some other classes meet twice per week generally on Tuesdays/Thursdays. Daily class hours begin as early as 7:00 a.m. and extend until 10:00 p.m. Evening, short-term modulars, and Friday-Saturday weekend classes are also available. Some morning-afternoon-evening and day-of-the-week rotation of classes occur, except for languages, which remain on Tuesdays/Thursdays. All Master of Divinity core classes are on an evening rotation.

Summer semester classes are generally scheduled in one-week, two-week, or three-week time blocks.

Class attendance is expected in graduate education at Trinity. Participation in class discussions and completion of course requirements are also expected. Absences for illness or other emergencies should be discussed directly with the instructor. Students missing more than a minimal number of class hours can expect to have their final grade penalized or fail a course when absences are excessive. Students participating in intensive short-term courses, such as modulars or weekend classes, are expected to attend all sessions for course credit or should not enroll in the course.

Students are expected to adequately prepare for class sessions. Short-term modular courses require preparation in advance of the first class meeting, or students may be asked to drop the course. Please consult the online course syllabus for short-term modular course preparation expectations.

Course Substitutions and Program Modifications

Master's-level programs may be modified through transfer credit or advanced standing (see the Admissions section of the catalog). Further program course modifications are based on previous coursework or educational objectives, as described in the *TEDS Academic Handbook*, and are arranged with the faculty. Program course substitutions may be made within the department by the written consent of the faculty advisor or department chair or by the mutual consent of both department chairs if the substitute courses fall outside the department of the concentration. Written signed notification of such substitutions should immediately be filed with the Records Office.

Students in a TEDS program wishing to substitute a required TEDS course with one from another institution should obtain approval from the Academic Exceptions Committee prior to enrolling in the course.

Degree Combinations or a Second TEDS Degree

Students may wish to combine a professional degree, such as the MDiv, with a research degree, such as a Master of Arts, if their future expectations include ministry and teaching. (See "Tips on Selecting the Appropriate Master's Program" under "Master's Programs.") This option is desirable because in most cases students may complete coursework for both degrees in less time than taking the programs separately; however, admission to one degree program at Trinity does not guarantee that a student will be admitted to another program.

Although it is permissible to have simultaneous enrollment in two degree programs, the specific program requirements for each program must be met. Some of TEDS's present systems (technology) do not always well recognize persons with enrollments in two programs, so additional consultation may be necessary. Manual degree program audits are available through the Records Office.

A student may overlap program requirements up to 50 percent of the shorter degree. For example, a student combining the MDiv and MA in Chaplaincy and Ministry Care (MA in CMC) could overlap up to 24 semester hours (50 percent of the 48 semester hours required for the MA in CMC) with the MDiv. Such coursework would need to be carefully planned to ensure that the specific program requirements of each program are met. Generally a minimum of four years are required to complete both an MDiv and MA because of the program requirements,

including MDiv internship, thesis, and comprehensive exams. (**Note:** The 50 percent degree overlap is not applicable in the case of a third degree.)

If students complete one Trinity degree and desire to enroll in a second Trinity degree while retaining the first degree, they must complete the program residency (normally a minimum of 16 semester hours) in that second degree.

Students who desire all the hours of a completed TEDS degree to count for another degree program may do so, but only by forfeiting their completed degree. For example, a student who has completed the MA (Theological Studies) program may desire to use all of the completed hours to pursue the MDiv program. In such cases, the first degree is surrendered. Contact the Records Office for details.

MDiv and ThM combinations: MDiv and ThM coursework may not overlap; however, students may take up to nine hours of 7000 level (and above) courses not applied to their MDiv during their final year and apply those hours to their ThM requirements upon matriculating into the ThM program.

Degree Program Definitions

In light of the lack of an industry standard in defining degree combinations and relationships, and in an attempt to provide clarity to students and faculty, the following degree program definitions are used at Trinity:

Concurrent or second degrees—enrollment in two or more programs simultaneously or concurrently in one or more schools of TIU resulting in multiple degrees; a student must qualify separately for enrollment in each program, and meet program requirements for each program as outlined in the Catalog

Advanced placement programs (AP)—programs that grant advanced placement (with or without credit) in a degree program on the basis of a student's prior academic work (the only TEDS program in this category is the Advanced Placement MDiv)

Dual degree programs—linked undergraduate—graduate program combinations where a student completes and is awarded an undergraduate degree, and moves seamlessly into a graduate degree (both at Trinity International University); admission to the graduate degree is conditional upon completion of the undergraduate degree; some program requirements may be met concurrently, however the awarding of the two degrees is sequential occurring at two different graduations (two programs in this catalog exist at TEDS: the Bachelor of Arts and MA [Intercultural Studies]; and the Bachelor of Arts and MA in Mental Health Counseling)

Accelerated degree programs—accelerated refers to a modification of the curriculum leading to a different type of degree program progression, and resulting in one degree (the only TEDS program in this category is the MDiv with Pre-Seminary Honors)

Joint degree programs—joint degrees are offered in conjunction with other institutions with both institutions noted on the diploma; TIU does not offer any joint programs.

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 Associate Dean of Students if they need adjustments in the location, length, or manner of their exams based on their disability.

Final examinations are given during examination week at the end of fall and spring semesters for every regularly scheduled Trinity course. The method and manner of the exam is at the discretion of the instructor. All final examinations must be taken when scheduled.

Expulsion or Dismissal from Trinity Evangelical Divinity School

A student may be expelled or dismissed from TEDS under the following circumstances:

- If a student fails to demonstrate academic improvement after a period of *academic probation*: Academic dismissal is processed by the Records Office in accordance with Catalog policy.
- If a student has breached community guidelines of academic integrity as described in the Catalog and *Academic Handbook*: An expulsion for breach of academic integrity is processed by the Dean of Students in accordance with *Academic Handbook* policy.
- If a student has breached community life expectations as described in the Catalog and *Student Guide*: An expulsion for breach of community life expectations is processed by the Dean of Students in accordance with *Student Guide* policy.
- If a student has been denied candidacy for reasons stated earlier or relative to matters of Christian character described in the Catalog and the candidacy process: An expulsion related to candidacy is processed by the Student Life Committee of the TEDS Faculty.

Appeals of expulsion or dismissal should be made in writing to the office or body noted above for a second review. Further appeal is directed to the Dean, whose decision is final.

Field Education and Internships

Field education and internships involve supervised work in a field-based ministry. A variety of these educational experiences are available (see course descriptions for PT 5090, PT 5095 and PT 7481 , PT 7482, PT 7483, and PT 7484). All are designed to

1. integrate classroom studies with field-based ministry,
2. aid in acquiring, reinforcing, and refining ministry knowledge and skills, and
3. assist in the assessment and development of Christian character, spirituality, ministerial call and identity.

Field Education and Internship experiences are guided by a field supervisor who serves as a mentor. Opportunities for Trinity students in the Chicago metropolitan area are abundant and diverse. Field Education and Internship courses may also be taken in any semester (fall, spring, or summer) and anywhere in the world under primary supervision of a field-based mentor. Students enrolled at extension sites and regional centers are required to meet the same field education requirements and should consult their extension coordinator for details on enrollment and completion of these courses.

Field education is a program requirement in most programs. All new students enrolling in their first Field Education or Internship must complete a one-time Field Education/Internship orientation. For Field Education, this orientation is offered at the beginning of the fall and spring semester. New extension and Florida students should contact

their coordinators on how to complete the field education orientation requirement. Students must complete this orientation before Field Education credit can be obtained. For Internship, this orientation is offered at the middle of each fall and spring semester and serves to fulfill one of the two prerequisites for beginning the Internship (see MDiv candidacy to fulfill the other Internship prerequisite).

Field Education courses require a thirteen-week commitment with a minimum of three to five hours per week; Internship experiences also require a thirteen-week commitment and can be completed either part-time at a minimum of fifteen hours per week over two consecutive semesters or full-time at a minimum of thirty hours per week over one semester.

Students with extensive ministry experience (two to four years or more full time) prior to enrolling in Trinity who desire to obtain a waiver of Field Education or receive advance substitution of Internship requirements are encouraged to contact the Office of Supervised Ministries. For MDiv students, the application deadline for fall admissions is August 1 of the following year and for spring admissions is January 1 of the following year. For MA students, application deadlines are January 1 (for fall admissions) and August 1 (for spring admissions).

Begin working early with the Office of Supervised Ministries before registering for a Field Education or Internship course. Contact the office at 847.317.8030 or e-mail fielded (fielded@tiu.edu)@ (fielded@tiu.edu)tiu (fielded@tiu.edu). (fielded@tiu.edu)edu (fielded@tiu.edu) prior to registering for the course. Students in the MA in MHC and MA/ICS should consult their department. Online information and details may be found at the Office of Supervised Ministries web page at (https://my.tiu.edu/ICS/Academic_Resources/Supervised_Ministries) MyTIU (<http://my.tiu.edu>).

Formation Groups

Participation in Formation Groups (see detailed information under Community Life) is encouraged for all students throughout their program. MDiv students are required to complete two semesters of Formation Group as part of their candidacy process (see MDiv Candidacy). For students in other masters programs, registration and participation in two semesters of Formation Group can serve to fulfill up to one Field Education requirement. No more than one Field Education requirement can be fulfilled in this manner.

Grading

The following descriptions provide some guidance to the use of grades at Trinity. These descriptions are not precise and should not to be confused with the precision of grade point averages (GPAs), which reflect levels of program progress. GPAs for candidacy and graduation are stipulated by program and are noted under each program in the Catalog.

“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.

“D” designates minimal work—marginal achievement of course objectives.

“F” designates failure—unacceptable work. “F” is also assigned when a course is dropped after 50 percent course meetings.

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

In addition to letter grades, the following grading notations are also used.

AU (Audit): Assigned when one registers to audit a class and is not enrolled for credit. No hours or grade points accumulate. Auditors are expected to attend class.

CR (Credit): Represents successful completion of a course offered on a credit / no credit basis. These hours apply toward program requirements but are not calculated in the grade point average. Only courses such as colloquia and internships, and others as designated in the Catalog course descriptions, are offered CR/NC.

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

W (Withdraw): Indicates that a student withdrew from a course after the initial add period and during the first 50 percent of class meetings (e.g., during the first seven weeks of a semester-length course; during the first five days of a ten-day course). Withdrawals are not calculated in grade point average.

Withdrawals after the first 50 percent of class meetings result in the administrative assignment of an "F" grade.

Note: Students may add or drop semester, quad, or Field Education classes or withdraw with a refund within the first two weeks of the semester (short-term modulars may be added/dropped through first day of class). Tuition and fee assessment deadlines and financial aid deadlines may be independent from academic deadlines.

NR (Not Reported): Is posted when a grade has not yet been submitted for a course. "NR" may appear for one of three reasons: a) the instructor has not yet submitted a grade; b) a course extension has been granted by the Dean of Students Office; or c) the course meets as a modular near the end of the semester and all students have been granted an extension for submitting final work at a date announced by the instructor within ninety days of the last class session.

"NR" changes to a letter grade upon submission of the final grade; or to an F when coursework is not completed by the assigned deadline; or if a grade has not been posted by the faculty member at the end of the first semester following the course (second semester in the case of DMin students).

Assigned grades may not be changed by an instructor unless an error was made in computation or in the original recording of the grade. Students who wish to contest a grade may petition the Academic

Exceptions Committee but should be aware that an instructor's assigned grade is rarely overturned.

General Graduation Requirements for All Master's Programs

The following general requirements apply to all students of master's programs at Trinity (doctoral students should consult the graduation requirements for the specific doctoral program: PhD/EDS, PhD/ICS, PhD/THS, DMin):

- Application to graduate must be made by July 15 of the year of intended graduation for December graduation or by December 15 preceding the intended graduation semester for May or August graduation through the filing of the Application for Graduation form in the Records Office. This initiates the processes related to graduation and serves to advise you of the requirements necessary for program completion.
- Evidence of Christian life and character and recommendation accordingly by the faculty. Regardless of their choice of vocation, students are expected to give evidence of a consistent Christian testimony, a concern for others, and sincere commitment to Christ such as to qualify for Christian service. Cooperation in field education, standards of Christian conduct, and the attitudes manifest toward other students, professors, and all those working with the student, are expected to be such as to commend the gospel, strengthen the church, and honor the Lord.
- Completion of all program requirements, including coursework, field education, capstone projects, and so on as required by the catalog program curricula in effect at the time of initial enrollment.
- Completion of residency requirements in each program.
- Completion of the program during the time duration provided in the degree's statute of limitation.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with the accounting office.

Graduation and Commencement Participation

Students may graduate (complete their degree program and receive their degree) in May, August, or December of the academic year. Specific graduation requirements are listed in the master's and doctoral sections of the catalog and in the respective program curricula. Graduates are encouraged, but not required, to participate in one of the two annual commencement ceremonies held each year in December and May.

Candidates for graduation (August, December, or May) must submit the online Application for Graduation form (found on the Records web page MyTIU (<http://my.tiu.edu>) > Campus Services > University Records > Deerfield Graduate Records Forms) to the Records Office by July 15 for the following December graduation, or by December 15 for the following May or August graduation. If candidates later change their intended date of completion, they must immediately update and resubmit their Application for Graduation form. Application for Graduation forms are not "carried" from graduation date to graduation date but must be updated by candidates.

After completing the Application for Graduation form, candidates must indicate their plans to participate through completion of the Commencement Participation form between August 1 and October 15 for the December ceremony, and between January 1 and March 15 for the May ceremony. (Note: Submissions after this date are moved

to the following commencement ceremony.) These candidates are then kept informed of the details for the upcoming ceremony by the Commencement Coordinator. Additional ceremony information is available on the TIU commencement website.

Candidates who have not yet completed all program requirements are eligible to participate in the commencement ceremony and have their name listed in the program, when the following criteria have been met. Program requirements may be tracked by the online student dashboard audit system. (Note: These criteria are established by faculty policy and are nonnegotiable.)

1. On-time submission of Application for Graduation and Commencement Participation forms.
2. Six or fewer program hours remain, and the student is registering for these hours in the ensuing semester (spring for December participants or summer for May participants). (This may include Internship in the case of MDiv or MA/ICS students.)
3. Program candidacy has been granted (for MDiv, MA in Mental Health Counseling, and MA in Chaplaincy and Ministry Care programs only).
4. All general and major comprehensive exams have been passed.
5. Capstone papers or projects have been submitted (including integrative/major papers, projects, etc).
6. The master's thesis, DMin project, or PhD dissertation defense is passed by December 1 or May 1.
7. No other program requirements remain outstanding (e.g., program prerequisites, field education, formation group participation, and so on have all been completed).

Note: The above criteria are set by faculty policy and consistently applied. Waivers are seldom granted.

If the candidate later becomes ineligible for participation by falling short of the earlier stated criteria, immediate notification must be made by the candidate to the Records Office, and the candidate will be removed from the participation list. If a candidate is unable to participate and notification is given, or if one fails to respond to the invitation to participate, such candidates will be considered *in absentia*.

Candidates may participate, or participate *in absentia*, in only one commencement for each degree program. Please ensure that your current e-mail and post office mail address are up to date with the Records Office. Participation must occur no later than the May ceremony following program completion.

Graduation with Honors

Graduation honors are awarded to graduates of the Master of Arts and Master of Divinity programs as follows. Honors are awarded on the basis of the cumulative GPA of all coursework completed at TEDS.

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

Leave of Absence or Withdrawal from the University

Leave of Absence

A student who desires not to register for classes for a period of one to three semesters (twelve months) should request a Leave of Absence (LOA) via the Academic Withdrawal/Leave of Absence form available from the Student Life Office (gradstudentLife@tiu.edu (gradstudentaffairs@tiu.edu)). The student should schedule an appointment with the TIU Florida Director of Academic Operations at the time of submission of the form to ensure that all matters are in proper order. An LOA may be granted for personal, financial, or other reasons, but the expectation is that students will return to their program within a twelve-month period.

During the LOA the student is considered "Active" but "On Leave" and should maintain contact with TEDS, assuring that address information and other relevant data are kept current through the Records Office. At the end of the leave, arrangements for course registration and returning to school should be made directly with the Registrar's Office. During the LOA, the program statute of limitation clock keeps ticking; however, students remain in their program of admission, and no continuation fees are assessed. LOA status is not intended merely to delay program deadlines or other program responsibilities, but is rather a genuine absence from the TEDS community.

If during the LOA, students find that they must withdraw from the university or need further extended leave beyond what was originally filed, they must communicate their intentions with the Student Life Office. LOA beyond twelve months is considered withdrawal from the university, and students must reapply with no guarantee of readmission.

Withdrawal from the University

If a student desires to withdraw from the university with no intention of returning, the student must complete a Withdrawal from the University form available from the Student Life Office. Withdrawal is not complete until final settlements have been made with the Registrar's Office and the Business Office. Withdrawal from the university deactivates students' files, and if they desire to return at a future date, they must reapply with no guarantee of readmission.

Withdrawal for Students Called to Active Military Duty

Trinity students called to active military duty have the following options:

1. Receive course grades for the current semester, or extensions for all courses, if approved by your professors.
2. Receive administrative drops with a refund for some courses and grades/extensions in other courses, if approved by your professors.
3. Withdraw from all current semester courses with a full refund of tuition and fees.
4. Contact the TIU-VA Certifying Official in the Registrar's Office for information on the procedures to follow and departments to inform in the event of call to active military duty.

Probation and Dismissal (Academic)

Maintaining good academic standing—defined as maintaining the minimum GPA for the program in which a student is enrolled—is the responsibility of the student. Regular monitoring of academic standing results in transcript posting and written notification of academic probation or dismissal in the following categories. It is the responsibility of students on academic probation to inform the Dean's Office in writing

of academic progress, including the steps being taken to remedy their GPA status.

Academic Probation occurs at the conclusion of any semester in which a student's *cumulative GPA* falls below that which is required for their program of study. Academic probation is also assigned at the time of admission for students with a low academic record for admission.

Academic Dismissal occurs at the conclusion of two consecutive semesters in which a student's *cumulative GPA* falls below the requirements for their program of study. Such a student is immediately **academically dismissed** from Trinity and administratively dropped from all courses.

Readmission: Subsequent to **academic dismissal**, the Admissions Committee will consider application for readmission only after the elapse of one semester and only if warranted by exceptional circumstances when applicants can demonstrate that satisfactory progress can be made. If students are readmitted, they must earn and maintain the minimum GPA required for their program of study for each subsequent semester, or they will be immediately **academically dismissed**.

Following is the minimum GPA required for good academic standing and specific degree program completion:

Program	GPA
Special Students	2.50
Certificate	2.00
Master of Arts, MA in CMC, MA in MHC, MA in UM	2.50
Master of Divinity, MA in Min	2.00
Master of Theology	3.00
Doctor of Ministry	3.00
Doctor of Philosophy	3.20

Residency Requirements

Residency requirements define the amount of Trinity credit that must be taken through:

- Course work at Trinity
- Course work on the Deerfield Campus
- Course work at or near the end of the degree program

Specific residency requirements vary from degree to degree; however, the final 8 credit hours for all Trinity master's level degrees must be taken through Trinity course work.

Statute of Limitation for Program Completion, Program Extension, Course Sunset, and Program Readmission Statute of Limitation

The statute of limitation indicates the maximum length of time permitted for completion of a Trinity program. These vary according to the program and are noted under the program curricula. A summary follows:

Certificate: ten years

MA, ThM: five years

MA in Min, MA in UM, MA/TS, MDiv: eight years

At the time a statute of limitation ends, a student is administratively rendered inactive and dropped from the program unless a program extension is on file in the Records Office. Such students must reapply to TEDS with no guarantee of readmission, and are subject to a reactivation fee (see Active and Inactive Student Status in this Catalog).

Note: Part-time students enrolled in a TEDS program and making consistent and definite program progress by completing program coursework every semester are generously granted program extensions.

Program Extension

A program extension request is considered by petition to the Master's Exceptions Committee, and generally does not add more than two years to a program's statute of limitation. The petition should be filed at least one semester before a statute of limitation ends and show evidence of consistent program progress and a definitive plan for program completion. When a program extension is granted, a student is in *continuation status* and a continuation fee is charged each successive semester (fall and spring) until the student graduates, whether or not the student is enrolled in class work and in addition to any tuition fees.

TEDS does recognize some students who are permanent part-time students and continue to make consistent and definite program progress by completing program coursework every semester; or the student who is a missionary under overseas appointment and unable to continue coursework every semester (though in light of the availability of online distance education curriculum, class schedules, transportation and the changing nature of furloughs continued study is often possible). In such cases, petitions filed for program extensions and/or waiver of continuation fees are welcomed.

Course Sunset and Readmission

Students who withdraw from Trinity (or are administratively rendered inactive) without completing their program and desire to reapply may make application for readmission under the current catalog. Readmission is not guaranteed.

Readmitted students two to five years beyond the date of their original statute of limitation can expect to complete an additional 25 percent program hours, in addition to retaking comprehensive exams, thesis proposal and processes, language competency exams, and other program requirements. Students readmitted more than five years beyond their statute of limitation can expect to complete a significant number of additional program hours, the amount of which is decided on a case-by-case basis. As is the common practice in higher education, and in conformity with the Program Standards of the ATS, TEDS coursework older than ten years is not considered current and must be retaken.

A written statement outlining plans for program completion must be included in application materials. Readmission is solely for the program to which the applicant is making application. Conditions for admission and program requirements will be outlined in the letter of readmission and are determined by the department or program director as applicable. Students who did not withdraw, but were rendered Inactive are also subject to a reactivation fee (see "Active and Inactive Student Status" elsewhere in this Catalog.)

Technology and Students

Most classrooms are equipped with LCD projectors or TV screens, networked computers, DVD players, and other audio-visual equipment. Students are given MyTIU password information and a Trinity e-mail account upon receipt of the tuition deposit in the admissions process

and are expected to become familiar with and use their computer skills as part of the academic and student process. Graduate education in the twenty-first century demands technology skills, including use of a computer for course assignments.

Transcripts and Records

Admissions documents are retained for an accepted student who does not enroll for two years and for those who enroll for a period of five years beyond the date of last attendance.

Academic records are retained permanently. Official transcripts bear the seal of the school and are distributed in a sealed envelope. They may be requested from the Records Office by presentation of the Transcript Request Form or a signed letter and will be sent directly to the student, to an institution upon request, or may be picked up in the Records Office. Unofficial transcripts are also available and may be faxed.

Allow seven business days for completion of transcript requests.

Transcripts are not issued for students who have outstanding accounts unless payment arrangements have been made. Consult the Catalog or the Records Office for any minimal fees for transcripts.

Degree Program Options

TEDS offers a number of accredited degree programs to enable Christians to pursue God's calling for their life of ministry. Each program, or group of programs, has specific objectives, and the student should consider these when selecting a program to pursue. Programs are briefly outlined below, followed by a fuller description in the order they appear below. (Note that admission to a particular program at TEDS does not ensure admission to another, if a student should decide to switch programs. Consult an admissions counselor for guidance on the appropriate program to make application.)

Certificate in Christian Studies

The Certificate in Christian Studies is not a degree program but is designed for persons who desire to take seminary coursework without enrolling in a program. It is also an appropriate course of study for persons who have not yet decided on a degree program or for those who simply want to enrich their Christian understanding. Courses may be taken in the Certificate in such a way that they later apply to a degree program.

Certificate in Educational Ministries

The purpose of the Certificate in Educational Ministries is to provide a broad contextual overview of the educational endeavors of the church toward equipping persons with theory and practice as maturing believers in Christ. It is designed for persons who desire to obtain advanced certification in educational ministries but do not wish to enroll in a degree program. Or for persons who may not possess a baccalaureate degree but have had intensive or extensive life experience with educational practice and are able to demonstrate the ability to do graduate level studies. It is also appropriate for those who wish to explore the area of educational ministries in addition to their other TIU degree program. Admission to the Certificate does not ensure admission to a Trinity degree program; however, it is designed so that courses completed may apply toward a future TEDS degree.

Certificate in Teaching and Learning

The purpose of the Certificate in Teaching and Learning is to focus on the theory and practice of the teaching-learning experience in Christian contexts. It is designed for persons who desire to obtain advanced certification in teaching and learning at either the masters or doctoral level, but do not wish to enroll in a degree program. Or for persons who may not possess a baccalaureate degree but have had intensive or extensive life experience with teaching and learning practice, and are able to demonstrate the ability to do graduate level studies. The Certificate in Teaching and Learning is also appropriate for those who wish to explore teaching and learning in addition to their other TIU degree program. A doctoral level Higher Education Track is available for those persons who hold a graduate degree or wish to pursue a postdoc, and are teaching or anticipating teaching in a higher education context. Admission to the Certificate does not ensure admission to a Trinity degree program; however, it is designed so that courses completed may apply toward a future TEDS degree.

Certificate in Organizational Leadership

The purpose of the Certificate in Organizational Leadership is to engage participants in a deeper understanding of Christian leadership in organizational systems both in the church and beyond. It is designed for persons who desire to obtain advanced certification in organizational leadership at either the masters or doctoral level, but do not wish

to enroll in a degree program. Or for persons who may not possess a baccalaureate degree but have had intensive or extensive life experience with organizational leadership practice, and are able to demonstrate the ability to do graduate level studies. The Certificate in Organizational Leadership is also appropriate for those who wish to explore organizational development in the Local Church Track (master's track) or in Executive Leadership (doctoral track) in addition to their other TIU degree program. The doctoral level Executive Leadership Track is available for those persons who hold a graduate degree or wish to pursue a postdoc and are engaged or anticipating engagement as a senior leader in an organizational context. Admission to the Certificate does not ensure admission to a Trinity degree program; however, it is designed so that courses completed may apply toward a future TEDS degree.

Master of Arts Programs

The Master of Arts (MA) is considered an academic degree in general theological studies designed to provide a basic understanding of particular theological disciplines for further graduate study or for general educational purposes. It is designed on a two-year model for program completion, dependent upon prerequisites completed. Often the MA is a prerequisite degree for enrolling in a public university-based terminal degree or doctoral program, though this is not always the case. Many universities accept students into a master's/doctoral program track that will award the student a master's degree while admitting them later to a doctoral program. Students anticipating future terminal degree work are advised to consult with the institution where they anticipate undertaking doctoral studies to ensure that their graduate-level preparation will be appropriate for doctoral admission. Often such students may be required to devote the capstone project in their master's program to the writing of a thesis that demonstrates ability to do academic research.

Master of Arts (Theological Studies): with the objective of providing a basic understanding of Christianity for general educational purposes, drawing from the breadth of the curriculum

Master of Arts (Academic Discipline) Concentrations:

Biblical and Near Eastern Archaeology and Languages: focusing on archaeology and languages

Church History: specializing in the history of the Christian church

Intercultural Studies: prepares or further equips participants for the task of Christian missions through bridging cultures both at home and abroad

New Testament: an emphasis upon intensive study of the New Testament

Old Testament and Semitic Languages: concentrates on the study of Old Testament, Semitics, Near Eastern languages and literature, and the cultural background of the Jewish people

Systematic Theology: specialized study in Christian doctrine its biblical grounding, historical development, logical coherence, and contemporary context

Specialized Concentration: by special application when curriculum objectives significantly extend beyond one department

Master of Arts in [specialized ministry] Programs

A second group of master's degrees is explicitly designed to equip persons professionally for competent leadership in some form of specialized ministry in congregational or other settings. These degrees, designed on a two-year full-time model for program completion, are designated Master of Arts *in* [specialized ministry]. TEDS offers the following:

Master of Arts in Chaplaincy and Ministry Care (MA in CMC): a program designed to develop pastoral and spiritual life counseling skills.

Master of Arts in Educational Ministries (MA in EM): a program specializing in educational ministry in the church/parachurch context

Master of Arts in Mental Health Counseling (MA in MHC): a professional licensure track program with the intent to train students to become licensed mental health professionals

Master of Arts in Ministry (MA in Min): designed for church volunteers, lay staff, parachurch workers, and persons engaged in specialized church-related service organizations, enabling them to pursue interdisciplinary studies that will equip them for competent leadership in their specific ministry context

Master of Arts in Urban Ministry (MA in UM) is based at the South Chicago Regional Center in Dolton and serves students engaged in urban ministry for further effective service in an urban context

Master of Divinity Program

The Master of Divinity (MDiv) degree is the normative degree to prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings. The MDiv is also the required prerequisite degree for Doctor of Ministry programs and is the recommended graduate theological degree for those intending to pursue advanced theological research degrees (ThM, PhD). As such, the MDiv carries two roles: first, to prepare persons for ministerial leadership and possibly future Doctor of Ministry studies, and, second, to provide theological training for those anticipating enrolling in a Master of Theology or Doctor of Philosophy program when that program is housed in a private theological school. Trinity's distinction is that our MDiv as a ministerial leadership degree heavily emphasizes general theological studies. Those persons anticipating ministerial leadership in the local church and other settings are likely best served by the MDiv degree. TEDS has recently revised the entire MDiv curriculum which allows for selection of one of two tracks:

- Church and Parachurch Ministries
- Academic Ministries

Master of Theology Program

The Master of Theology (ThM) degree is intended to provide advanced theological study beyond the MDiv in one discipline. The ThM may strengthen study toward future doctoral-level studies, help prepare for some forms of teaching, provide enhancement of ministerial practice, or offer a context for disciplined reflection upon a specialized function of ministry. TEDS's ThM offers concentrations in each of the eight departments, and an interdepartmental specialized concentration as arranged at the time of application. Specifically:

- Church History

- Counseling
- Educational Ministries
- Mission and Evangelism
- New Testament
- Old Testament
- Pastoral Theology
- Systematic Theology
- Specialized Concentration

Doctor of Ministry Program

The Doctor of Ministry (DMin) program is a professional program intended for persons engaged in full-time vocational Christian ministry, such as pastors, associate pastors, Christian educators, missionaries, workers in parachurch organizations, chaplains, and evangelists. The DMin program is designed to enhance professional ministry competencies with concentrations in the following six areas. See the Doctoral Programs section of the Catalog for a further description.

- Strategic Leadership
- Missional Engagement
- Pastoral Ministry

Doctor of Philosophy Program

The Doctor of Philosophy (PhD) program at TEDS is specifically designed for persons who wish to pursue advanced study and research in a field of interest. TEDS offers three areas of research study as follows. See the Doctoral Programs section of the Catalog for further description.

- Educational Studies
- Intercultural Studies
- Theological Studies

Additional Areas of Focused Study

TEDS degree programs are offered in the disciplines above; however, many additional areas of focused study integrate coursework offered across disciplines, in a variety of departments, or on the basis of current course offerings (many times by visiting faculty). These course offerings fit into degree programs in varying ways, and students are encouraged to consult with their faculty advisor or department chair to blend course selections particular to their needs and interests. The topic areas noted below may be completed as outlined or may be completed as specialized areas in the MDiv program.

Bioethics

There is a rapidly growing need in the church for leadership to address bioethical challenges in the lives of individuals, families, communities, and the larger world. Such leaders ideally need more bioethics training than the Master of Divinity (MDiv), Master of Arts (Theological Studies) (MA/TS), Master of Arts in Ministry (MA in Min), or Master of Arts in Chaplaincy and Ministry Care (MA in CMC) degree can provide. Moreover, there is a societal movement toward requiring a credential such as a bioethics masters degree for anyone who wants opportunities to address bioethical issues in health care (including chaplains and pastors), public policy, education, and other public arenas. In light of Trinity's global leadership role in bioethics, and the ability of students to add the MA/BE degree from Trinity Graduate School to their TEDS MDiv, MA/TS, MA in Min, or MA in CMC degree without substantially lengthening their stay at Trinity, a multiple masters degree option is attractive for Trinity students.

Completing an MA in Bioethics requires only an additional 15 hours or so of coursework beyond the Divinity School degree.

Multiple Masters options include:

- Master of Divinity / MA in Bioethics (p. 484)
- MA - Theological Studies Concentration / MA in Bioethics (p. 482)
- MA in Ministry / MA in Bioethics (p. 480)
- MA in Chaplaincy and Ministry Care / MA in Bioethics (p. 476)

Chaplaincy Studies

Chaplains bring the presence of Christ to persons and situations that are often inaccessible to traditional pastors, missionaries and parachurch workers. Chaplaincy ministry is incarnational by nature, and a chaplain's parish ranges from battlefields to airfields, hospital rooms to break rooms, prison chapels to ships at sea. Though chaplains are often associated with military forces or hospitals, chaplains may also serve in a number of different situations including disaster relief (first responder), corporate, fire departments, police departments, airports, race tracks, sports teams, nursing homes, hospice, and correctional. Additionally, though many chaplains serve in a full-time capacity, a number of pastors have enhanced their community outreach by serving as reserve chaplains or as volunteers with their local police or fire departments. The opportunities for chaplaincy ministry are indeed plentiful.

Trinity recognizes the value of chaplaincy studies and offers a variety of classes designed to introduce students to chaplaincy vocational options, and then train further those who desire to specialize. Since most chaplaincy programs require a Master of Divinity degree or its equivalent, students desiring to become chaplains are encouraged to enroll as MDiv students, then use their electives to specialize as appropriate.

Trinity is unique in its ability to offer not just basic chaplaincy courses, but specialized study options in related subjects including bioethics, counseling, and philosophy of religion (essential to those who will serve in pluralistic environments). Additionally, Trinity's proximity to a major military installation (Naval Station Great Lakes), major hospitals (including the nation's first Federal Health Care Center), an abundance of nursing home, multi-level care facilities, and other chaplaincy-related organizations make this an ideal location to pursue chaplaincy training.

Prospective chaplains may choose the following courses or others relevant to the specialization:

Code	Title	Hours
PT 6300	Intro to Chaplain Ministries	2
ME 8310	Religious Pluralism & Mission	3
ID 7375	Clinical Pastoral Education	1-2
PT 6215	Personal Spiritual Formation for Ministry	2
ME 8312	Christian Encounter with World Religions	3
CO 6120	Addiction Counseling	3
EM 5560	Adults in Congregations	2-3
BE 5000	Introduction to Bioethics: Matters of Life and Dignity	3
PT 7870	Ministry of Mercy & Justice	2
BE 5000	Introduction to Bioethics: Matters of Life and Dignity	3
BE 5100	Intensive Bioethics Institute	3
BE 5499 & BE 5500	The Public Policy Context and Bioethics and Public Policy	3

BE 5900	Bioethics National Conference	2-3
BE 6300	Bioethics, Human Dignity, and the Church	3
BE 6500	Advanced Bioethics Institute	3-4

Field education and internship credit may be earned in a variety of ways, including attendance at Chaplain Basic Officer Training (Army, Navy or Air Force) held at Fort Jackson, SC.

For more information contact Dr. Ken Botton, Affiliate Professor of Pastoral Theology, at kbotton@tiu.edu.

Church Planting

A church planting movement is growing in the U.S. and around the world. Trinity provides both theological grounding and learning experiences that aid in preparing students for church planting ministries in various settings. Field education and internship experiences in church planting are also available in a variety of denominational and cross-cultural settings. In addition, special scholarships are available to those engaging in church planting.

Prospective church planters are encouraged to pursue the Master of Divinity degree program with the congregational pastor-teacher focus. Intercultural church planters should consider the MDiv cross-cultural ministry focus. MDiv core courses provide in-depth study in theology, biblical studies, evangelism, preaching, leadership, worship, missions, social and cultural exegesis, counseling, church history, and educational ministries—all vital to effective leadership in church planting.

Students preparing for church planting may take the following courses:

Code	Title	Hours
Foundations of Church Planting		
PT 5150	Introduction to Church Planting (for urban or intercultural contexts) or ME 8230 Global Church Planting and Development	3
Advanced Issues in Church Planting		
PT 6155	Advanced Church Planting	2
PT 5155	Church Planting Boot Camp (preparation for a specific plant)	3
ME 7710	Contextualization	3-4
Specialized Ministry Skills for Church Planting, Depending on a Student's Area of Interest or Need		
EM 5210	Christian Leadership and Administration	2-3
EM 6260	Small Group Ministry in the Church	2-3
ME 7510	Missional Church	3-4
ME 6963	Principles of Discipleship	3
PT 7848	Ministry of the Urban Church	2
Total Hours		23-27

Field Education and Internship may be completed emphasizing church planting, urban ministry, missions, and evangelism. For more information contact Dr. Craig Ott, Professor of Mission and Intercultural Studies, at cott@tiu.edu or [\(cott@tiu.edu\)@ \(cott@tiu.edu\)tiu \(cott@tiu.edu\). \(cott@tiu.edu\)edu \(cott@tiu.edu\)](mailto:(cott@tiu.edu)@ (cott@tiu.edu)tiu (cott@tiu.edu). (cott@tiu.edu)edu (cott@tiu.edu)).

Clinical Pastoral Education

The Association for Clinical Pastoral Education (ACPE) (www.acpe.edu) is a multicultural, multifaith organization devoted to providing education and improving the quality of ministry and pastoral

care offered by spiritual caregivers of all faiths through the clinical educational methods of Clinical Pastoral Education (CPE).

Some denominations require CPE units for ordination, and others require CPE for chaplaincy (check with your denomination). Recognizing the value of CPE, and the desire of Trinity students to participate in the experience, Trinity will grant academic credit for student participation in three ways:

1. as Field Education credit;
2. as MDiv Internship credit; or
3. as elective credit by enrolling in ID 7375.

Students wishing to complete CPE for Field Education and/or MDiv Internship should contact the Supervised Ministry Office, and students wishing to complete CPE for elective credit should contact the Dean's Office for details *before* they begin the CPE experience. One completed CPE unit is equivalent to two Field Education units, 2 semester hours of MDiv Internship, or 1-2 semester hours (student choice) of elective credit. (Note: One CPE unit equals 400 clock hours.)

Before the CPE experience begins, students should meet with the Supervised Ministry or Dean's Office with the following information in hand: completed site CPE, notice of approval of acceptance by CPE trainer, start and end date for experience, number of hours being completed per week during the experience, number of Trinity credit hours desired. The Trinity portion of the experience will conclude with a debrief meeting and/or paper, presentation of the ACPE's Certificate of completion, and course registration (at completion) for the experience.

Compassion and Justice

As today's world becomes increasingly fragmented along socio-economic and racial lines, the ministry of the Gospel needs to engage with a widening range of social, economic and cultural issues. The MDiv with specialized ministry focus in Compassion and Justice provides Biblical, sociological and practical perspectives in the area of compassion and justice ministry through courses from multiple disciplines as well as unique extra-curricular opportunities. Students may choose the following courses or others relevant to the specialization.

Code	Title	Hours
PT 7724	Ministry in Under-Resourced Communities	3
ME 7722	Studies in Reconciliation	2
ME 8815	Ethnicity: Modes of Inquiry and Analysis	3
CO 6650	Multicultural Issues in Counseling	3
ST 7715	Political Theologies	3-4
PT 7842	Understanding the Urban World	2
ME 8312	Christian Encounter with World Religions	3
Focus or general electives		12
Total Hours		31-32

In addition to inter-disciplinary class experiences, several extra-curricular opportunities aim to further deepen students' learning and growth in this area of ministry. The Mosaic Fellowship (a multiracial formation group that focuses on the Biblical calling of reconciliation), Faith Alive (a college-seminary student group that focuses on serving the under-resourced communities), and the Social Justice Living Floor (a residence hall floor that houses single students who seek to grow in the Biblical understanding and practice of social justice) offer rich and varied opportunities for learning and serving. Finally, Trinity has been actively collaborating with CCDA (Christian Community Development Association)

and North Lake County churches to create field education and internship opportunities for those who want to actively serve in under-resourced communities while doing their coursework.

Urban Ministry

Trinity maintains a regional campus center in urban Chicago. Class work at that site may be taken in the focus area of Urban Ministry, or a student may complete the Master of Arts in Urban Ministry at this site. TEDS also regularly offers a number of classes at the Deerfield campus particularly pertinent to urban ministry.

The Certificate in Christian Studies

Purposes of the Certificate

The Certificate in Christian Studies is designed for persons who desire to take seminary coursework but are not eligible or do not wish to enroll in a degree program. It is also an appropriate course of study for persons who have not yet decided on a degree program but who wish to experience seminary coursework or to clarify their ministry calling. Admission to the Certificate does not ensure admission to a Trinity degree program. If a Certificate student later decides to enroll in a degree program, all program admission requirements must be met, and all residency requirements (those course hours that must be taken *after* a student has been admitted to a program) must be completed.

Admission Requirements and Prerequisites

Certificate in Christian Studies applicants should possess a baccalaureate degree, or the educational equivalent, from a recognized accredited institution.

Completion Requirements

The following requirements must be met to complete the Certificate in Christian Studies:

- Complete a minimum of 24 graduate semester hours through Trinity with a cumulative GPA for program coursework of at least 2.0, with no course work graded below a "C-" applicable to the Certificate.
- All coursework applicable to the Certificate must be completed within a ten-year period.
- Application to graduate must be made by July 15 of the year of intended graduation for December graduation or by December 15 preceding the intended graduation semester for May or August graduation through the filing of the Application for Graduation form in the Records Office. This initiates the processes related to graduation and serves to advise you of the requirements necessary for program completion.
- Evidence of Christian life and character and recommendation accordingly by the faculty.
- Completion of all requirements required by the Catalog curricula in effect at the time of initial enrollment
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

The Certificate in Christian Studies combines coursework throughout the curriculum. Participants are encouraged to select a breadth of courses from the various departments at TEDS. The Certificate may be completed by two semesters of full-time coursework or by part-time enrollment. Certificate courses are offered on the Deerfield campus, at

TEDS extension sites, and through TEDS online courses. All Certificate coursework must be completed through Trinity. No specific courses are required for the Certificate in Christian Studies.

Christian Studies Courses

Total hours required 24 semester hours

Master's Programs

Master's Programs and Concentrations

- Master of Arts (Theological Studies) (MA/TS) (p. 323)
- Master of Arts (Academic Discipline) (p. 321)
 - Concentration in Biblical and Near Eastern Archaeology and Languages (MA/ARC) (p. 326)
 - Concentration in Church History (MA/CH) (p. 328)
 - Concentration in Intercultural Studies (MA/ICS) (p. 334)
 - Concentration in New Testament (MA/NT) (p. 336)
 - Concentration in Old Testament and Semitic Languages (MA/OT) (p. 338)
- Concentration in Systematic Theology (MA/ST) (p. 340)
- Specialized Concentration (p. 342)
- Master of Arts in Chaplaincy and Ministry Care (MA in CMC) (p. 343)
- Master of Arts in Educational Ministries (MA in EM) (p. 329)
- Master of Arts in Mental Health Counseling (MA in MHC) (p. 346)
- Master of Arts in Ministry (MA in Min) (p. 349)
- Master of Arts in Urban Ministry (MA in UM) (p. 353)
- Master of Theology (ThM) (p. 362)
- Master of Divinity (MDiv) (p. 355)

Master of Arts (Academic Discipline)

Master of Arts (Academic Disciplines) Program Purpose

The purpose of the Master of Arts degree program is to provide a basic understanding of theological disciplines for further graduate study or for general educational purposes. The concentration nomenclature articulates the specific discipline under study. Achieving specified student learning outcomes in the concentration meet the MA (Academic Disciplines) degree program goals. This MA program is oriented toward general theological studies rather than ministerial leadership, and is academic rather than professional in focus.

Persons desiring an interdisciplinary basic understanding of Christianity should enroll in the Master of Arts (Theological Studies), which draws courses from across the curriculum. Master of Arts (Academic Disciplines) concentrations focus coursework within a particular departmental discipline as noted in the descriptions that follow.

MA (Academic Disciplines) Admission Requirements

Applicants to the MA (Academic Disciplines) program must meet the following requirements:

1. Possess an earned bachelor's degree or its equivalent from an accredited college or university (generally at least 120 hours), which normally includes a minimum of 60 hours of liberal arts coursework, with a minimum grade point average (GPA) or 3.0 on a 4.0 scale.
2. Submit official transcripts, in a sealed envelope directly from the institution, from all schools attended since high school. Students should request that institutions send transcripts directly to Trinity via postal mail.
3. Submit recommendation forms online from each of the following:
 - Applicant's pastor or church leader
 - Applicant's employer or a business acquaintance
 - A faculty member or school administrator at an institution previously attended (contact the Admissions Office for alternative suggestions)
4. Submit a written three-part statement with your
 - a. personal testimony
 - b. present spiritual life and Christian service and
 - c. ministry goals as described in the application.
5. Submit test scores from either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) if the undergraduate GPA is lower than 3.0 or if the undergraduate degree is from an institution without regional accreditation.
6. All applicants for whom English was not their primary language of instruction must submit the Test of English as a Foreign Language (TOEFL) (see Admission section of Catalog for details.)
7. A personal interview may be required.
8. Additional specific program concentration requirements noted below must also be met.

MA (Academic Disciplines) Prerequisite Hours

The general prerequisites for the Master of Arts (Academic Disciplines) program at TEDS follow. Note the particulars under each program concentration

1. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000

2. an undergraduate major or its equivalent in an area appropriate to the concentration
3. languages appropriate to the concentration (TEDS testing for placement)

See below for specific concentration requirements for (2) and/or (3).

Note: Outstanding prerequisites must be completed early in the program and before candidacy.

MA (Academic Disciplines) Residency and Program Duration

- 24 hours must be completed through Trinity coursework, with the final 8 program hours completed through Trinity.
- Residency is understood as in-person interaction of instructors and students in locations approved for offering of a full degree. As such, all MA concentrations (with the exception of Theological Studies) are approved for the Deerfield site, and the concentration core curriculum is available only in Deerfield; however, some general coursework may be taken at TEDS extension sites or in TEDS Online Distance Education mode if offered. The MA (Theological Studies) is available in full at extension sites. In all cases, the number of online distance courses that can be taken in a program is limited by course availability and the requirement that students must complete the prescribed Residency Requirement.
- Duration: Generally two to three semesters of full-time coursework are followed by one to two semesters of Capstone work including comprehensive exams, field work, and thesis as required in the concentration.
- All MA program requirements must be completed within five years of matriculation into the program (statute of limitations).

MA (Academic Disciplines) Graduation Requirements

In addition to the General Graduation Requirements for all master's programs, the following requirements must be met:

- All outstanding prerequisites and entrance deficiencies and conditions are removed.
- Completion of all program concentration requirements with a minimum cumulative grade point average for program coursework of 2.5, and with no coursework graded below a "C-" applicable to the degree.
- Successfully complete all required Capstones in the concentration.

Master of Arts (Academic Disciplines) Available Concentrations

- Biblical and Near Eastern Archaeology and Languages
- Church History
- Educational Ministries
- Intercultural Studies
- New Testament
- Old Testament and Semitic Languages
- Philosophy of Religion
- Systematic Theology
- Specialized Concentration – by special application; may include concentrations within a department or draw from across the curriculum

Concentrations

- Concentration in Biblical and Near Eastern Archaeology and Languages (MA/ARC) (p. 326)
- Concentration in Church History (MA/CH) (p. 328)
- Concentration in Intercultural Studies (MA/ICS) (p. 334)
- Concentration in New Testament (MA/NT) (p. 336)
- Concentration in Old Testament and Semitic Languages (MA/OT) (p. 338)
- Concentration in Systematic Theology (MA/ST) (p. 340)
- Specialized Concentration (p. 342)

Master of Arts (Theological Studies) (MA/TS)

MA/TS Purpose

The MA/TS provides a basic understanding of Christianity for general educational purposes. Trinity's MA/TS draws from the breadth of the curriculum requiring substantive study in biblical, theological, and historical and global areas, combined with a significant number of hours in the student's area of interest. The MA/TS is particularly suited for Christians desiring to better understand God's revelation to humanity in the biblical and theological context of orthodox historic Christianity and who are engaged in non-church-related vocations or for those seeking a general theological degree to accompany a specialized master's degree. As a seminary degree, its particular focus is to relate theological studies to the work of the church. Program participants may also elect to focus their elective coursework, capstone project, and field education coursework on a particular subject area available in the curriculum or at their particular site.

The MA/TS may be completed in full at the Chicago Regional Center, the Florida Regional Center, and at extension sites in Madison, Wisconsin; Milwaukee, Wisconsin; Indianapolis, Indiana; Akron, Ohio; and Columbus, Ohio. Coursework may also be completed in Pittsburgh, Pennsylvania. Some coursework may also be completed through TEDS online courses.

Program Outcomes:

Students graduating with a Master of Arts degree in *Theological Studies* will be able to:

- understand the biblical and theological constructs that form the foundation for the Christian faith
- think critically and constructively about the historic and global contexts of Christianity
- examine closely an area of Christian studies of personal interest
- articulate their Christian faith in light of their present vocational engagement
- grow in personal and spiritual maturity
- demonstrate competence in writing and research

MA/TS and the MDiv or a Second Degree

The flexibility of the MA/TS curriculum and its biblical-theological focus makes it an ideal fit as a complementary degree to other MA programs, such as the MA/MHC. Students may also complete their MA/TS degree and then use all the hours in the program toward an MDiv degree. If MA/TS students are anticipating future MDiv studies, they should select courses that are required in the MDiv program, including biblical language courses. (See "Degree Combinations" in this Catalog.)

MA/TS Objectives

The MA/TS will enable participants to:

- Understand the biblical and theological constructs that form the foundation for the Christian faith
- Think critically and constructively about the historic and global contexts of Christianity
- Examine closely an area of theological studies of personal interest
- Articulate their Christian faith in light of their present vocational engagement
- Grow in personal and spiritual maturity
- Demonstrate competence in writing and research

MA/TS Admission Requirements and Prerequisites

The admission requirements for the MA/TS are those described in the Admissions section of the Catalog and the following requirements specific to the MA/TS:

Applicants must possess a baccalaureate degree, or the educational equivalent, from a recognized accredited institution. In some cases, admission with deficiencies is possible with the fulfillment of those deficiencies at Trinity.

The applicant's undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indicator of an applicant's abilities for graduate work, those with a lower GPA are encouraged to consult with an admissions counselor.

Scores from the Miller Analogies Test (MAT) (preferred) or the Graduate Record Exam (GRE) are required for applicants whose undergraduate GPA is less than 2.5, and for others upon request from the Admissions Office.

MA/TS Residency Requirement and Program Duration

The residency requirement for the MA/TS degree is a minimum of 24 hours must be completed through Trinity coursework, with the final 8 hours taken through Trinity. The 24 hours may be completed with a combination of Deerfield and extension site courses and through Trinity Distance Education or independent study courses as arranged with the program advisor.

MA/TS Statute of Limitation

All MA/TS requirements must be completed within eight years of matriculation into the program. Extension of the statute of limitation for up to two years may be granted by petition when a student has demonstrated consistent program progress toward the degree.

MA/TS Graduation Requirements

1. Complete the General Graduation Requirements for all master's programs.
2. Complete a minimum of 42 semester hours with a cumulative GPA for program coursework of at least 2.5, with no coursework graded below a "C-" applicable to the degree.
3. All entrance deficiencies and conditions are removed.
4. Complete two semesters of Field Education; or one semester of Field Education and two semesters of Formation Group.
5. Complete the MA/TS capstone project in the form of an integrative paper or ministry project for 2 hours.

The flexibility of the curriculum in the MA/TS allows participants to focus a significant part of their studies in an area of interest. Options available vary widely according to the eclectic interests of the student, curriculum available at a particular site, and course selections a student might make from the ability to cross-register into other seminaries in the Association of Chicago Theological Schools (ACTS) consortium. Such flexibility provides a strong understanding of Christianity for general educational purposes while enabling students to complete as many as 14 or more semester hours (electives plus capstone) in their area of interest. Interest areas include: church administration, age or specialized ministry, Bible, theology, and many others. Many interest areas may be further pursued in a complete degree program in that area.

Code	Title	Hours
Biblical Studies		
Select 7-12 hours of Biblical Studies ¹		7-12
Recommended:		
OT 5000	Intro to the Old Testament	
NT 5000	Intro to the New Testament	
Theological Studies		
Select 9-12 hours of Theological Studies ²		9-12
Recommended:		
ID 5000	Biblical Theology and Interpretation	
ST 5201	Theology I: The God of the Gospel	
ST 5202	Theology II: The Gospel of God	
Historical and Global Studies		
Select 5-9 hours of Historical and Global Studies ³		5-9
Recommended:		
CH 5051	History of Christianity I	
CH 5052	History of Christianity II	
or CH 5060	American Church History	
ID 6500	Understanding the Social and Cultural Contexts of Ministry	
ME 6410	History of Missions in the Modern World	
ME 6760	Theology of Mission & Evangelism	
ME 7710	Contextualization	
Electives ⁴		5-16
Required		
PT 5100	Spiritual Formation for Ministry	2
Select one option from the following:		0
Option 1:		
PT 5090	Field Education (two semesters)	
Option 2:		
PT 5090	Field Education (one semester)	
ID 5080	Formation Group (two semesters)	
Capstone		
ID 7468	MA (Theological Studies) Capstone	2
Total Hours		42

- 1 Include both OT and NT studies; languages not applicable.
- 2 Select from ST, PR, CC, BE studies
- 3 Select from CH and ME studies
- 4 These courses may focus in a department or area of interest or be selected from across the curriculum.

Trinity provides the opportunity for students to earn multiple masters degrees without substantially lengthening their stay. Multiple Masters options include:

- MA - Theological Studies Concentration / MA in Bioethics (p. 482)

Concentration in Biblical and Near Eastern Archaeology and Languages (MA/ARC)

MA/ARC Concentration Purpose

The Master of Arts concentration in Biblical and Near Eastern Archaeology and Languages (MA/ARC) provides specialized study in the discipline of Biblical and Near Eastern Archaeology. The MA/ARC is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward doctoral study in a related area.

MA/ARC Concentration Objectives and Student Learning Outcomes

Students graduating with a Master of Arts degree in *Biblical and Near Eastern Archaeology and Languages* will be able to:

- articulate an understanding of biblical and theological constructs that form the foundation of evangelical Christian faith
- ground theological interpretations in the biblical text, historical developments, and contemporary context
- demonstrate an ability to contribute to biblical, historical, educational, and/or theological studies in an increasingly global and culturally diverse world
- demonstrate academic proficiency in the student's chosen area of concentration
- demonstrate a breadth of perspective and focused depth for further academic work in the student's chosen area of concentration

MA/ARC Prerequisites

1. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
2. an undergraduate major in Archaeology and Near Eastern Studies and languages or its equivalent that includes a minimum of 6 hours of undergraduate Hebrew, and 12 hours of Bible (including OT and NT surveys), and/or archaeology Near Eastern studies
3. proficiency in biblical Hebrew at a level equivalent to completion of TEDS OT 5241

Code	Title	Hours
Bible and Theology Core		9
ID 5000	Biblical Theology and Interpretation	3
ST 5201 & ST 5202	Theology I: The God of the Gospel and Theology II: The Gospel of God	6
Concentration Core		
Biblical and Near Eastern Archaeology:		
OT 5075	Biblical Archaeology: Intro to the World of the Old Testament	3
Select 12 hours of the following:		12
OT 5050	Geography of Bible Lands	
OT 7420	Ancient Near Eastern Religions	
OT 7425	Egypt and the Bible	
OT 7430	Origins of Israel	
OT 7435	History of Israel	
OT 8000	Seminar: Current Issues (when topic is Hebrew Studies; approval by dept chair)	
Cognate Languages:		
OT 5242	Hebrew Exegesis	
Select 6 hours from the following:		
OT 7610	Biblical Aramaic	
OT 7614	Extrabiblical Aramaic	
OT 7620	Akkadian I	
or OT 7621	Akkadian II	
OT 7630	Ugaritic	
OT 7640	Syriac	
OT 7655	West Semitic Inscriptions	
OT 7660	Middle Egyptian	
OT 8000	Seminar: Current Issues (when topic is Cognate Lang; approval by dept chair)	

Field Education

Select one option from the following:		0
Option 1:		
PT 5090	Field Education (2 semesters)	
Option 2:		
PT 5090	Field Education (1 semester)	
ID 5080	Formation Group (2 semesters)	
MA/ARC Capstone		
OT 7477	MA Major Comprehensive Exam	1
OT 7455	Field Work in the Middle East	2
Total Hours		36

Concentration in Church History (MA/CH)

MA/CH Concentration Purpose

The Master of Arts concentration in Church History (MA/CH) provides specialized study in the discipline of the history of the Christian church. The MA/CH is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward doctoral study in a related area.

MA/CH Concentration Objectives and Student Learning Outcomes

1. Students will acquire a foundational understanding of the history of the Christian Church in the western and non-western world from the first century to the present.
2. Students will develop skills in historical research and writing necessary for academic ministry or service to the local church.
3. Students will gain confidence in using the Christian tradition in their ministries of preaching and teaching to help other Christians with issues of spiritual, doctrinal, and ecclesial identity, and to make more faithful disciples of those whom God calls them to serve.
4. Students will grow in their understanding of and appreciation for the rich diversity of faith traditions within the Christian churches.

MA/CH Prerequisites

1. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
2. an undergraduate major in history or its equivalent that includes a minimum of 18 hours in history
3. a reading knowledge of languages required to complete the thesis, depending on the area of study

Code	Title	Hours
Bible and Theology Core		
ID 5000	Biblical Theology and Interpretation	3
ST 5201 & ST 5202	Theology I: The God of the Gospel and Theology II: The Gospel of God	6
Concentration Core		
CH 8100	Classic Texts in the History of Christianity	3
CH 8911 & CH 8912	Colloquium in Historical Methodology I and Colloquium in Historical Methodology II	2
Electives in Church History		19-21
Field Education		
Select one option from the following:		0
Option 1:		
PT 5090	Field Education (1 semester)	
Option 2:		
ID 5080	Formation Group (2 semesters)	
MA/CH Capstone		1-3
CH 7477	MA Major Comprehensive Exam	1
Select one option from the following:		
Option 1:		
CH 7980 & 7980	MA Major Research Paper and MA Major Research Paper ¹	
Option 2:		
CH 7485	MA Thesis ²	
Total Hours		36

¹ CH 7980 option available for those not intending to pursue PhD studies in history. Letters of recommendation for PhD studies will *not* be provided by departmental faculty for those pursuing this option.

² CH 7485 option expected for those intending to pursue PhD studies in history.

Master of Arts in Educational Ministries (MA in EM)

MA in EM Program Purpose

The Master of Arts in Educational Ministries (MA in EM) purposes to equip men and women in congregational or parachurch leadership for collaborative ministry engagement, and for formational teaching and learning of others. Graduates currently serve as church educators and administrators for all ages, education or staff pastors, church administrators, Christian school teachers, parachurch or university staff persons, or are pursuing doctoral educational studies.

Focal Areas of Degree Program

In addition to a Bible and theology core, program participants will complete coursework in three focal areas of educational ministries culminating in a MA in EM Capstone that demonstrates educational leadership and application.

Congregational Life – a holistic systems approach to generational and intergenerational ministries that fosters congregational interconnectedness (children, youth, emerging adults, adults, aging adults, family)

Collaborative Ministry Engagement – enriches leadership capacity, and cultivates vocational stewardship, socio cultural analysis and engagement, and small groups/team development

Formational Learning – enhances congregational discipleship/spiritual formation, curriculum design and implementation, and facilitated teaching and learning.

The MA in EM is particularly well suited for practitioners and/or students who serve or will serve in roles that cultivate congregational ministries and strengthen pastoral leadership. The program equips leaders for collaborative ministry engagement based on biblical-theological foundations, whole-life discipleship, congregational best practices, and educational theory and practice.

Ideal program applicants will possess three to five years of congregational life leadership experience, and seek additional understanding and skills to serve effectively as passionate reflective practitioners in their faith community. As such, many program participants are heavily engaged in leadership ministry and continue to serve while completing the program part-time on-campus or online. Others locating to the Deerfield campus enroll full-time while active in a local church. Persons anticipating ordained pastoral ministry should pursue the MDiv program.

MA in EM course offerings draw from across the curriculum based on a participant's needs and ministry context (rather than a plethora of topic specific courses). A foundational curricular core in Bible, theology, and educational ministries provide a structure for integrative educational thinking. EM Core courses in the focal areas enhance the educational foundation. All course selections are made in consultation with an Educational Ministries Department faculty adviser in areas of student interest leading to the program Capstone. The Capstone must demonstrate in-depth analysis and critique of educational practices for the local church, or other educational setting identified by the participant (parachurch, camps, Christian school, etc.)

MA in EM Objectives and Student Learning Outcomes

The MA in EM will enable participants to:

- Critique educational practices and experiences with renewed theoretical and educational understanding
- Ground their educational thinking in a strong biblical and theoretical base
- Integrate educational theory with Christian character and formation
- Link their educational framework within a contextualized ministry practice
- Identify and articulate a leadership philosophy and implementation strategy within an organizational system

MA in EM Residency and Course Delivery

MA in EM courses are available in several modes: on the Deerfield campus in semester long, short-term weekly modular, weekend, and summer formats; online where the entire program may be completed; at approved extension sites; some independent study work; and conference or on-site wrap-a-rounds. Program participants may "mix and match" blending instructional modalities in any fashion accessible to them in consultation with their faculty adviser. Not all courses are available in all modes or during all semesters.

While Deerfield-based course work provides the largest course selection, the MA in Educational Ministries is available entirely online with courses rotating through a two to three-year cycle. All Bible and theology, and educational ministries Core courses are available online, as are an adequate number of EM Concentration courses in order to complete the MA in EM degree. Online participants are encouraged to join the Deerfield campus community for one or two short-term modular or weekend classes as their schedule allows and courses are of interest.

Further, as an Educational Ministries Department we are committed to thoughtful and collaborative delivery of online education. Our intention as an EM Department is to state and practice the following Online Teaching Values:

- We purpose to equip servants for gospel work unable to locate to the home campus

- We facilitate learning among geographically dispersed and diverse program participants
- We intend to maximize a learner's contextual field experience
- We collaborate learner to learner, faculty to learner, and learner to ministry colleagues
- We endeavor to create a community of learners mutually contributing to the learning of others; each person has a responsibility to the learning community
- We use technology as a tool to enhance and enable and minimize inhibition

MA in EM Community of Learning

MA in EM participants are expected to take part fully in sharing their experience, critical thinking, and course preparation so as to contribute both in and outside the class environment to the community of learning in the MA in EM program. This is evidenced through regular and substantive interaction between faculty and participants and among peer participants both in face-to-face and online contexts. Weekly formation group gatherings, regular online coffee commons gatherings, in-course team assignments, and flexible online and in-person faculty office hours all contribute to peer learning, educational skill development, and personal formation within the learning community. This is further enhanced by many advanced master's level classes that are also available to PhD Educational Studies students – enabling collaboration among masters and doctoral level program participants.

This collaborative learning community, together with the contextual ministry practice environment where the program participant resides, provide an exceptional learning experience. Opportunities for enhanced field-based class assignments and the Capstone executed in the embedded participant's real ministry context is an added strength for the online MA in EM program.

MA in EM Admission Requirements and Prerequisites

The purpose of the MA in EM is to equip men and women in congregational or parachurch leadership for collaborative ministry engagement, and for formational learning and teaching of others. Life and ministry circumstances, including God's call to support congregational ministries and strengthen pastoral leadership later in life, result in a breadth of types of MA in EM applicants.

In addition to the general admission requirements for master's programs described in the Admissions section of the catalog, those specific to the MA in EM program are:

The ideal applicant will have completed:

1. an undergraduate major in educational ministries or its educational equivalent that includes a minimum of 30 hours in educational ministries, Bible/theology, and social science studies; **OR**
2. an undergraduate major or its educational equivalent with exposure to educational practice in the church, parachurch, other Christian organization, or in the public education arena
3. **AND** leadership experience in educational ministry practice

Alternatively, some applicants may not meet the above ideal admission requirements, but possess the following and are encouraged to apply to the MA in EM program, or the Educational Ministries Certificate:

1. Intensive or extensive life experience with educational practice in the church, parachurch, other Christian organization, or in the public education arena (generally five-plus years of full-time experience)
2. Non-formal or informal preparation for theological study in educational ministries at the graduate level (theological education in a church or parachurch environment)
3. Demonstrated academic ability through evaluation and interview by the EM Department (personal interview encompassing demonstrable skills, character, knowledge, and critical thinking)

Advanced Standing in the Educational Ministries Department

Advanced Standing of not more than nine semester hours may be granted in the MA in Educational Ministries program and not more than three semester hours in the Certificates on the basis of prior academic work in a formal or non-formal context. Such work shall be assessed by the Educational Ministries Department in light of the stated program objectives with evidence of knowledge, competence, and skills aligned with the degree program. Advanced standing with credit is not granted on the basis of ministerial or life experience. After consultation with the EM program adviser, petitions for advanced standing should be submitted to the department chair subsequent to completion of the first program course and prior to enrollment in the third semester. See the EM Department for details.

MA in EM Concurrent or Second Degree Options

Participants may desire to complete the MA in EM with their primary degree program such as Master of Divinity or Master of Arts (Theological Studies). In such cases, an overlap of program requirements up to 50 percent of the shorter degree is permissible. For example, a student combining the MA in EM with the MDiv or MA (TS) could overlap 18 semester hours (50 percent of the MA in EM). Coursework must be planned carefully to

ensure the specific program requirements for each program are met. Consult the “Degree Combinations” section of the Catalog and the Educational Ministries Department faculty for details.

MA in EM Program Duration and Statute of Limitation

The MA in EM program assumes two academic years of full-time program work. Semester one involves completion of preparatory seminary work in Bible, theology, or education deemed needed in the admission process; semesters two, three, and four focus on the course content (10 full-time hours each semester); and semesters four and five on the Capstone experience. Full-time students are generally able to complete the program in four semesters (two years).

All requirements for the MA in EM must be completed within seven years of matriculation into the program. Petition to extend the statute of limitation may be made by the participant to the Academic Exceptions Committee.

MA in EM Graduation Requirements

In addition to the general graduation requirements for all master’s programs listed in the Catalog, the following are required for the MA in EM:

- Completion of all coursework with a minimum cumulative grade point average for program course work of 2.5, with no coursework graded below a “C-” applicable to the degree.
- Completion of EM 7465 MA in EM Capstone for 0-4 semester hours. While the expectations for the Capstone engage a minimum of two semester hours work, some participants prefer to complete additional course work for those four hours while others prefer to complete the Capstone for additional academic credit.

MA/EM Curriculum

Code	Title	Hours
Bible and Theology Core: (generally the following courses) ¹		12-13
ID 5000	Biblical Theology and Interpretation	3
OT 5000	Intro to the Old Testament	4
NT 5000	Intro to the New Testament	3
(Note: Additional hours in Bible may be counted toward the EM Concentration)		
ST 5201 & ST 5202	Theology I: The God of the Gospel and Theology II: The Gospel of God	6
Educational Ministries Core: ²		6
EM 5200	Educational Ministries	2
EM 5210	Christian Leadership and Administration	2
EM 5125	Teaching and Learning	2
EM Concentration		14-18
Participants consult with EM faculty adviser to focus concentration courses around an educational area of personal interest.		
EM Capstone		
EM 7465	MA in EM Capstone	0-4
MA in EM program participants will participate throughout their program in field-based and collaborative learning community activities that culminate in the MA in EM Capstone. Details are available from the EM Department. Participants consult with department faculty who will determine on the basis of ministries goals and prior experience the nature of the Capstone experience.		
Total Hours		36

¹ Select in consultation with adviser on the basis of prior coursework from the suggested courses.

² Components of each of the following courses will contribute to the MA in EM Capstone for degree seeking participants.

Recommended MA in EM Coursework

All MA in EM participants complete coursework in congregational life, collaborative ministry engagement, and formational learning. The following are selected Educational Ministries Department courses that contribute to those focal areas and offered on a regular basis (though not every course is offered every semester or every year or in every delivery mode). Special topical course offerings not appearing in the Catalog are available nearly every semester. Consult with your EM adviser which would be appropriate to your area of interest.

Code	Title	Hours
Congregational Life Focus		
EM 5541	Youth and Emerging Adults in Congregations	3
EM 5560	Adults in Congregations	2-3

EM 5576	Marriage & Family Enrichment	2-3
EM 6100	Intergenerational Ministry in the Church	3
EM 6270	Building Community in the Church	2-3
ES 7524	Children in Congregations	1-2
ES 7535	Nurturing Families in the Church	1-2
ES 7550	Local Church as System	1-2
ES 8211	Teaching Others to Teach	1-2
ES 8235	Ministry with Aging Adults	1-2

Code	Title	Hours
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Collaborative Ministry Engagement Focus

EM 6100	Intergenerational Ministry in the Church	3
EM 6270	Building Community in the Church	2-3
EM 6275	Developing Healthy Spiritual Leaders	2-3
ES 7550	Local Church as System	1-2
ES 7815	Change, Power, and Conflict	2-3
ES 7830	Developing Collaborative Teams	1-2
ES 8258	Online Teaching and Learning	1-2
ES 8425	Theological Education: Topics	1-2
ES 8605	Great Religious Educators	2-3

Code	Title	Hours
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Recommended Formational Learning Focus

EM 5510	Christian Formation & Journey	2
EM 6260	Small Group Ministry in the Church	2-3
EM 6265	Building Ministry Teams	2-3
ES 7550	Local Church as System	1-2
ES 7560	Program Planning Dynamics in the Local Church	1-2
ES 8240	Intergenerational Education	1-2
ES 8255	Models of Non-Traditional Education	3
ES 8710	Social Intelligence and Leadership	1-2
ES 8715	Appreciative Inquiry	1-2

Other Interdepartmental Courses

MA in EM participants are encouraged to consider the following courses in other departments that may be applicable to the EM Concentration depending on a participant's interest area. This is a partial list. MA in EM participants should consult with their adviser to determine which are appropriate.

Code	Title	Hours
CH 5051	History of Christianity I	3
CH 5052	History of Christianity II	3
CO 5210	Counseling Skills Training	3
CO 6510	Human Growth and Development	3
CO 6530	Child & Adolescent Counseling	2-3
CO 6575	Parent Education	2-3
HM 6200	Theology and Methodology of Biblical Preaching	2
ID 6500	Understanding the Social and Cultural Contexts of Ministry	2
ME 5001	Foundations of Evangelism	2
ME 5175	Evangelistic Bible Study: Mark, Evangelical Bible Study: Mark	3
ME 6610	Anthropology for Ministry	3
ME 6660	Christian Community Development	2
ME 6963	Principles of Discipleship	3
ME 7215	Teaching the Bible in Intercultural Settings	3
ME 7710	Contextualization	3-4

ME 8215	Teaching Across Cultures	3
ME 8815	Ethnicity: Modes of Inquiry and Analysis	3
NT 5100	English Bible:	2-3
OT 5100	English Bible:	2-3
OT 5050	Geography of Bible Lands	3
PR 5600	Christian Faith and Contemporary Challenges	2
PT 5100	Spiritual Formation for Ministry	2
PT 6300	Intro to Chaplain Ministries	2

Concentration in Intercultural Studies (MA/ICS)

MA/ICS Concentration Purpose

The Master of Arts concentration in Intercultural Studies (MA/ICS) provides specialized study in the discipline of intercultural studies and Christian mission. The MA/ICS seeks to develop students in knowledge and practice of cross-cultural ministry, as well as work integrating theological, historical, and social scientific disciplines. The program is suitable for persons seeking academic preparation for service as missionaries, cross-cultural workers, teachers, strategists, or researchers. The program may also serve as an intermediate step toward doctoral study in a related area. In addition, there are many forms of pastoral, church-planting, parachurch, and urban ministry in the U.S., Canada, and other western contexts in which a deep understanding of contextualization and cross-cultural ministry is necessary. For this reason, several courses are offered with a focus in missional ministry.

MA/ICS Concentration Objectives and Student Learning Outcomes

1. Students will gain a foundational understanding of the biblical basis of mission and learn to biblically assess various aspects of intercultural ministry.
2. Students will have deeper insight into the nature of human cultures and the implications of cultural differences for intercultural ministry.
3. Students will be able to articulate historical background of various mission related issues and their implications for mission practice today.
4. Students will develop skills related to the practice, analysis and strategies of intercultural ministry.
5. Students will grow in their appreciation for human diversity and in their passion to participate in God's mission in the world today.

Flexible Program

The MA/ICS is flexible, allowing students who live and serve in various parts of the world to complete it. Required courses are scheduled regularly online. Live courses are offered at the Deerfield campus on weekends, and in one- or two-week modular formats, both throughout the academic year and during summers. Courses are offered also at Trinity extension sites. The department requires that students complete at least two face-to-face ME courses at the Deerfield campus in order to meet and interact personally with regular ME faculty and students.

MA/ICS Prerequisites

1. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
2. an undergraduate major in intercultural studies or its equivalent that includes a minimum of 8 hours in intercultural studies/missions and social sciences, or extensive intercultural experience

Dual Degree MA/ICS Concentration for Trinity College Undergraduate Students

Trinity College (TC) students may apply to the dual degree MA/ICS program upon completion of 70 hours of undergraduate work. The following are also required:

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

Further details regarding BA studies may be ascertained by consulting the Trinity College catalog.

Code	Title	Hours
Bible and Theology Core		
ID 5000	Biblical Theology and Interpretation	3
ST 5201 & ST 5202	Theology I: The God of the Gospel and Theology II: The Gospel of God	6
Concentration Core		
ME 6760	Theology of Mission & Evangelism	3
ME 6610 or ME 8210	Anthropology for Ministry Intercultural Communications	3
ME 6410 or CH 7450	History of Missions in the Modern World Christianity in the Non-Western World Since 1500	3
Electives in Intercultural Studies		6

Elective Courses		9
Elective course work is dependent upon academic and professional goals, and is determined in consultation with the faculty advisor.		
Field Education and Formation Group		
Select one option from the following:		0
Option 1:		
PT 5090	Field Education (2 semesters)	
Option 2:		
PT 5090	Field Education (1 semester)	
ID 5080	Formation Group (2 semesters)	
MA/ICS Capstone		
ME 7477	MA Major Comprehensive Exam	1
Participants work with the Department in completing one of the following:		
ID 7480	MA Capstone Integrative Paper	
ME 7465	Intercultural Ministries Internship	
ME 7485	MA Thesis ²	
Total Hours		36

¹ Required for students with limited cross-cultural experience as determined by the ME Department.

² The thesis option requires a research methods course as an elective.

Concentration in New Testament (MA/NT)

MA/NT Concentration Purpose

The Master of Arts concentration in New Testament (MA/NT) provides specialized study in the New Testament. The MA/NT is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward doctoral study in a related area.

MA/NT Concentration Objectives and Student Learning Outcomes

1. Student will acquire a reasonable level of competency in reading, translating, and exegeting the Greek text of the New Testament (as well as the Greek and Hebrew Old Testament where called for).
2. Student will be able to conduct research in the field of New Testament (and cognate) Studies and present research results in both oral and written form.
3. Student will demonstrate in-depth knowledge and understanding of major scholars, publications, methodologies, and dominant ideas of contemporary biblical scholarship.
4. Student will be able to grasp, articulate, and appropriate Scripture's gospel message understood within the framework of God's eternal Triune being and His redemptive-historical work.
5. Student will be able to appropriate such gospel message in his or her own ministry and personal life.

MA/NT Prerequisites

1. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
2. an undergraduate major in Bible or its equivalent that includes a minimum of 30 hours in Bible/Greek/theology (12 or more in Bible; beginning languages are not considered Bible courses)
3. proficiency in biblical Greek at a level equivalent to completion of TEDS NT 4031 (two years of undergraduate Greek; testing for placement)

Code	Title	Hours
Bible and Theology Core		
ID 5000	Biblical Theology and Interpretation	3
ST 5201 & ST 5202	Theology I: The God of the Gospel and Theology II: The Gospel of God	6
Concentration Core		24
NT 5251	Greek Exegesis I	2
NT 5252	Greek Exegesis II	2
NT 8720	Advanced Greek Exegesis	2
NT 8911 or ID 7900	New Testament Research Theological Research Methods	2
Elective Studies in New Testament ¹		16-18
The following courses in other departments may be completed in the Concentration Core ²		
ST 7395	Hermeneutics	
Field Education		
Select one option from the following:		0
Option 1:		
PT 5090	Field Education (2 semesters)	
Option 2:		
PT 5090	Field Education (1 semester)	
ID 5080	Formation Group (2 semesters)	
MA/NT Capstone		1-3
NT 7477	MA Major Comprehensive Exam	1
Option 1:		
NT 7485	MA Thesis	
Option 2:		
NT 7980 & 7980	MA Major Research Paper and MA Major Research Paper	
Total Hours		36

- ¹ One course may be an OT course
- ² OT 5000, NT 5000, and English Bible courses (OT 5100, NT 5100) are not applicable in the MA program.

Concentration in Old Testament and Semitic Languages (MA/OT)

MA/OT Concentration Purpose

The Master of Arts concentration in Old Testament and Semitic Languages (MA/OT) provides specialized study in the Old Testament and Semitic Languages. The MA/OT is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward doctoral study in a related area.

MA/OT Concentration Objectives and Student Learning Outcomes

Students graduating with a Master of Arts degree in *Old Testament* will be able to:

- articulate an understanding of biblical and theological constructs that form the foundation of evangelical Christian faith
- ground theological interpretations in the biblical text, historical developments, and contemporary context
- demonstrate an ability to contribute to biblical, historical, educational, and/or theological studies in an increasingly global and culturally diverse world
- demonstrate academic proficiency in the student's chosen area of concentration
- demonstrate a breadth of perspective and focused depth for further academic work in the student's chosen area of concentration

MA/OT Prerequisites

1. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
2. an undergraduate major in Bible or its equivalent that includes a minimum of 30 hours in Bible/Hebrew/theology (12 or more in Bible; beginning languages are not considered Bible courses)
3. proficiency in biblical Hebrew at a level equivalent to completion of TEDS OT 5241

Code	Title	Hours
Bible and Theology Core		9
ID 5000	Biblical Theology and Interpretation	3
ST 5201 & ST 5202	Theology I: The God of the Gospel and Theology II: The Gospel of God	6
Concentration Core		24
OT 5242	Hebrew Exegesis	
OT 8911	Old Testament Studies I: Pentateuch & Former Prophets	
OT 8912	Old Testament Studies II: Latter Prophets & Writings	
Select 5-6 hours of Hebrew Language from the following:		5-6
OT 7510	Hebrew Reading Skills	
OT 8210	Exegesis of Genesis	
OT 8230	Exegesis of Psalms	
OT 8250	Exegesis of Isaiah	
OT 8000	Seminar: Current Issues (when topic is Hebrew Studies; approval by dept chair)	
OT 8720	Advanced Hebrew Exegesis:	
OT 8729	Advanced Hebrew Studies:	
Select 3 hours of Cognate Languages from:		3
OT 7610	Biblical Aramaic	
OT 7614	Extrabiblical Aramaic	
OT 7620 or OT 7621	Akkadian I Akkadian II	
OT 7630	Ugaritic	
OT 7640	Syriac	
OT 7655	West Semitic Inscriptions	
OT 7660	Middle Egyptian	
OT 8000	Seminar: Current Issues (when topic is Cognate Lang; approval by dept chair)	
Select 9 hours of Old Testament Elective Studies from: ^{1,2}		9
OT 5050	Geography of Bible Lands	
OT 5060	Devel of the Old Testament Canon	

OT 6251	Interpreting the Pentateuch and Former Prophets	
OT 6252	Interpreting the Latter Prophets	
OT 7090	Old Testament Theology	
OT 7420	Ancient Near Eastern Religions	
OT 7425	Egypt and the Bible	
OT 7430	Origins of Israel	
OT 7432	Warfare in OT and Ancient NE	
OT 7435	History of Israel	
OT 7440	History of the Ancient Near East	
OT 7460	Qumran Scrolls	
OT 8000	Seminar: Current Issues (approval by dept chair)	
OT 8723	Old Testament Textual Criticism	
ST 7395	Hermeneutics	
Field Education		0
Select one option from the following:		0
Option 1:		
PT 5090	Field Education (2 semesters)	
Option 2:		
PT 5090	Field Education (1 semester)	
ID 5080	Formation Group (2 semesters)	
MA/OT Capstone		1-3
OT 7477	MA Major Comprehensive Exam	1
OT 7485	MA Thesis	0-2
Total Hours		36

¹ Up to 2 hours of the Capstone may be applied in the Concentration Core

² OT 5000, NT 5000, and English Bible courses (OT 5100, NT 5100) are not applicable to the MA program

Concentration in Systematic Theology (MA/ST)

MA/ST Concentration Purpose

The Master of Arts concentration in Systematic Theology provides specialized study in Christian doctrine: its biblical grounding, historical development, logical coherence, and contemporary context. The MA/ST trains students to engage theological ideas in the world today through a strong biblical, evangelical foundation, mastery of our diverse theological heritage, and familiarity with contemporary (including global) developments in theology. The concentration seeks to equip students to become responsible interpreters of Scripture and faithful stewards of Christian thought. The MA/ST is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or as a preparatory step (among others) toward doctoral study in a related area.

MA/ST Concentration Objectives and Student Learning Objectives

1. Students will learn to think from a biblical, evangelical foundation and responsibly interpret Scripture (e.g., by taking the "Use of Scripture in Theology" course).
2. Students will obtain competence in the historic traditions of Christian theology (e.g., by taking courses in historical theology).
3. Students will gain familiarity with contemporary, global developments in Christian theology (e.g., by taking Contemporary Theology).
4. Students will develop skills in speaking, writing, and teaching towards professional/vocational goals (e.g., through papers, seminar presentations, and perhaps a thesis).

MA/ST Prerequisites

An undergraduate major in Bible and/or theology, or a minimum of 12 hours of undergraduate work in biblical and/or theological studies. Students entering with deficiencies are advised to satisfy up to 9 hours of those deficiencies by taking any or all of ST 5201, 5202, and ID 5000.

Code	Title	Hours
Biblical and Theology Core		9
ID 5000	Biblical Theology and Interpretation	3
ST 5201 & ST 5202	Theology I: The God of the Gospel and Theology II: The Gospel of God	6
Students who have taken the equivalent of these courses with a grade of B or above are encouraged to take at least two advanced doctrinal courses such as the following:		
ST 7070	Models of Sanctification	
ST 8040	Justification	
ST 8050	Pneumatology	
ST 8xxx	Christology	
ST 8xxx	Providence	
ST 8xxx	God in Biblical and Systematic Theology	
Concentration Core ^{1,2}		
ME 8300	Global Theologies	3
ST 7505	Use of Scripture and Theology	3
Select one course in Biblical Theology such as:		3
OT 7090	Old Testament Theology	
NT 8640	New Testament Theology	
Select two courses, in Historical Theology and/or Contemporary Theology such as:		5-6
CH 8320	Luther	
CH 8330	Calvin	
CH 8361	Jonathan Edwards	
ST 8100	Essentials of Reformed Theology	
ST 8101	Karl Barth as Theological Interpreter of Scripture	
ST 8102	Analytic Theology	
ST 8103	Bonaventure	
ST 8104	Anselm and the Victorines	
ST 8105	Arminius and Arminianism	
ST 8310	Theology of Augustine	
ST 8360	Karl Barth	
ST 8390	Recent & Contemporary Theologians	

ST electives (6-12 hours)		
Elective Courses		
Select 10-11 hours of elective courses ³		10-11
Field Education		
Select one of the following:		0
PT 5090	Field Education (1 semester)	
ID 5080	Formation Group (2 semesters)	
MA/ST Capstone		1-3
ST 7477	MA Major Comprehensive Exam	1
Select one of the following:		
ST 7980	MA Major Research Paper (Two)	0-2
ST 7485	MA Thesis ⁴	0-2
Total Hours		36

- ¹ Up to 2 hours of the Capstone Project may be applied to the Core
- ² MA/ST students should work with faculty advisor to ensure coursework provides adequate background for the capstone comprehensive exam and writing projects.
- ³ After satisfying the above mentioned requirements, students who have not taken a total of 36 hours may take further elective course work in a secondary area related to the Concentration (e.g., Apologetics; Ethics; Philosophy of Religion; Bioethics).
- ⁴ The thesis option requires a research methods course as an elective (generally ID 7900)

Specialized Concentration

By special application; may include concentrations within a department or draw from across the curriculum

Concentration Purpose and Learning Outcomes

The Master of Arts specialized concentration provides specialized study in a discipline supported by the regular curriculum offerings, but not articulated as a regular area of focused study. The concentration is to be academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward doctoral study in a related area.

At the time of application, the applicant must work with the Admissions Office and vetted through the Dean's Office the development of a specialized concentration with an articulated purpose, defined learning outcomes, regularly offered curriculum, and standard assessment mechanisms in place.

Learning outcomes must be identified in areas of knowledge, practice, and character. Applicants should note that not all courses are offered every semester, and the development of the specialized concentration curriculum must be attentive to the current and regular offerings of TEDS. Upon acceptance, the letter of admission serves as a contract of curriculum to be completed, under the auspices of the Catalog; and a faculty advisor relevant to the concentration is assigned to guide the participant through the program process.

Prerequisites

1. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
2. an undergraduate major appropriate to the area of specialization or a minimum of 30 hours appropriate to the specialization

Code	Title	Hours
Bible and Theology Core		
ID 5000	Biblical Theology and Interpretation	3
ST 5201 & ST 5202	Theology I: The God of the Gospel and Theology II: The Gospel of God	6
Concentration Core		
Select 12-18 hours of concentration core curriculum ^{1,2}		12-18
Elective Courses		
Select 8-14 hours of Elective courses		8-14
Field Education		
Select one option from the following:		0
Option 1:		
PT 5090	Field Education (2 semesters)	
Option 2:		
PT 5090	Field Education (1 semester)	
ID 5080	Formation Group (2 semesters)	
MA Capstone		
XX 7477	Specialized Concentration Major Comprehensive Exam (depending on the area of concentration)	1
Select one of the following:		0-2
– 7980 MA Capstone Research Paper (twice)		
– 7485 MA Thesis		
Total hours		36

¹ Concentration core curriculum must focus around a specifically identified curricular area, though such may draw from across the regular curriculum.

² Up to 2 hours of the Capstone may be applied in the Concentration Core

³ The thesis option requires a research methods course as an elective (generally ID 7900).

Master of Arts in Chaplaincy and Ministry Care (MA in CMC)

MA in CMC Purpose

The Master of Arts in Chaplaincy and Ministry Care (MA in CMC) is designed to develop pastoral and spiritual life counseling skills. This degree has three prime applications. First, as a stand-alone degree, it offers excellent preparation for those who will serve in local churches in a direct helping ministry. Second, the MA in CMC combines easily with additional theological coursework for those who desire to serve in the role of chaplain (i.e. spiritual care provider) in ministry, healthcare, first-responder, church or business organization. Third, this is an ideal supplement to a standard MDiv when chaplaincy in the US military is the objective. (The MA in CMC replaces our former Master of Arts in Counseling Ministry.)

The emphasis in the MA in CMC is on direct, interpersonal communication and face-to-face engagement with those seeking spiritual care. The variety of counseling training options available at Trinity requires careful assessment prior to beginning a program of study. In addition to the MA in CMC, students will also want to consider the Master of Arts in Mental Health Counseling (MA in MHC). The admissions staff can provide detailed information on these programs to help students select the one most appropriate for their career path. The MA in CMC degree recipient is *not* eligible for a license as a mental health counselor. Credentials as a professional chaplain are obtainable with this degree as a foundation (i.e. Association of Professional Chaplains). Board certification with the Association of Professional Chaplains requires 72 hours from a graduate theological institution and is feasible by combining the MA in CMC degree with further theological coursework (i.e. MA/Theological Studies or MDiv). For board certification the graduate will need to secure three additional units of Clinical Pastoral Education (CPE) and obtain formal endorsement from your church community or denomination.

For military chaplaincy service, the MDiv degree is the best option. The MA in CMC is an additional degree that offers explicit work in individual/couple's counseling, spiritual formation along with one unit of CPE.

Program Outcomes:

Students graduating with a Master of Arts degree in *Chaplaincy and Ministry Care* will be able to:

- deepen their appreciation of biblical/theological concepts relative to the practice of interpersonal and public ministry
- recognize the value of serving people of faith and spiritual seekers in settings beyond the local church
- broaden their insight into the nature and diversity of human beings and the many ways in which they develop, struggle, and grow
- increase their knowledge of counseling and ministry care and the implications of serving within or outside of a Christian ministry setting
- develop skills in interpersonal relationships and self-awareness to serve others effectively
- nurture their desire and commitment to pursue spiritual maturity and their calling as people helpers in a manner that honors God and promotes His kingdom work

MA in CMC Admission Requirements and Prerequisites

The admission requirements for the MA in CMC are those described in the Admissions section of the catalog and those specified below:

- An undergraduate major that prepares the participant for the MA in CMC program.
- An undergraduate grade point average of 3.0 on a 4.0 scale.
- Scores from the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) are required.

MA in CMC Concurrent Degree Options

A student may desire to complete a second TEDS degree program with his or her MA in CMC degree, such as a Master of Arts (Theological Studies), Master of Arts (Intercultural Studies), or Master of Divinity. In such cases, an overlap of program requirements up to 50 percent of the shorter degree is permissible. For example, a student combining the MA in CMC and MA/TS degrees could overlap up to 21 semester hours (50 percent of the 42 semester hours required for the MA/TS). Such course work would need to be carefully planned to ensure that the specific program requirements of each program are met. Consult the Degree Combinations section of the Catalog and the Counseling Department program planning guides for details.

MA in CMC Candidacy Requirements

Admission to the Master of Arts programs must be followed by achievement of candidacy for the degree. Program candidacy occurs when:

- A minimum of 12 hours in the program is completed with a minimum GPA of 2.5 for the program course work after admission into the program.
- All entrance deficiencies and conditions are removed.
- After a review of student files for continued progress toward meeting graduation requirements, formal action is taken by the faculty to grant candidacy for the degree.
- MA in CMC candidates are required to participate in two spiritual formation group experiences while in residence.

MA in CMC Statute of Limitation

All requirements in the Master of Arts programs must be completed within five years of matriculation into the program. Petition to extend the statute of limitation may be made by a student to the Academic Exceptions Committee.

MA in CMC Graduation Requirements

In addition to the General Graduation Requirements for all master's programs, the following are required for the MA in CMC:

1. Completion of all course work in the program, including ID 5080 Formation Group, with a minimum cumulative grade point average for program course work of 2.5, with no course work graded below a "C-" applicable to the degree.
2. Successfully write the major comprehensive exam.
3. Completion of the Biblical and Theological Studies course sequences below, which meet the general comprehensive requirements in Old Testament, New Testament, and Systematic Theology.
4. A minimum of 48 hours of course work, at least 23 hours in counseling.
5. Complete a community-based, Clinical Pastoral Education (CPE) experience approved by the department (recommended) or complete a Master of Arts capstone project for the MA in CMC (departmental permission required). The project option requires the launch or pilot of an applied counseling ministry initiative. This is followed by an evaluation reported in an in-depth academic paper or presentation (CO 7501).

Code	Title	Hours
Biblical and Theological Studies		12
ID 5000	Biblical Theology and Interpretation	3
ST 5201	Theology I: The God of the Gospel	3
ST 5202	Theology II: The Gospel of God	3
CO 6710	Counseling and Theological Worldview: Faith and Practice	3
Non-Counseling Electives		6-7
Suggested:		
ST 7200	Theological Ethics	3
PR 5600	Christian Faith and Contemporary Challenges	2
PT 5100	Spiritual Formation for Ministry	2
EM 5510	Christian Formation & Journey	2
Bioethics courses (BE)		
Contemporary Culture courses (CC)		
Pastoral Duties and Care		7
HM 6200	Theology and Methodology of Biblical Preaching	2
PT 6300	Intro to Chaplain Ministries	2
PT 7250	Christian Worship and Pastoral Practices	3
Counseling Required Courses		16
CM 5000	Intro to Counseling Ministries	2
CO 6000	Current Studies in Counseling (Couple's Counseling)	1-3
CO 5210	Counseling Skills Training	3
CO 6130	Group Counseling	3
CO 6650	Multicultural Issues in Counseling	3
CO 6000	Current Studies in Counseling (Crisis Counseling)	1-3
Counseling Electives		4-5
Suggested:		
CM 6000	Issues in Counseling Ministries	1-3
CO 6120	Addiction Counseling	3
CO 6530	Child & Adolescent Counseling	2-3
-or- Other applied Counseling courses		
ID 5080	Formation Group (two semesters)	0
Counseling Capstone		2
CM 7940	Clinical Pastoral Education (recommended)	2
CM 7478	MA Capstone Project (permission required to replace CPE)	
Total Program		48

Trinity provides the opportunity for students to earn multiple masters degrees without substantially lengthening their stay. Multiple Masters options include:

- MA in Chaplaincy and Ministry Care / MA in Bioethics (p. 476)

Master of Arts in Mental Health Counseling (MA in MHC)

MA in MHC Purpose

The Master of Arts in Mental Health Counseling (MA in MHC) is designed to enable the student to understand the nature and needs of human beings, to appreciate the differences between people, to become familiar with the methods and conclusions of psychology, to develop skills in counseling, and to integrate faith into counseling theory and practice. The program is a professional licensure track program with the intent to train students to become licensed mental health professionals.

Program Outcomes:

Students graduating with a Master of Arts degree in *Mental Health Counseling* will be able to:

- formulate Gospel convictions, a working Christian theology, and a contextualized faith within the counseling profession and academy
- articulate how counseling process, prevention, and clinical service delivery are an outgrowth of one's Christian ministry and vocation
- manifest empathy and respect for how social and cultural influences as well as individual differences impact development, functioning, and flourishing in diverse human persons created in the image of God
- synthesize a routine and professional development plan to pursue an identity as a helping professional that blends self-awareness with an understanding of role expectations (*Professional Counseling Orientation*)
- commit to provide all counseling services within the ethical guidelines of a professional organization (e.g., American Association of Christian Counselors, American Counseling Association, Christian Association of Psychological Studies) (*Ethical Practice*)
- display to faculty and supervisors the knowledge of theories and models of counseling, counselor characteristics, and interpersonal skills to function as a helping professional (i.e., establishing a therapeutic alliance, crisis intervention, conceptualizing cases, and applying relevant, evidence-based treatment approaches) (*Counseling and Helping Relationships*)
- exhibit mastery of curricular domains within the comprehensive counseling curriculum (Human Growth and Development, Career Counseling, Group Counseling, and Assessment and Evaluation) (*Clinical Mental Health Foundations*)
- read, interpret, evaluate, and critically apply scholarly research and evaluation models in the practice of mental health counseling (*Research/Program Evaluation*)
- address in self, others, and human systems the brokenness of human relations by identifying patterns of oppression, discrimination, and bias, whether deliberate or unintentional (*Social and Cultural Diversity*)
- apply the knowledge and skills required for a specialty in mental health counseling (i.e., etiology, assessment, case conceptualization, diagnostic classification procedures, application of evidence based treatments) (*Clinical Mental Health Counseling Practice and Contextual Dimensions*)
- generate evidence of professional behavior, oral and written communication, treatment planning, clinical documentation, and reporting (*Clinical Mental Health Counseling Practice and Contextual Dimensions*)

MA in MHC Admission Requirements and Prerequisites

The admission requirements for the MA in MHC are those described in the Admissions section of the catalog and those specific to the MA in MHC program described below:

- An undergraduate major which includes 9 hours of undergraduate psychology courses, including introduction to psychology, statistics, and either abnormal psychology or a developmental psychology course.
- An undergraduate grade point average of 3.0 on a 4.0 scale.
- Scores from the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) are required.
- An interview with the TEDS Counseling Department faculty may be required.

Dual Degree Program for Trinity College Undergraduate Students

Trinity College students may apply to the dual degree track that combines a BA in Psychology (Counseling Psychology Emphasis) with a TEDS MA in Mental Health Counseling upon completion of 70 hours of undergraduate work. The following are also required for admission:

- A minimum cumulative undergraduate GPA of 3.0
- A recommendation from the undergraduate academic advisor or the Psychology Department Chairperson
- A completed TEDS application
- A personal interview with the TEDS Counseling Department Chair or an MA/MHC faculty member

When admission criteria are met, the TEDS Counseling Department notifies the TEDS Admissions Office of admission to the program.

Further details regarding the BA in Psychology program requirements may be ascertained by consulting the Trinity College catalog.

MA in MHC Concurrent Degree Options

Students may desire to complete a second TEDS degree program with their MA in MHC degree, such as a Master of Arts (Theological Studies), Master of Arts (Intercultural Studies), or Master of Divinity. In such cases, an overlap of program requirements up to 50 percent of the shorter degree is permissible. For example, a student combining the MHC and MA (TS) degree could overlap up to 21 semester hours (50 percent of the 42 semester hours required for the MHC) with the MA (TS). Such coursework would need to be carefully planned to ensure that the specific program requirements of each program are met. Consult the “Degree Combinations” section of the Catalog and the Counseling Department Chair for details.

MA in MHC Statute of Limitation

All requirements in the Master of Arts programs must be completed within five years of matriculation into the program. Petition to extend the statute of limitation may be made by a student to the Academic Exceptions Committee.

MA in MHC Candidacy Requirements

Admission to the Master of Arts programs must be followed by achievement of candidacy for the degree. Program candidacy occurs when:

A minimum of 12 hours in the program is completed with a minimum GPA of 2.5 for program course work after admission to the program.

All entrance deficiencies and conditions are removed.

After a review of student files for continued progress toward meeting graduation requirements, formal action is taken by the faculty to grant candidacy for the degree.

MA in MHC Graduation Requirements

In addition to the General Graduation Requirements for all master’s programs, the following are required for the MA in MHC:

1. Completion of all coursework in the program, including ID 5080, with a minimum cumulative grade point average for program course work of 2.5, with no coursework graded below a “C-” applicable to the degree.
2. Successfully write the major comprehensive exam.
3. Completion of the Biblical and Theological Studies course sequences below meet the general comprehensive requirements in Old Testament, New Testament, and Systematic Theology.
4. A minimum of 60 hours of coursework, at least 48 hours in mental health counseling.
5. Complete a Master of Arts capstone project for the MA in MHC, which is completion of an internship or an acceptable thesis on an approved topic, exhibiting the ability to do competent research, to think critically, and to communicate effectively in the area of emphasis. The thesis may be for 0-3 hours credit, applicable to the student’s program.
6. Students should consult with the department faculty to ensure that requisite course work is met for state licensure.

Program Prerequisites If Needed

9 hours of course work including Introduction to Psychology, Statistics, Abnormal or Developmental Psychology

Program Curricula

Code	Title	Hours
Biblical and Theological Foundations		12
ID 5000	Biblical Theology and Interpretation	3
ST 5201	Theology I: The God of the Gospel	3
ST 5202	Theology II: The Gospel of God	3
CO 6710	Counseling and Theological Worldview: Faith and Practice	3
Mental Health Counseling Core		33
CO 5210	Counseling Skills Training	3
CO 5400	Foundations of Mental Health Counseling	3
CO 5310	Counseling Strategies: Theory, Treatment, and Technique	3
CO 6110	Career Counseling	3
CO 6130	Group Counseling	3
CO 6510	Human Growth and Development	3
CO 6650	Multicultural Issues in Counseling	3
CO 6720	Ethics & Issues in Counseling	3
CO 7210	Assessment and Evaluation	3
CO 7450	Psychopathology	3

CO 7900	Research Methods	3
Mental Health Counseling Electives		11-13
Select 11-13 hours of mental health counseling electives		11-13
Formation Group		0
ID 5080	Formation Group (two semesters, need not be consecutive)	0
Capstone in MHC		6-8
CO 6950	Counseling Practicum	2-3
Select one option from the following:		4-6
Internship Option:		
CO 7961	Mental Health Counseling Internship I	
CO 7962	Mental Health Counseling Internship II	
International Counseling Internship:		
CO 7969	International Counseling Experience	
Total Hours		64

Master of Arts in Ministry (MA in Min)

MA in Min Program Purpose

The Master of Arts in Ministry (MA in Min) is designed to equip persons for leadership in a specific specialization of church-related ministry. As a narrowly focused program, the MA in Min is not recommended for those anticipating ordained pastoral ministry. Areas of ministry specialization are specific to the participant's ministry context in a local church, parachurch, or another church-related ministry. The MA in Min is not designed for those anticipating future doctoral work.

Ministry specializations of present students include spiritual formation in the local church, ministry to young adults, church administration, women's ministry, and worship ministry.

Program Outcomes:

Students graduating with a Master of Arts degree in *Ministry* will be able to:

- understand the biblical and theological constructs that undergird their ministry specialization
- think critically and constructively regarding content and processes in their area of ministry specialization
- competently engage ministry situations in their context and culture
- develop skills in the design, implementation, and assessment in their area of specialization
- grow in personal and spiritual maturity

MA in Min Program Objectives

The MA in Min will enable participants to:

- Understand the biblical and theological constructs that undergird the ministry specialization.
- Think critically and constructively regarding the content and processes in the area of ministry specialization.
- Engage competently ministry situations in their context and culture.
- Develop skills in the design, implementation, and assessment in the area of specialization.
- Grow in personal and spiritual maturity.

MA in Min Program Admission Requirements and Prerequisites

The admission requirements for the MA in Ministry are those described under the Admissions section of the catalog and the following requirements specific to the MA in Ministry program:

- Applicants must possess a baccalaureate degree from a recognized accredited institution, or an educational equivalent. In some cases, admission with deficiencies is possible with fulfillment of those deficiencies at Trinity.
- The applicant's undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indicator of an applicant's abilities for graduate work, those with a lower GPA are encouraged to consult with an admissions counselor.
- Scores from the Miller Analogies Test (MAT) (preferred) or the Graduate Record Exam (GRE) are required for applicants whose undergraduate GPA is less than 2.5 and for others upon request from the Admissions Office.
- A minimum of one semester-length undergraduate or graduate course each in Old Testament, New Testament, and theology (generally totaling at least 9 or 10 semester hours). Applicants may be admitted without this coursework but need to take it early in the program.
- Applicants must include with their application a statement stating their ministry intent and anticipated area of ministry specialization. The statement should be approximately 1,000 words in length and include a description of present and future ministry intent, as well as involvement and recognition by the church in the area of ministry specialization. This statement should be refined by the participant during the first half of the program in anticipation of the mid-program assessment.
- A letter of endorsement on letterhead from the applicant's local church, parachurch, or church-related ministry that demonstrates the applicant's church-connectedness and affirms the following:
 - the applicant's interest and giftedness for church-related ministry;
 - the applicant's evident Christian life and character; and
 - the support and prayers of the ministry organization for the applicant's course of study.

As a church-related ministry degree program, this requirement is not optional.

- A personal interview may also be required.

MA in Min Program Curricula and Ministry Specialization

The area of ministry specialization is individually contextualized to the participant's ministry and reflected in the program coursework. (See program curriculum below for possible areas of specialization.) Whether participants are completing coursework on the Deerfield, urban Chicago, or Florida campuses, or at one of TEDS's extension sites, they are expected to integrate learning experiences in classroom studies, ministry application courses, and the capstone integrative experience around an area of ministry specialization. In consultation with the program advisor, particular courses are selected for the program of study and filed in the Records Office accordingly.

Participants may choose an area of ministry specialization by selecting courses across the curriculum, including cross-listed Graduate School and College courses where relevant to church ministry and including course work available through the ACTS consortium. Specializations may include a selection of courses from within a department, an area of specialized interest that bridges departments, or a combination of relevant course work and experiences linked to the participant's ministry base. Specializations must contribute to the program objectives and equip participants for competent leadership in an area of specialization for church ministry.

Participants are encouraged to design elective assignments in their Biblical, Theological, and Historical Studies area with their ministry specialization. Two courses (6 hours) minimally in the Ministry Practice and Context area must be in the selected area of ministry specialization. The capstone integrative project, which varies from 3 to 6 hours culminates and integrates the program's insights into the participant's area of ministry specialization. Thus, a student minimally must complete 9 hours in the ministry specialization, though depending on courses completed and the particular area of interest, most of the program may focus explicitly on the area of ministry specialization.

MA in Min Mid-program Assessment

At the time participants register for their 15th semester hour, they must meet with their program advisor to complete a projected plan for program completion. At this time, the participants should

1. select their area of specialization and
2. initiate planning for completion of the capstone integrative experience.

The projected plan of program completion must be filed with the Records Office before the participants register for the next semester.

MA in Min Residency Requirement and Program Duration

The residency requirement for the MA in Ministry degree is a minimum of 24 hours must be completed through Trinity coursework, with the final 8 hours taken through Trinity. The 24 hours may be completed with a combination of Deerfield and extension site courses; and through TEDS Online or independent study courses as arranged with the program advisor. A minimum of 16 semester hours must be completed in the program after admission to the program, which generally means transfers are not accepted into the program.

The MA in Ministry degree normally necessitates two years of full-time study and three semesters of coursework, followed by one semester of the capstone integrative experience. This period may be shortened if prerequisites are met and lengthened in the case of part-time study or a longer capstone integrative experience.

MA in Min Statute of Limitation

All MA in Ministry program requirements must be completed within eight years of matriculation into the program. Extension of the statute of limitation for up to two years may be granted by petition when a student has demonstrated consistent program progress toward the degree.

MA in Min Graduation Requirements

1. Complete the General Graduation Requirements for all master's programs.
2. Complete a minimum of 32 semester hours with a cumulative GPA for program course work of at least 2.0, with no course work graded below a "C-" applicable to the degree.
3. Complete ID 7465 MA in Ministry Capstone Experience.

Program Curricula

Code	Title	Hours
Biblical, Theological, and Historical Studies		12-15
Select a minimum of one course (2 hours) each in Old Testament, New Testament, Theology, and History		
The following courses are recommended:		
OT 5000	Intro to the Old Testament	
NT 5000	Intro to the New Testament	
ST 5201	Theology I: The God of the Gospel	
ST 5202	Theology II: The Gospel of God	
CH 5051	History of Christianity I	

CH 5052	History of Christianity II	
Ministry Practice and Context ¹		12-15
Select a minimum of four courses in ministry application, two of which (6 hours total) must be in a particular area of ministry specialization that provides a foundation for the capstone integrative experience.		
PT 5100	Spiritual Formation for Ministry	2
Min Capstone Experience		
ID 7465	MA in Ministry Capstone Experience ²	3-6
Total Hours		32

¹ The Areas of Ministry Specialization listed below are four potential tracks for the MA in Ministry programs. These areas of ministry specialization and the courses listed in each area are suggested and may vary according to the needs of the student and availability of courses. While these four areas of specialization cater to the current strengths of the curriculum at Trinity, it is also possible for a student to identify and pursue other areas of ministry specialization in the MA in Ministry. While 6 hours in a Specialization are required, 6-9 additional hours plus the Capstone Experience enable a student to complete as many as 14 or more semester hours in the Specialization. Coursework is also available through cross-registration into other seminaries in the Association of Chicago Theological Schools (ACTS) consortium. Consult advisor for course recommendations.

² A ministry-based experience that integrates the biblical/theological/historical with the ministry practice and context components of the program and provides the capacity for further specialized service in the church (ID 7465). This intensive experience may be a practicum or a project and (for 3 semester hours) will reflect a minimum of 168 hours (12 hr/wk for 14 wks) of experiential learning and be accompanied by a 7,500-to-10,000-word (25-30 page) critical analysis paper demonstrating integration of program components with the area of ministry specialization.

Leadership

Students with backgrounds or interests in organizational leadership can pursue a leadership focus. Recommended courses include the following:

Code	Title	Hours
CM 6000	Issues in Counseling Ministries	1-3
EM 5100	Educational Ministries and Leadership	3
EM 5210	Christian Leadership and Administration	2-3
EM 6265	Building Ministry Teams	2-3
EM 6270	Building Community in the Church	2-3
ME 5001	Foundations of Evangelism	2
ME 6963	Principles of Discipleship	3
OT 6000	Current Studies in Old Testament	1-3
PT 7225	The Essence of Biblical Leadership	2
PT 7250	Christian Worship and Pastoral Practices	3
PT 7410	Denominational History & Polity	1
PT 8000	Current Issues (topic: Essence of Biblical Leadership)	2-3
ST 7200	Theological Ethics	3

Cultural Engagement

Student committed to cultural engagement, multi-ethnic ministry, and/or engaging a diverse world for the sake of the gospel can pursue a cultural engagement focus. Recommended courses include the following:

Code	Title	Hours
HM 8000	Seminar: Current Issues (topic: Preaching and Culture)	1-3
ID 6500	Understanding the Social and Cultural Contexts of Ministry	2
ME 7710	Contextualization	3-4
ME 8210	Intercultural Communications	3-4
ME 8215	Teaching Across Cultures	3
PT 7842	Understanding the Urban World	2

Spiritual Formation and Pastoral Care

Students interested in pursuing spiritual formation, equipping others in spiritual formation, and providing pastoral care can pursue a spiritual formation and pastoral care focus. Recommended courses include the following:

Code	Title	Hours
CM 5000	Intro to Counseling Ministries	2
CM 6000	Issues in Counseling Ministries (Can take multiple times with different topics)	1-3
EM 5100	Educational Ministries and Leadership	3
EM 5510	Christian Formation & Journey	2
EM 6275	Developing Healthy Spiritual Leaders	2-3
EM 6000	Current Topics in Educational Ministries (suggested topics: Adolescent Spirituality OR Marriage Enrichment)	1-3

Preaching and Teaching

Students desiring to cultivate their preaching and teaching gifts in the context of the local church can pursue a preaching and teaching focus. Recommended courses include the following:

Code	Title	Hours
EM 5125	Teaching and Learning	2-3
HM 6200	Theology and Methodology of Biblical Preaching	2
HM 6610	Preaching Narrative	1
HM 6620	Preaching Poetry and Prophecy	1
HM 7000	Preaching from the Old Testament	1
HM 7210	Expository Preaching of a Biblical Book	2
HM 7400	Seminar: History of Preaching	2
HM 8000	Seminar: Current Issues	1-3
ME 8215	Teaching Across Cultures	3
NT 5253	Exegesis for Preaching	2

Trinity provides the opportunity for students to earn multiple masters degrees without substantially lengthening their stay. Multiple Masters options include:

- MA in Ministry / MA in Bioethics (p. 480)

Master of Arts in Urban Ministry (MA in UM)

Note: TEDS, with the approval of the Association of Theological Schools and the Higher Learning Commission, offers the Master of Arts in Urban Ministry degree program at the South Chicago Regional Center in Dolton. Although some urban-ministry–related courses are available in Deerfield, participants should plan to make the South Chicago Regional Center the center of their program activities.

Program Outcomes:

Students graduating with a Master of Arts degree in *Urban Ministries* will be able to:

- demonstrate knowledge and skills for effective ministry
- demonstrate pastoral, preaching, and teaching skills
- demonstrate practical knowledge in an urban setting
- demonstrate social awareness along with academic and professional skills
- provide a contextualized integration of social awareness and spiritual responsibilities within an urban setting

MA in UM Program Purpose

The MA in UM serves students engaged in urban ministry who desire a graduate degree that provides knowledge and skills for effective ministry in an urban setting. The emphasis is designed for the mature student with significant experience in urban ministry. While the objectives of this emphasis focus on the specific needs of minority students in urban ministry, others with appropriate urban ministry background or vocational goals are encouraged to apply. The MA in UM has the following objectives:

Professional Competence. The program will contribute to effectiveness as a pastor, preacher, and teacher.

Educational Legitimization. The structures of a complex urban society often call on urban pastors to intercede with agencies such as the welfare department, courts, public schools, and social work systems. Adequate professional skill and academic credentials legitimize the urban pastor's ministry in these contexts.

Theological Integration. The integration of social and spiritual responsibilities in urban ministry often lacks a clear framework. The MA in UM program provides a contextualized setting for engaging this integration.

Marketable Skills. Professional competence and academic credentials enhance the opening of ministry opportunities for urban pastors.

MA in UM Design and Requirements

The MA in UM's main campus in the city of Chicago offers classes at times conducive for persons engaged in full-time employment. The entire program may be completed at the South Chicago Regional Center (SCRC); however, many courses are also offered on the Deerfield Campus.

The curriculum design enables completion of the required 48 hours in approximately three years when taking two courses (6-8 hours) per semester, making the emphasis accessible to those engaged in full-time ministry. Upon completion of coursework, a written professional project is also required that reflects the engagement of the student's academic training with ministry experience.

Courses are offered at the South Chicago Regional Center in Dolton. Updated course information may be obtained through the Associate Dean at SCRC and Director of the MA in UM program, at 312.505.8498.

MA in UM Admission Requirements and Prerequisites

In addition to the General Admission Requirements described in the Admissions section of the catalog, the following further requirements are specific to the MA in UM program:

The applicant's undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indicator of an applicant's abilities for graduate work, those with a lower GPA are encouraged to consult with our admissions counselors. Alternative evaluation is sometimes possible, as is admission status that will permit the applicant to demonstrate the ability to do graduate work.

MA in UM Residency Requirement and Continuation

Residency requirements for the MA in UM degree:

- 24 hours must be completed through Trinity coursework.
- The final 8 hours must be taken through Trinity.

MA in UM Statute of Limitation

All MA in UM program requirements must be completed within eight years.

MA in UM Graduation Requirements

The following requirements must be completed to earn the MA in UM degree:

- All entrance deficiencies and conditions are removed.
- Complete the General Graduation Requirements for all master's programs.
- Complete a minimum of 48 hours with a cumulative GPA for program course work of at least 2.5, with no course work graded below a "C-" applicable to the degree.
- Meet the general comprehensive requirements in Old Testament, New Testament, and three in Systematic Theology through either successful completion of the exams or parallel coursework. See the *Academic Handbook* for details on these exams.
MA in UM students may complete the general comprehensive requirement through TEDS Online courses (OT 5000, NT 5000, ST 5201, ST 5202) when available, which must be passed with a "C" or higher. Failure to pass at this grade level necessitates completion of the classroom course.
- MA in UM students must complete an approved professional project (PT 7471, PT 7472), reflecting academic training, practical experiences, and demonstrated ability in the practice of urban ministry.

Code	Title	Hours
Old Testament		
OT 5000	Intro to the Old Testament	4
New Testament		
NT 5000	Intro to the New Testament	3
Systematic Theology		
ID 5000	Biblical Theology and Interpretation	3
ST 5201	Theology I: The God of the Gospel	3
ST 5202	Theology II: The Gospel of God	3
Church History Elective		
Select 3 hours of church history electives		3
Mission and Evangelism		
ME 5140	Mission of the Urban Church	3
Urban Ministry		
EM 5150	Urban Educational Ministries	3
HM 6715	Hermeneutical & Homiletical Foundations of Preaching	3
CM 5000	Intro to Counseling Ministries	2
CM 6000	Issues in Counseling Ministries	1
PT 5145	Introduction to Urban Structure and Context	2
Pastoral Theology		
PT 7450	Urban Ministry Practicum I	3
PT 7451	Urban Ministry Practicum II	3
PT 7452	Urban Ministry Practicum III	3
PT 7471	Urban Ministry Project Design/Research	3
PT 7472	Urban Ministry Project Report	3
Total Hours		48

Master of Divinity (MDiv)

MDiv Program Purpose

The Master of Divinity (MDiv) is the normative professional degree to prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings. The MDiv is also the required prerequisite degree for Doctor of Ministry programs and is the recommended graduate theological degree for those intending to pursue advanced theological research degrees (ThM, PhD). Trinity's distinction is that our MDiv as a ministerial leadership degree heavily emphasizes general biblical and theological studies. Those persons anticipating ministerial leadership in the local church and other settings are likely best served by the MDiv degree. In dependence upon God, and with the diligence of students and faculty, graduates of the Master of Divinity program at Trinity Evangelical Divinity School will be:

1. Grounded in Scripture and the Gospel

As evidenced by:

- a. An understanding of and commitment to the gospel and Evangelical orthodoxy within its historical context.
- b. An understanding of and commitment to Scripture as the ultimate authority by which every realm of human knowledge and endeavor should be judged.
- c. Hermeneutical competence in bringing Scripture, in its original languages, to bear on oneself, the church, and society.

2. Growing in Christian Maturity and Faithfulness

As evidenced by:

- a. A growing understanding of one's own creatureliness, depravity, and Christian identity in the light of God's grace.
- b. A growing dependence upon God's grace through the regular practice of "means of grace" both privately and in Christian community.
- c. A life that demonstrates commitment to being a disciple of Christ and growing in obedience to his commands.
- d. A growing dependence on and submission to the Holy Spirit as is evidenced by fruit of the Spirit in the context of relationships.

3. Equipped for Leadership and Pastoral Ministry

As evidenced by:

- a. The ability to articulate a biblical vision for the local church and pastoral leadership; engaging the multifaceted challenges of ministry with integrity and growing wisdom.
- b. A growing proficiency in the ministry of the Word and the "care of souls," both in corporate and individual contexts.
- c. An understanding of and commitment to a biblical strategy for educating, equipping, and leading the whole church toward Christian discipleship and maturity.
- d. An understanding of a biblical theology of Christian worship, as well as competence in planning and leading the corporate gatherings of the church.
- e. An understanding of one's own gifts for ministry, reflection on God's vocational leading, and a commitment to ongoing growth as a leader and minister.

4. Able to Engage with a Diverse World for the Sake of the Gospel

As evidenced by:

- a. An understanding of God's historical-redemptive mission in the world and commitment to being a partner in that mission through word and deed.
- b. An understanding of and commitment to cross-cultural engagement for the sake of the gospel, critically reflecting on one's own cultural biases and seeking to be a learner from other cultures for the sake of the gospel.
- c. Competence in "cultural exegesis," both in reference to congregational culture and broader society.

Program Outcomes:

Students graduating with a *Master of Divinity* degree will be able to:

- demonstrate an understanding of and commitment to the Gospel and Evangelical orthodoxy within its historical context
- demonstrate an understanding of and commitment to Scripture as the ultimate authority by which every realm of human knowledge and endeavor should be judged
- demonstrate hermeneutical competence in bringing Scripture, in its original languages, to bear on oneself, the church, and society
- demonstrate a growing understanding of one's own creatureliness, depravity, and Christian identity in the light of God's grace
- demonstrate a growing dependence upon God's grace through the regular practice of "means of grace," both privately and in Christian community
- demonstrate commitment to being a disciple of Christ and growing in obedience to his commands
- demonstrate a growing dependence on and submission to the Holy Spirit as is evidenced by fruit of the Spirit in the context of relationships
- demonstrate the ability to articulate a biblical vision for the local church and pastoral leadership engaging the multifaceted challenges of ministry with integrity and growing wisdom

- demonstrate a growing proficiency in the ministry of the Word and the “care of souls,” both in corporate and individual contexts
- demonstrate an understanding of and commitment to a biblical strategy for educating, equipping, and leading the whole church toward Christian discipleship and maturity
- demonstrate an understanding of a biblical theology of Christian worship as well as competence in planning and leading the corporate gatherings of the church
- demonstrate an understanding of one’s own gifts for ministry, reflection on God’s vocational leading, and a commitment to ongoing growth as a leader and minister
- demonstrate an understanding of God’s historical-redemptive mission in the world and commitment to being a partner in that mission through word and deed
- demonstrate an understanding of and commitment to cross-cultural engagement for the sake of the Gospel, critically reflecting on one’s own cultural biases and seeking to be a learner from other cultures for the sake of the Gospel

MDiv Admission Requirements and Prerequisites

In addition to the general admission requirements described in the Admissions section of the catalog, the following further requirements are specific to the Master of Divinity program:

1. The applicant’s undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indication of an applicant’s abilities for graduate work, those with a lower GPA are encouraged to consult with our admissions counselors. Alternative evaluation is sometimes possible, as is admission status that will permit the applicant to demonstrate the ability to do graduate work.
2. Scores from the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) are required for applicants whose undergraduate GPA is less than 2.5 and is required upon request from the Admission Office for others.
3. A demonstrated working knowledge of the content of the English Bible by either
 - a. Passing the OT section of the Standard Bible Content Test¹ **or** OT 5000
 - b. Passing the NT section of the Standard Bible Content Test¹ **or** NT 5000
4. Completion of a full beginning Greek sequence, normally involving two years of undergraduate study. If a Greek sequence has not been completed, several options are available to early meet this requirement. In all cases, students are required to complete the Greek Proficiency Exam for placement in the Greek Exegesis course sequence:

¹ **Note:** Complete the Standard Bible Content Test (SBCT) online by logging in to MyTIU > Academics > Exams for the instruction sheet. One must pass OT or NT sections of the SBCT at 70 percent or above (sections graded separately). If a section is failed, it may be taken only one additional time. If failed a second time, enrollment in the requisite OT 5000 or NT 5000 is required. The SBCT measures biblical competency at a level approximate to a Bible college undergraduate or strong evangelical Bible program in a liberal arts undergraduate college. In every case, this demonstration of English Bible content knowledge must occur prior to enrolling in canon courses (OT 6251, OT 6252, OT 6253, NT 6251, NT 6252, NT 6253).

Preparation in Greek

If still completing undergraduate studies, it is advisable to incorporate Greek into your coursework. Students may also study Greek independently or through a repeatable online course (available through TEDS Online Distance Education Office). Additional study in syntax is usually recommended in conjunction with the DE course. A popular option is to complete Trinity’s beginning Greek sequence (NT 4030, NT 4031) offered in a July/August six-week summer session or during the first two fall/spring semesters of your enrollment. These are undergraduate-level courses not credited toward your graduate degree. If Greek has been completed some years ago, one may wish to enroll in NT 4038. Contact the New Testament department chair or a NT department faculty member to discuss this option.

For those who have completed prior study, Greek proficiency is examined through a proficiency exam offered each spring and summer. Registration for the exam may be completed online at MyTIU (<http://my.tiu.edu>) > TEDS Academics > Exams > Greek Proficiency Exam or by e-mailing exams@teds.edu. Placement in the appropriate level of Greek language sections is based on this exam.

Preparation in Hebrew

Some MDiv applicants may have had prior Hebrew language coursework, which will further facilitate their MDiv program progress. Those who have completed a minimum of 6 semester hours of undergraduate or graduate elementary Hebrew course work with a “B” or better are eligible to take OT 6050 Hebrew Review (separate application required prior to registering). See MyTIU > TEDS Academics > Hebrew Review for the preliminary application for authorized OT 6050 registration. Students receiving a grade of B or better in OT 6050 will receive Advanced Standing for OT 5240 Elementary Hebrew I and OT 5241 Elementary Hebrew II, thus meeting the prerequisite for OT 5242 Hebrew Exegesis. Since OT 6050 Hebrew Review will count as 3 OT elective credits, students will be required to take any 3 hours of OT credits to reach the required 87 credits to graduate.

MDiv and MA/TS Degree

TEDS students who have completed the MA (Theological Studies) degree program may apply all hours in the degree program to the MDiv. See Degree Combinations for details.

MDiv Residency Requirement

Residency requirements for the Master of Divinity degree are

24 hours must be completed on the Deerfield Campus of Trinity, extending over two semesters that may include fall, spring, or summer semesters.

The final 8 hours must be taken through Trinity.

MDiv Statute of Limitation

All Master of Divinity program requirements must be completed within eight years of matriculation into the program. Petition to extend the statute of limitation may be made by a student to the Academic Exceptions Committee.

MDiv Candidacy Requirements

Admission to the Master of Divinity program must be followed by achievement of candidacy for the degree. A minimum of 25 hours in the program and good academic standing are prerequisites to achieving candidacy. The student should normally attain candidacy by the end of the third semester of full-time study (or its equivalent, approximately 45 hours).

Electronic forms are used to track student progress toward fulfilling candidacy requirements. The candidacy process is designed to encourage active student learning and development, as well as assess the appropriateness of the student's vocational goals in light of evident character, gifts, and abilities. The process is as follows:

- During New Student Orientation, the student is to complete a vocational and personality assessment (PEPQ®). This is followed by three or more individual appointments with the Trinity Counseling Center staff for an interview and interpretation. There is a fee for this assessment. In light of the results of the PEPQ® and follow-up interviews, additional assessments or counseling may be required as part of the student's candidacy process.
- During the first semester of studies, students are to begin completing the candidacy requirements stipulated by the Master's Program Office. Initial requirements include completing a *Ministry Track Declaration* and the *1st Candidacy Interview* (the first of two candidacy interviews with their faculty advisor). *Students not completing these initial steps of the candidacy process by 25 hours may not register for further coursework.*
- As one of the course requirements for PT 5100, students will develop a *Personal and Professional Development Plan* to be submitted with their 2nd Candidacy Interview form.
- One year of Formation Group participation is required as part of the MDiv candidacy process. It is strongly recommended that this requirement be completed in two consecutive semesters, normally the first two semesters for full-time students.
- After completing two semesters of Formation Group, students will write and submit a *Development Plan Progress Report* (with their Personal and Professional Development Plan attached) per instructions provided by the Master's Program Office and initiate the *2nd Candidacy Interview* (the second formal interview with the faculty advisor).
- Following the second interview, the Master's Programs Director and the Student Life Committee review the recommendations from candidacy interviews, vocational and personality assessment, academic status, and related student files. MDiv candidacy will then either be granted or the prospective candidate will be contacted with any pending questions or conditions related to candidacy.

MDiv students not achieving candidacy by 60 hours (45 hours for AP MDiv students) may not register for further coursework.

If candidacy has been deferred, consultation must be made with the MDiv Director until pending questions related to readiness for candidacy are resolved. Failure to achieve candidacy may result in dismissal from a program or expulsion from the institution.

Should serious concerns regarding a student's fitness for vocational ministry be raised subsequent to the granting of candidacy, candidacy may be revoked. The Director of the MDiv Program and the Student Life Committee will investigate grounds for these concerns and provide the student an opportunity to address them. If, upon further consideration, the Student Life Committee decides to revoke candidacy, appeal may be made to the TEDS' Academic Dean, whose decision is final.

MDiv Graduation Requirements

The following requirements must be completed to earn the Master of Divinity degree:

1. Complete the General Graduation Requirements for all master's programs.
2. Complete 87 semester hours required by the MDiv program with a minimum cumulative grade point average for program course work of 2.0, with no course work below a "C-" applicable to the degree.
3. Complete all internship requirements.
4. Complete all requirements for MDiv candidacy.
5. Exemplify the character, emotional stability, maturity, and leadership ability that are essential to effective service in Christian ministry.

The curriculum begins in Scripture and Interpretation, our source for understanding how to develop effective ministry practice. The curriculum moves to Theology and Tradition, our considered formulations of biblical truth into a coherent theological framework. Next, the curriculum explores Worldview

and Culture, our understanding and relation to God's world. The curriculum culminates in Ministries and Practices, our theologically rooted skills and practices, in which students choose from one of six different foci for specialization in applied ministry skills. Additional elective hours provide opportunity for participants to further design a program suited to their ministry calling. The curriculum begins in biblical theology and culminates in a capstone seminar designed to address specific issues in ministry, thus moving from biblical foundations to ministry practice.

Code	Title	Hours
Scripture and Interpretation		
(Our source)		
ID 5000	Biblical Theology and Interpretation	3
NT 5251	Greek Exegesis I	2
NT 5252	Greek Exegesis II	2
NT 5253	Exegesis for Preaching	2
NT 6251	Interpreting the Synoptics and Acts	3
NT 6252	Interpreting Paul and General Epistles	3
NT 6253	Interpreting Johannine Literature	2
OT 5240	Elementary Hebrew I	3
OT 5241	Elementary Hebrew II	3
OT 5242	Hebrew Exegesis	3
OT 6251	Interpreting the Pentateuch and Former Prophets	3
OT 6252	Interpreting the Latter Prophets	3
OT 6253	Interpreting the Writings	3
Theology and Tradition		
(Our considered formulations of biblical truth)		
CH 5051	History of Christianity I	3
CH 5052	History of Christianity II	3
	or CH 5060 American Church History	
ST 5201	Theology I: The God of the Gospel	3
ST 5202	Theology II: The Gospel of God	3
ST 7200	Theological Ethics	3
Advanced Theological Course - Choose from:		
ST 8200	Seminar: Current Issues in Theology (eligible for 3rd MDiv Requirement)	
ST 8210	Divine Action and the Doctrine of Providence	
ST 8211	God in Biblical Theology and Systematic Theology	
ST 8212	The Doctrine of the Trinity: Classical Formulations and Contemporary Issues	
ST 8220	Christology: Classical Formulations and Contemporary Issues	
ST 8221	The Doctrine of the Atonement: Classical Formulations and Contemporary Issues	
ST 8222	Theologies of the Sacraments/Ordinances	
ST 8223	Theologies of Prayer	
Worldview and Culture		
(Our understanding of and relation to God's world)		
ME 5000	Foundations of Christian Mission	2
ME 5001	Foundations of Evangelism	2
PR 5600	Christian Faith and Contemporary Challenges	2
ID 6500	Understanding the Social and Cultural Contexts of Ministry	2
Ministries and Practice		
(Our theologically rooted skills and practices)		
PT 5100	Spiritual Formation for Ministry	2
CM 5000	Intro to Counseling Ministries	2
CM 6000	Issues in Counseling Ministries ¹	1
EM 5100	Educational Ministries and Leadership	3
HM 6200	Theology and Methodology of Biblical Preaching	2
HM 6201	Preaching Lab ((Co-register with HM 6200))	
PT 7250	Christian Worship and Pastoral Practices	3

HM 7000	Preaching from the Old Testament	1
PT 7481	Internship I	3
ID 5080	Formation Group (2 semesters; recommended during first two semesters)	0

Tracks

Select one of the two Tracks below	9
Total Hours	87

¹ CM 6000 for MDiv students can be replaced with CM 6572 Pastoral Ministry Counseling (2 credits) or CO 5210 Counseling Skills (3 credits).

Tracks

Church and Parachurch Ministry

Code	Title	Hours
PT 7482	Internship II	3
or PT 7482 (2 hrs) and PT 7483 (2 hrs) if completing internship over 3 semesters		
Electives		6
Total Hours		9

Academic Ministry

Code	Title	Hours
ID 8100	Scholarship and the Christian Mind	3
Electives - 7000 or above		6
Total Hours		9

AP MDiv Purpose

The Advanced Placement MDiv (AP MDiv) is designed for graduates of an accredited Bible college or Christian liberal arts school who seek to build on an undergraduate ministry degree to complete the MDiv at TEDS, and provides opportunity to take additional advanced electives. To qualify, applicants must complete a bachelor's degree in a field related to Christian ministry, pre-seminary studies, biblical studies, or theological studies in the past five years and have undergraduate coursework to satisfy Trinity prerequisites for the AP MDiv program (outlined below). Applicants with 15 or more hours of prerequisite deficiencies are not eligible for the AP MDiv but may apply to the standard MDiv program.

The requirements for the AP MDiv are the same as the regular MDiv, except as noted below.

AP MDiv Additional Requirements for Admission

1. Completion of a bachelor's degree in Pre-Seminary Studies, Christian or Pastoral Ministry, or a similar Christian ministry-based degree during the previous five years
2. A cumulative undergraduate GPA of 3.25 or higher with a grade of "B" or better in each required prerequisite course
3. Documentation of completion of specific prerequisite courses below from the bachelor's program
Applicants must complete the AP MDiv Supplemental Application (found online at www.teds.edu/apmdiv) describing completed course work.

Required Prerequisites

- Church history or history elective covering the broad scope of the history of the Christian church, from Acts to today: 6 hours
- Pastoral counseling, including lab counseling experiences: 2-3 hours
- Christian education or educational ministries in the local church: 3-4 hours
- Christian mission: 2-3 hours
- Evangelism: 2-3 hours
- Christian worldview & contemporary challenges core to Christian claims and responses to those challenges: 2-3 hours
- Biblical or systematic theology covering the scope of theology: 6 hours
- Students with three or more years of full-time ministry experience may apply for a waiver of internship requirements. See the Office of Supervised Ministries for details.

Optional Prerequisites

For applicants who majored in Biblical or Theological studies and who do not fulfill all required prerequisites, up to 6 hours of advanced Bible and/or theology courses (300-400 level) may be credited to the AP MDiv program as electives. Please note; however, that the total hours of prerequisites (required and optional) cannot exceed 19 hours.

Recommended

Biblical Greek language: 6-8 hrs (two years)

Applicants with prerequisite deficiencies must complete the TEDS graduate-level MDiv course *in addition to the required 75-hour curricula*. All prerequisite deficiencies will be clearly articulated in the letter of admission. Advanced standing for credit is not available in this program. Waiver of Field Education deficiencies is not available in this program. Transfer coursework is generally not accepted in the AP MDiv.

Note: A student accepted in the AP MDiv program and later opting to change programs must complete Admissions Requirements and Program Prerequisites for the new program. AP MDiv waivers are not transferable.

AP MDiv Program Requirements

Initial Program Placement

Applicants who have completed undergraduate coursework in Greek or Hebrew must take the TEDS Greek and/or Hebrew placement exams for language placement. AP MDiv students are not required to take the Standard Bible Content Test as the criterion for English Bible competency is met through the undergraduate program.

Required Courses

Code	Title	Hours
Scripture and Interpretation		
ID 5000	Biblical Theology and Interpretation	3
NT 5251	Greek Exegesis I	2
NT 5252	Greek Exegesis II	2
NT 5253	Exegesis for Preaching	2
NT 6251	Interpreting the Synoptics and Acts	3
NT 6252	Interpreting Paul and General Epistles	3
NT 6253	Interpreting Johannine Literature	2
OT 5240	Elementary Hebrew I	3
OT 5241	Elementary Hebrew II	3
OT 5242	Hebrew Exegesis	3
OT 6251	Interpreting the Pentateuch and Former Prophets	3
OT 6252	Interpreting the Latter Prophets	3
OT 6253	Interpreting the Writings	3
Theology and Tradition		
ST 7200	Theological Ethics	3
Advanced Theological Course, Choose from:		3
ST 8200	Seminar: Current Issues in Theology (eligible for 3rd MDiv Requirement)	
ST 8210	Divine Action and the Doctrine of Providence	
ST 8211	God in Biblical Theology and Systematic Theology	
ST 8212	The Doctrine of the Trinity: Classical Formulations and Contemporary Issues	
ST 8220	Christology: Classical Formulations and Contemporary Issues	
ST 8221	The Doctrine of the Atonement: Classical Formulations and Contemporary Issues	
ST 8222	Theologies of the Sacraments/Ordinances	
ST 8223	Theologies of Prayer	
Worldview and Culture		
ID 6500	Understanding the Social and Cultural Contexts of Ministry	2
Ministries and Practices		
PT 5100	Spiritual Formation for Ministry	2
HM 6200	Theology and Methodology of Biblical Preaching	2
HM 6201	Preaching Lab (corequisite with HM 6200)	

PT 7250	Christian Worship and Pastoral Practices	3
HM 7000	Preaching from the Old Testament	1
PT 7481	Internship I	3
ID 5080	Formation Group (2 semesters)	0
Tracks		
Select from one of two Tracks below		3
Elective Courses ¹		15
Total		72

¹ Prerequisite deficiencies cannot apply as electives in the AP MDiv. All AP MDiv electives must be 6000 level or above with the exception of all BE classes, EM 5210, EM 5510, CH 5060, CO 5210, and PT 5155. Exceptions are occasionally granted by the Program Director, but only if the course does not significantly overlap with undergraduate study.

Tracks

Church and Parachurch Ministry

Code	Title	Hours
PT 7482	Internship II	3
or PT 7482 (2 hrs) and PT 7483 (2 hrs) if completing internship over 3 semesters		
Total Hours		3

Academic Ministry

Code	Title	Hours
ID 8100	Scholarship and the Christian Mind	3
Electives must be 7000 or higher		
Total Hours		3

Suggested MDiv Course Sequence

Detailed suggested course sequences are available to students through the MDiv program office (online at MyTIU (<http://my.tiu.edu>) > TEDS Academics > Departments & Program Offices) and address a number of typical student scenarios. In general those entering the MDiv with all prerequisites met (English Bible competency, Greek) can anticipate approximately three years of full-time study for completion of the program. Those needing to complete prerequisites during their program can anticipate approximately four years. Students admitted to the AP MDiv without deficiencies (i.e., having all prerequisites completed) will generally find it feasible to complete the program in six consecutive semesters (including summers).

Overall, there are a host of variations to such templates, depending on the exact courses that are offered in a particular semester, the scheduling limitations of the student, and so on. In addition, summer school courses provide students opportunity to accelerate or catch up on program coursework.

Upon admission, students are encouraged to consult with the *Academic Handbook*, the MDiv Office (for resources and advisement), their faculty advisor and student colleagues. Note also particular course descriptions and catalog curricula, including any course prerequisites. Projected course schedules are published in MyTIU (<http://my.tiu.edu>)>TEDS Academics as soon as available. Generally all MDiv core courses are offered at least once each fall and/or spring semester, rotate through a three-year summer cycle, and rotate through a four-year evening school schedule. Field education requirements and the intense period of MDiv internship near the end of the program when accompanied by additional ministry responsibilities often lengthen a student's program.

Trinity provides the opportunity for students to earn multiple masters degrees without substantially lengthening their stay. Multiple Masters options include:

- MA in Bioethics / Master of Divinity (p. 484)

Master of Theology (ThM)

ThM Program Purpose

The Master of Theology (ThM) program is intended to provide advanced theological study in one discipline beyond what is normally provided at the MDiv level. Trinity's ThM offers discipline concentrations in each of our eight departments (Church History, Counseling, Educational Studies, Mission and Evangelism, New Testament, Old Testament, Pastoral Theology, and Systematic Theology), or inter-departmental specialized concentrations developed in consultation with the departmental faculty (Chaplaincy, Ethics, Generational Ministry, Homiletics, Spiritual Formation, and others). The program can be completed in one year of study and includes 22 credit hours with a Capstone (comprehensive exam, major paper, or thesis depending on the department). Students work with department faculty in the selection of specific courses in their area of concentration.

Program Outcomes:

Students graduating with a *Master of Theology* degree will be able to:

- articulate an understanding of biblical and theological constructs that form the foundation of evangelical Christian faith
- ground theological interpretations in the biblical text, historical developments, and/or contemporary context pertaining to the student's area of concentration
- apply biblical and theological understandings to practical teaching and/or ministry experience
- demonstrate an ability to contribute to biblical, historical, educational, and/or theological studies in an increasingly global and culturally diverse world
- demonstrate academic proficiency in the student's chosen area of concentration
- demonstrate a breadth of perspective and focused depth for further academic work in the student's chosen area of concentration

MDiv and ThM Combinations at TEDS

MDiv and ThM course work may not overlap; however, students may take up to 9 hours of 7000 level (and above) courses not applied to their MDiv during their final year and apply those hours to their ThM requirements upon matriculating into the ThM program.

ThM Admission Requirements and Prerequisites

In addition to the general admission requirements described in the Admissions section of the catalog, the following further requirements are specific to the Master of Theology program:

1. Possess an earned Master of Divinity degree or its equivalent from an accredited school that maintains academic standards similar to those of Trinity. (Master of Divinity equivalence is defined as an earned master's degree, including at least 74 semester hours of graduate study in areas closely parallel to Trinity's MDiv curriculum.)
2. The applicant's graduate grade point average for all graduate coursework completed must be a minimum of 3.0 on a 4.0 scale.
3. Possess and demonstrate proficiency in the biblical and modern languages appropriate to work in the selected area of concentration. Students who have not completed their MDiv at TEDS must take the proficiency exam and obtain a passing score to be exempted from taking NT 5251. Students who have obtained a TEDS MDiv within the previous five years will be exempted from taking the proficiency exam.
4. At the time of application, applicants will declare their area of concentration selecting from Church History, Counseling, Educational Studies, Mission and Evangelism, New Testament, Old Testament, Pastoral Theology, and Systematic Theology, or provide a statement relative to an inter-departmental Specialized Concentration (such as Chaplaincy, Ethics, Generational Ministry, Homiletics, Spiritual Formation, and others). Specialized Concentration applicants should review the Catalog curriculum and propose a Specialized Concentration from the curriculum. The proposed Specialized Concentration will be reviewed during the application process to ensure it can be supported by the curriculum and appropriate recommendations made. Accepted applicants will then consult with the assigned faculty department advisor to finalize their curriculum within the template below.

ThM Residency Requirement and Continuation

Residency requirement for the Master of Theology degree is that 18 hours of the ThM program must be completed through TEDS coursework.

ThM Statute of Limitation

All Master of Theology program requirements must be completed within five years of matriculation into the program. Petition to extend the statute of limitation may be made by a student to the Academic Exceptions Committee.

ThM Graduation Requirements

The following requirements must be completed to earn the Master of Theology degree in each concentration:

1. All entrance deficiencies and conditions are removed.
2. Complete the General Graduation Requirements for all master's programs.

3. Complete 22 hours of advanced graduate level coursework (normally 7000-8999 level if not a core requirement or capstone in another master's program) in the area of concentration with a minimum cumulative grade point average for program coursework of 3.0, with no coursework graded below a "C" applicable to the degree.
4. Complete a 2-3 hour Capstone which includes some combination of the following dependent upon the department:
 - a. Pass the ThM Comprehensive Exam (– 7977) arranged by the Department. (1 hour)
 - b. Complete one or two ThM Major Research Paper(s) (– 8980) as a part of advanced courses in the program, demonstrating evidence of competencies similar to those demonstrated in the thesis. Examine the *Academic Handbook* for details related to this capstone project. (1 hour)
 - c. Research and write an acceptable thesis (– 8985) on an approved topic exhibiting the ability to do competent research, including use of the biblical languages and modern languages when appropriate, to think critically, and to communicate effectively in the area of concentration. (2 hours)

ThM Areas of Concentration and Curriculum

The ThM is a post-MDiv degree program. As such, coursework required to meet MDiv graduation requirements is not applicable to the ThM program. Specific coursework is developed in consultation with the department faculty. The criterion against which applicable coursework is defined is the intent of the program to provide advanced theological study in one discipline beyond what is normally provided at the MDiv level.

Concentration Core

Code	Title	Hours
Concentration Core		
Select 19-20 hours of concentration core ^{1,2,3}		19-20
ThM Capstone ^{4,5,6}		
– 7977	ThM Comprehensive Exam (required in CH, NT, OT, PT)	1
– 8980	ThM Major Research Paper (may be repeated to total 2 hours)	1
– 8985	ThM Thesis	2
Total Hours		22

- ¹ Advanced courses related to the concentration (normally 7000-8999 level)
- ² Concentrations may focus on department-specific coursework (such as church history, counseling, educational ministry, missions, Old or New Testament, pastoral theology, systematic theology), or inter-departmentally specialized concentrations (bioethics, chaplaincy, church planting, ethics, homiletics, spiritual formation, etc).
- ³ Specific courses in the Concentration Core are developed from the Catalog curriculum in consultation with the department faculty. Generally this includes a research course.
- ⁴ See Capstone requirements by Department below
- ⁵ If a student elects to take additional Capstone hours, those may count toward the Concentration Core.
- ⁶ If all advanced courses have been completed without major papers, additional coursework is required to facilitate completion of this capstone option.

Capstone Requirements by Department

- CH Department – comprehensive exam AND two major papers or thesis (upon approval)
- CO Department – two major papers
- EM Department – comprehensive exam/portfolio, or two major papers, or thesis (as arranged with department)
- ME Department - two major papers or thesis
- NT Department – comprehensive exam AND two major papers or thesis
- OT Department – comprehensive exam AND two major papers or thesis
- PT Department – comprehensive exam/case study AND two major papers
- ST Department – two major papers or thesis
- Specialized Concentration– similar to above, as determined in application process.

Multiple Masters

Overview

Trinity provides the opportunity for students to earn multiple masters degrees without substantially lengthening their stay. Multiple Masters options include:

- Master of Divinity / MA in Bioethics (p. 484)
- MA - Theological Studies Concentration / MA in Bioethics (p. 482)
- MA in Ministry / MA in Bioethics (p. 480)

- MA in Chaplaincy and Ministry Care / MA in Bioethics (p. 476)

Doctoral Programs

- Doctor of Ministry Program (p. 364)
- Doctor of Philosophy Program (p. 368)
 - Doctor of Philosophy (Educational Studies) Program (p. 370)
 - Doctor of Philosophy (Intercultural Studies) Program (p. 376)
 - Doctor of Philosophy (Theological Studies) Program (p. 382)

Doctor of Ministry Program

Director: William Donahue, PhD

Purpose of the DMin Program

The Professional Doctoral Degree is a practical, ministry-focused degree designed to equip pastors, missionaries, and key church leaders and para-church leaders with ministry tools for service in today's complex and challenging world. Our focus is the development of advanced ministry skills, strategies, and theology for solving problems and building Christ-honoring ministries.

Program Outcomes

There are four core outcomes for students in the DMin Program. The purpose of the DMin curriculum is to fully integrate these four outcomes.

1. **The Student will develop INCREASED LEADERSHIP CAPACITY** evidenced by the ability to deepen personal spiritual maturity, thrive in current ministry contexts, and increase the scale and scope of ministry effectiveness, responsibilities, and opportunities.
2. **The Student will practice INTENTIONAL THEOLOGICAL INTEGRATION** evidenced by the ability to effectively engage one's cultural context with advanced theological acumen and critical thinking.
3. **The Student will engage in IN-DEPTH CONTEXTUAL ANALYSIS** demonstrating the ability to identify and frame crucial ministry issues and outline potential solutions.
4. **The Student will utilize INNOVATIVE STRATEGIC PLANNING** evidenced by the ability to create and develop key ministry initiatives and achieve desired ministry goals.

DMin Concentrations

Ministry concentrations allow a student to focus a significant portion of their research and coursework in an area of ministry that expresses their personal ministry calling or interests. These concentrations include:

- Strategic Leadership (SL)
- Military Chaplaincy (MC)
- Missional Engagement (ME)
- Pastoral Ministry (PM)

NOTE: From time to time the opportunity may arise to launch a concentration based on a strategic ministry focus in response to a cultural movement or phenomenon or one that is structured within an organization or church network/denomination. These concentrations will meet the overall requirements of the program as delineated herein but may have unique electives or experiences. Each of these potential concentrations will be reviewed and approved by the Professional Doctoral Committee before being offered.

Structure of the DMin Program

Since the DMin is not designed to be a residential program, all classes are offered in one-week intensive class sessions. Each year classes are held on the Deerfield campus, typically in Spring (March), Summer (July), and Fall. Non-residential courses may include those taken in conjunction with a ministry conference or event in a wrap-around format. For some courses we partner with PhD program offerings at Trinity.

Each doctoral course consists of three parts:

1. About three months prior to class, the student is provided with a list of required reading and assignments. All pre-course assignments are to be completed prior to the beginning of the first class session, and are graded for quality and timeliness.
2. During class week there will be 28 hours of class time, usually Monday through Thursday. There may be a modest amount of out-of-class work, student interaction or reading during this week.

- Follow class week, students complete a project based on the reading and classwork. The project requires integration of course content with a student's ministry context. This integration is the most important aspect of the student's coursework.

DMin Admissions

Trinity's DMin Program is for students who have completed a Master of Divinity degree or other acceptable master's level qualifications, have a minimum of 3 years' full-time ministry experience following completion of the MDiv, and a desire to pursue advanced studies in their field of interest.

Application Deadlines and Review Dates

Applications are reviewed three times per year, corresponding to the three periods in which courses are offered (fall, spring, summer). In each case, a completed application file is required before final action is taken to admit a student to a doctoral program. DMin students may begin their studies during any of the three sessions. Deadlines for receipt of completed application files are:

Program	Application Deadline
Fall Admission	June 15
Spring Admission	October 15
Summer Admission	February 15

Application files completed after the deadline will be postponed for review until the next review date.

The application review process begins immediately after the deadline and normally takes three weeks. Subsequent to the review process, applicants are notified by letter of acceptance or denial of admission.

Application Procedures

In addition to the application form, credentials that are required of all doctoral applicants are outlined in the application instructions in the back of this catalog.

The Admissions Committee may grant admission on the basis of the required credentials alone, or it may request the applicant to submit additional materials. If admitted, the new doctoral student is required to submit a nonrefundable tuition deposit to confirm acceptance of admission.

If the Admissions Committee denies an applicant admission, the applicant may send a letter of appeal to the Admissions Office, which must be received no later than ninety days following the date of the Admissions Committee decision.

Admission Requirements

Applicants for the DMin program are required to

- Possess a Master of Divinity degree or other acceptable masters level qualifications from an accredited school that maintains academic standards similar to those of Trinity. (Other acceptable masters level qualifications are defined as an earned ministry or theology related masters degree, including at least 74 semester hours of graduate study in areas closely parallel to Trinity's MDiv curriculum. Specifically, this should include 12 semester hours of Old Testament, 12 semester hours of New Testament, 12 semester hours of Systematic Theology, 3 semester hours of Church History, and 35 semester hours of electives. On rare occasions, credit may be given for distinguished teaching or ministry experience. Students who lack a limited number of these prerequisites may be admitted with a deficiency that must be removed through appropriate master's coursework taken at or through an accredited seminary before enrolling in the fifth DMin course.)
- Have earned a minimum cumulative grade point average of 3.0 (on a 4.0 scale) for all master's work. For students who have not achieved a 3.0, the Miller Analogies Test may be required to confirm their capacity to handle doctoral level studies at a graduate institution.
- Have had at least three years of consistent full-time ministry experience after receiving the Master of Divinity degree or its equivalent. Exceptions may occasionally be made on the basis of extensive ministry experience prior to receiving the MDiv degree. Such exceptions are normally considered on the basis of three years full-time experience prior to the MDiv as equivalent to one year of post-MDiv full-time experience.
- Meet, if an international student, the Bureau of Citizenship and Immigration Services regulations in obtaining an F-1 (student) visa. This requires additional admissions information and paperwork. International applicants whose first language is not English must also submit scores from the Test of English as a Foreign Language (TOEFL). **NOTE:** International F-1 visa students often must take 9 hours of credit each Fall and Spring semester to maintain visa status. The DMin is NOT a residential program, and does not offer 9 hours of doctoral courses each semester. Students are responsible to take any additional courses they need at the Masters or Doctoral level Program in order to fulfill their visa requirements.
- Given the wide-ranging use of technology in ministry and theological studies, applicants are expected to be proficient with current word processing programs. Ownership of a desktop or laptop computer (laptop preferred for class sessions on campus) is required, along with Internet and email capabilities.

Special Instructions for International Applicants

All international DMin program students, including Visiting DMin students and students from Canada, are now required to enter the United States with an F-1 visa. DMin *residential* students (i.e. living in or near Deerfield and taking semester-length courses) must comply with the same visa requirements as other program residential applicants (see Admissions section).

DMin *nonresidential* students (i.e., commuting to the Deerfield Campus on a course-by-course basis) **must also** obtain an F-1 visa. Students who enter the United States to pursue the Doctor of Ministry degree without the F-1 visa potentially jeopardize their ability to complete the degree and reenter the United States. F-1 visas will remain valid as long as reentry into the United States for the purposes of study occurs at least once every five (5) months. A new visa will be required if reentry does not occur within this time period. Hence, full-time progress for DMin international nonresidential students is defined as taking at least one course in each of the three sessions (Fall, Spring, Summer) per year.

DMin Candidacy Requirements

Admission to the DMin program does not guarantee acceptance into candidacy for the degree. Candidacy will be granted when the student has demonstrated the ability to complete all degree requirements as evidenced by the following:

1. All prerequisite deficiencies (if any) have been removed.
2. Twenty-seven semester hours of coursework, including [MN 9550](#) and [MN 9990](#), have been completed with a cumulative grade point average of at least 3.0.
3. The student's proposal for the DMin major project has been approved by the Human Rights in Research Committee, the Project Committee, and the Program Director.
4. The student has demonstrated writing skills appropriate to doctoral work and to the successful completion of the major project.
5. The student has demonstrated proficiency in the integration of course work and ministry.

DMin Graduation Requirements

The following general graduation requirements apply to all Doctor of Ministry students of Trinity:

1. Evidence of a working knowledge of the content of the English Bible.
2. Evidence of Christian life and character and recommendation accordingly by the faculty. All students are expected to give evidence of a consistent Christian testimony, a concern for others, and a sincere commitment to Christ such as to qualify for Christian service. The attitudes and actions toward students, professors, and others are to be such as to commend the gospel, strengthen the church, and honor the Lord.

The following 36 semester hours of work are required of those planning to receive the DMin degree:

1. The completion of at least 27 semester hours of credit in doctoral courses, with a minimum cumulative grade point average for program coursework of 3.0 (on a 4.0 scale). All courses must be completed with a B- or above. No more than nine semester hours of credit may be derived from Guided Research and transfer courses from other DMin programs.
2. The completion of the DMin major project, including a successful oral defense. Major project research constitutes nine hours of credit. All requirements for the degree must be completed within six years from the time of matriculation. If requested, 11 years may be allowed for those serving in overseas assignments. If degree requirements are not completed within the allowed time limits in effect at matriculation, an extension may be requested through the program director. A continuation fee will be charged for each six-month period in which the degree requirements remain incomplete. Continuation fees may be waived at the recommendation of the Professional Doctoral Committee in extenuating circumstances. The entire program, including any approved extensions, must be completed within 10 years from the first course taken. Beyond 10 years, earned course credits begin to drop off, and courses will need to be repeated.
 - A student who fails to pay the continuation fee must do the following
 - a. Write for reinstatement to the Doctor of Ministry Office
 - b. Pay the fee for the time of absence from the program
 - c. Resubmit application for the major project topic if such had previously been approved
 - d. Apply to the Professional Doctoral Committee for an extension of time to complete the program, providing a new target date for graduation.

Curriculum

Each student is required to complete 36 semester hours of work as follows

Code	Title	Hours
Core Courses		
MN 9550	Leadership in Today's Church ¹	3
MN 9990	Ministry & Missions Research Methods ²	3
Concentration Curriculum		12

Courses selected from one area of concentration: Strategic Leadership (SL), Missional Engagement (ME), and Pastoral Ministry (PM).

1 (one) Theological Foundations course	
3 (three) Concentration courses chosen by student	
Electives	9
Select 9 hours of electives	
Major Project	9
MN 9985	Major Project Proposal
MN 9991	Major Project Research ³
Total Hours	36

¹ Must be taken as one of first two courses

² Should be taken mid-program, typically 4th or 5th course.

³ The student receives one hour of credit for each of the first three chapters of their project in rough draft form. These will be completed during the coursework phase of the program. The remaining six hours of the project will be completed over two semesters at the conclusion of the student's coursework. For additional information about the major project, please consult the DMin handbook.

Concentration Course Offerings

Trinity provides significant breadth in the subjects offered in the Doctor of Ministry program. Because of the elective nature of the DMin program, the rotation of courses varies from year to year. Courses are generally determined at least one year in advance of being offered so that students can plan accordingly. Trinity seeks to balance course offerings in concentration areas to represent current issues in the world that require church leaders' thoughtfulness and response, as well as core courses in each concentration area for mastery. As such, courses will be offered in the three major concentration areas previously described (this includes the Theological Foundations course required within each concentration).

For a list of the most up-to-date course offerings, please see the Doctor of Ministry website.

Strategic Leadership (SL)

Courses in this area help ministry leaders gain awareness and competency in strategic issues facing churches, mission organizations, and other Christian institutions. The focus of these courses will be in areas of personal and institutional leadership development, shaping vision and mission, building teams, effective ministry management, and navigating change.

Military Chaplaincy (MC)

This is a special cooperative program between TEDS and the branches of the U.S. military designed for career military chaplains. Detailed information regarding this concentration is available in the admissions office.

Missional Engagement (ME)

Courses in this area focus on the missional emphasis of God's work in the world, both local and global. Classes will address evangelistic strategies, church-planting initiatives, cross-cultural ministry, and other related mission-driven topics.

Pastoral Ministry (PM)

Courses offered in this area will address issues and concerns facing pastors in their roles as preachers and shepherds in a local church setting. This is a broad concentration area, which allows students the freedom to choose courses in preaching, pastoral care, spiritual formation and selected courses in the SL concentration area.

Course Descriptions will be made available on the Doctor of Ministry Website.

Doctor of Philosophy Program

Purpose of the PhD Program

Trinity's PhD program focuses on three areas of concentration: the Doctor of Philosophy (Theological Studies) Program (PhD/THS), the Doctor of Philosophy (Educational Studies) Program (PhD/EDS), and the Doctor of Philosophy (Intercultural Studies) Program (PhD/ICS). Each is specifically designed for those who have completed a master's degree and who wish to pursue advanced study and research in their field of interest.

PhD Application Deadlines

The application review process begins immediately after the application deadline and normally takes eight weeks. Doctoral applications received after the deadline will be postponed until the next review date.

Each of the three academic doctoral program concentrations operates at full student capacity. Subsequent to the review process, applicants are notified by letter of acceptance or denial of admission. Postponement for one or two semesters after acceptance is occasionally possible.

Participants in the PhD/EDS and PhD/ICS programs may begin in any academic term, including summer. Participants in the PhD/THS program preferably begin studies in the fall.

Program	Application Deadline
PhD/EDS ¹	September 15 (spring admission)
	January 15 (summer/fall admission)
PhD/ICS ¹	September 15 (spring admission)
	January 15 (summer/fall admission)
PhD/THS	September 15 (spring admission)
	January 15 (fall admission)

¹ EDS and ICS: Late application deadline of April 1 with permission of program director

PhD Application Procedures

In addition to the application form, documents required of all doctoral applicants are outlined in the information section for each program. Information concerning application procedures and general admissions policies can be obtained from TEDS Admissions, 2065 Half Day Road, Deerfield IL 60015; toll free: 800.345.TEDS; phone: 847.317.8000; e-mail: tedsadm (tedsadm@tiu.edu)@ (tedsadm@tiu.edu)tiu (tedsadm@tiu.edu). (tedsadm@tiu.edu)edu (tedsadm@tiu.edu); website: www.teds.edu/admissions/ (http://www.teds.edu/admissions).

The Doctoral Admissions Committee may grant admission on the basis of the required credentials alone or it may request that the applicant submit additional materials or schedule an interview. Admissions policies and procedures are subject to change without notice. If admitted, the new doctoral student is required to submit a nonrefundable tuition deposit to confirm acceptance of admission.

If the Admissions Committee denies an applicant admission, the applicant may send a letter of appeal to the Admissions Office. Appeals must be received no later than ninety days following the date of the Admissions Committee decision.

The PhD Learning Community

The nature of instruction in the PhD/EDS, PhD/ICS, and PhD/THS programs is dialogical. Student participation in the learning experience is thus considered to be both a necessity and a responsibility. Further, because participation in the learning community outside the classroom is also critical to the educational experience, we expect all students to participate in weekly fellowship groups, colloquia, and informal study groups with colleagues.

The Academic Doctoral Office (ADO) assists PhD students through their program by providing academic support throughout the PhD study. The ADO:

1. maintains an intranet webpage in MyTIU,
2. offers seminars on various topics related to the PhD experience and to participation in the academic world,
3. counsels students in their program progress, and
4. is the connection for program information and support.

The e-mail address for the ADO is droffice (droffice@tiu.edu)@ (droffice@tiu.edu)tiu (droffice@tiu.edu). (droffice@tiu.edu)edu (droffice@tiu.edu).

PhD Standardized Tests

Applicants to the academic doctoral programs whose primary language of instruction has been English are required to submit scores from either the Miller Analogies Test (MAT) —preferred for ICS and EDS programs—or the Graduate Record Examination (GRE)—preferred for the THS program.

Applicants whose first language is not English are required to submit the results of a recent Test of English as a Foreign Language (TOEFL), including the Test of Written English (TWE) and the Test of Spoken English (TSE). Admission into the academic doctoral program requires a minimum TOEFL

score of 600 (250 if using the computer-based TOEFL), a minimum TWE score of 4.5, and a minimum TSE score of 50. For all applicants, this is to be taken *in addition to* the MAT or GRE.

Students who fail to demonstrate adequate written and/or oral English communication skills after admission to a program may be advised to take a six-month to one-year leave of absence from degree studies for the purpose of pursuing English language training.

Academic Load

Full-time doctoral students must enroll in at least 9 semester hours of courses each semester to be considered full-time. Students enrolled in 1 to 8 semester hours are considered part-time. See the Financial Aid section of the Catalog for information related to doctoral financial aid. Note that tuition fee and financial aid structures and academic load structures differ.

Programs

- Doctor of Philosophy (Educational Studies) Program (p. 370)
- Doctor of Philosophy (Intercultural Studies) Program (p. 376)
- Doctor of Philosophy (Theological Studies) Program (p. 382)

Doctor of Philosophy (Educational Studies) Program

Director: Donald C. Guthrie, EdD

Purpose and Nature of the Program

The PhD (Educational Studies) Program is designed to further the development of leaders already serving in organizations such as higher education institutions, mission agencies, congregations, parachurch agencies, and relief and development agencies. The PhD/EDS supports an interdependent learning community comprised of leaders from a variety of cultures, countries, and backgrounds.

Program Outcomes:

Students graduating with a Doctor of Philosophy degree in *Educational Studies* will be able to:

- conduct research as an educational leader
- collaborate as an educational colleague
- reflect theologically as a practitioner
- engage complex cultural frameworks as a global Christian

Core Competencies

Three foundational areas of professional competency provide the academic focus of the program: developing a research mindset and skill base; thinking as an educational leader; and theologically reflecting about educational issues against a broadly cultural and missiological framework. The intentional linkages between the PhD (Educational Studies) and the PhD (Intercultural Studies) provide opportunity to relate principles from theology and the social sciences to education, mission, and leadership.

Program Values

The international EDS learning community practices a fundamental commitment to and reliance on God's truth as revealed in the Bible and Jesus Christ, God's redemptive purposes in Christ, and the sustaining work of the Holy Spirit. The EDS community seeks to act on the reality that all persons are created in God's image. Participants engage one another professionally, academically, and personally. They share resources and ideas and consult one another concerning specific issues and situations related to their ministry. The program style is collaborative rather than competitive, and mutual respect for colleagues and the diversity of perspectives is evident.

Learning is seen as lifelong, formal and nonformal in context, linear and narrative in approach, and participatory. The interdependence of theory and practice, the processes of dialogue and disciplined inquiry, and the integration of theology and the social sciences are viewed as normative. Faculty are committed to the effective progress and completion of the participants and, through the experiences of the program, seek to foster the cultivation of sustainable habits in thought, spirit, relationship, and service.

The Learning Culture

The appropriate outcome of doctoral education is seen to be the development of refined, sustainable habits of scholarship and professional leadership. Participants are expected to enter fully into the community of scholarship: giving and receiving ideas, information, sources and materials; entering fully into seminar discussions; and participating constructively in open hearings—their own and their colleagues' oral comprehensive examination, presentation of the research proposal, and dissertation defense.

Participants are expected to read and research with a view to making a contribution to the literature of the field and to ongoing discourse—with doctoral colleagues and other academic professionals. Much that is written in the program should be considered as potentially publishable. Participants are encouraged to use the network of seminary and university libraries in the Chicago area and to engage the members of this international community in discussion about research and writing projects.

The dissertation research design that undergirds the PhD/EDS program presumes that a substantial base of descriptive research is necessary to generate hypotheses that will ultimately be explored through experimental studies. It is our perspective that experimental research conducted without a substantial base in description and inquiry is impoverished. Participants in the TEDS PhD/EDS program have generated a substantial body of dissertations, most of which have been descriptive or theological/historical in format. We will continue to encourage descriptive research as the primary mode of inquiry, but with appropriate guidance experimental studies could be built on these emerging categories of research findings.

The preferred learning environment is one that fosters a community in which all participants, students and faculty alike, are engaged in further development. It is also inherent in the program's philosophy of cooperative learning that healthy interpersonal relationships enhance the academic endeavor. Therefore, faculty and participants, along with family and friends, are invited to take advantage of scheduled and spontaneous opportunities for social fellowship.

Program Design

Many PhD/EDS participants are involved in the program during sabbatical or other educational leaves from their place of service. Admission requirements presuppose that the applicant has completed one or more graduate degrees and has had substantial recent experience in an educational ministry. Relatively few participants are in major career transitions.

The PhD/EDS is designed as a program of 4-5 academic years (60 semester hours). Full-time participants may complete seminar work in two years followed by a year of comprehensive exam and proposal preparation and a year of dissertation research. The recommended full-time enrollment is 9 semester hours each term. The program operates on a year-round basis, with full-load enrollment available in each of two semesters and, normally, summer. Completion of 18 hours constitutes one academic year. Program seminars are offered in two-week modular, week-long modular and weekend formats.

The program incorporates particular conceptual areas to stimulate the participants' professional capacities in research and educational leadership. Participants are challenged to integrate faith and learning at every step of the program as they engage these conceptual areas through a variety of experiences and academic seminars.

The courses are threaded together in such a way that the broad foundational courses introduce subject areas that participants may examine more intensively in the primary elective focus areas. Thus, the 1, 2, and 3 credit elective courses provide opportunities to focus even more specifically on areas of interest previously studied in the foundational courses.

Foundations of Education

Participants examine educational issues through theological, historical, and social science frameworks to gain foundational perspectives on the contemporary tasks of educational leadership. Through theology, history, philosophy, psychology, sociology, adult education, and organizational development participants engage educational concerns at fundamental levels of perspective and analysis, always with a view toward contemporary practice in a variety of cultural settings.

Primary Elective Focus Areas

Participants have the option of concentrating in one of the following focus areas: educational ministry in the local church; teaching and learning; leadership and organizational development; and contemporary issues. However, participants have freedom, in consultation with the program director, to configure their electives to best cultivate their interests as educational leaders.

Teaching Practicum

Participants design, teach and evaluate two (1) credit electives or one (2) credit elective under the supervision of an EDS faculty member. Practicum teachers will have already achieved candidacy, will teach in their research areas, and will often team teach these elective courses with EDS faculty members or other similarly qualified participant colleagues.

Research in Education

Participants demonstrate a disciplined way of looking at the world: people, structures, societies, and institutions. The research seminars fulfill three basic purposes:

1. the explication of research concepts and the basis for research method;
2. the development of skills in research methodology; and
3. foundations in literature.

For additional information on the design of the program and its requirements, see the *EDS Handbook for Participants*.

Instructional Modes

The Doctoral Seminar

The core of the formal course instruction is the seminar experience. The assumption is that ideas are not one's own until they can be shaped into one's own language and used in disciplined conversations. To facilitate dialogue, the instructor may provide for a common base of reading and reference by assigning preparatory work. Where required, participants are expected to have read assigned literature and other materials **before** the first seminar session.

Independent study

Reading Courses and Guided Research Courses may be taken by agreement with the faculty concerned. Since the ethos of the program is that of a learning community, we discourage independent study unless it is necessary. Independent studies will be approved for participants who have completed at least one semester in the program (or 9 credit hours of completed work), who have demonstrated the ability to read with understanding and to write lucidly, and who have submitted an appropriate proposal for the independent inquiry.

Nonformal experiences

Opportunities to engage in experiences that are outside the normal program are frequently possible. For example, professional conferences, *ad hoc* meetings with visiting scholars, and interdepartmental consultations are often part of the participants' learning and professional development. These experiences may become a for-credit wrap-around option when they can be related to a seminar.

Residency Requirement

Courses, seminars, and colloquia for the PhD/EDS degree are normally completed on Trinity's Deerfield campus.

A residency requirement in academic research doctoral programs serves the following purposes for the participant:

- Time to research and reflect upon the body of literature related to the dissertation topic.
- Time for significant work on the doctoral dissertation itself. The search, selection, and refinement of a research problem and the building of a research design require concentrated interaction with faculty, colleagues, and other resources.
- Intensive contact with faculty and colleagues in the program who provide the intellectual environment conducive to further professional development and sense of professional responsibility as a community of scholar/practitioners.
- Opportunity for involvement in a variety of professional activities.

Admission Requirements

Applicants for the PhD/EDS program are required to:

1. Have earned an appropriate master's degree (totaling at least 36 semester hours) with a strong representation of biblical and theological studies from an institution maintaining academic standards similar to those of TEDS. In particular, graduate work must reflect an acceptable amount of coursework in the biblical/theological disciplines (normally understood as at least 18 hours). Moreover, applicants must have completed at least 18 semester hours of graduate coursework in Educational Ministries and/or a related Social Sciences field relevant to the PhD/EDS program. In special circumstances, applicants with exceptional qualities or backgrounds may be permitted to apply without the aforementioned requirements reflected on their transcripts.
2. Present evidence of potential for original research at the doctoral level by submitting a sample of published writing or a recent academic research paper if nothing has been published.
3. Have completed **at least** four years of vocational experience in ministry with evidence of relevant gifts and abilities. Preference is given to applicants in a leadership position commensurate with the degree and to applicants who demonstrate that the PhD will contribute in particular ways to continued development in their ministry.
4. Give evidence of a superior intellectual ability in all previous accredited graduate studies. Whereas previous academic performance is considered seriously, we are also concerned about the applicant's capacity for substantive academic and professional interaction with colleagues in the program.
5. Have earned a cumulative grade point average of at least 3.5 (on a 4.0 scale) in previous graduate studies.
6. Submit a test score from either the Graduate Record Examination (GRE) General Test or the Miller Analogies Test (MAT), preferably the latter, which will be taken into consideration among other factors in the application. Applicants whose first language is not English should also submit scores less than two years old from the Test of English as a Foreign Language (TOEFL) in addition to the MAT or GRE.

Special Instructions for International Applicants

All international PhD/EDS program students, including students from Canada, are now required to enter the United States with an F-1 visa. PhD/EDS *residential* students (i.e., living in Deerfield and registered for full-time attendance) must comply with the same visa requirements as residential master's-level applicants (see Admissions section).

PhD/EDS *nonresidential* students (i.e., commuting to the Deerfield Campus for each modular class) **must also** obtain an F-1 visa. F-1 visas will remain valid as long as reentry into the United States for the purposes of study occurs at least once every five months. A new visa will be required if reentry does not occur within this time period.

In order for a Certificate of Eligibility (I-20) to be issued for PhD/EDS *nonresidential* students, the following conditions must be met:

1. Applicants whose first language of instruction is not English must demonstrate English Language competency as measured by a qualifying score on the TOEFL.
2. Applicants must be admitted to the PhD/EDS program as a *nonresidential* student.
3. Applicants must submit a special PhD/EDS *nonresidential* Certification of Finances.

Admission Deficiencies

Participants lacking the prerequisites for entry into the PhD/EDS degree program (i.e., those holding master's degrees with hours in a prescribed area deemed as insufficient), as determined in the application process, have several options for filling such deficiencies. Deficiencies need not be completed before beginning the PhD/EDS program, but **must be fulfilled by the time 18 hours of coursework have been completed**. Subsequent to

admission, master's-level work completed toward the fulfillment of deficiencies must be graded a "B-" or higher to qualify for fulfillment of deficiencies. Participants have several options for fulfilling such deficiencies as outlined in the *EDS Handbook*.

Advanced Standing and Transfer Credit

Advanced standing and transfer credit is not normally given for PhD doctoral study except as planned in advance in consultation with the director of the program.

Candidacy Requirements

Admission to the PhD/EDS program does not guarantee acceptance into candidacy for the degree. One of the primary tasks in the doctoral program is to assess the development of competencies and sustainable habits so the participant achieves candidacy and completes the program. This assessment takes place through the successful completion of courses, a comprehensive examination and the dissertation. See the *EDS Handbook for Participants* for further details on the comprehensive examinations and the dissertation.

To achieve candidacy, the following requirements must be met:

1. Fulfillment of all deficiencies and prerequisites indicated as conditions for admission
2. After the doctoral participant completes 18 credit hours, the program director will conduct a progress review with the participant to determine continuance feasibility. The review will have three possible outcomes: continuance, continuance with a negotiated progress plan, or non-continuance. If the participant receives a continuance with a negotiated progress plan, the participant will meet with the program director no later than after 28 credits hours are completed for another review to determine continuance feasibility. If at this time, the participant has made insufficient progress, the participant will receive a non-continuance outcome and be recommended to the ThM degree.
3. Completion of 52 credit hours, including all seminars, comprehensive exams, and dissertation proposal preparation, with a grade of "B-" or higher in each seminar
4. A cumulative grade point average of 3.2 or better
5. Satisfactory completion of Comprehensive Examinations and the Dissertation Proposal, along with any conditions
6. Acceptance of the *Protection of Human Rights in Research Protocol*

The Dissertation

The dissertation is to be a major work based on the empirical investigation of a well-defined and significant problem. This important component of the program is to include a substantial review of the research and conceptual literature underlying the inquiry. Courses appropriate to the mode of research proposed for the dissertation are required prior to the open hearing in which the dissertation proposal is presented. Appropriate procedures, based upon relevant theological, ethnographic, historiographic, or social science methodologies are to be used. The research is to focus on a specific problem in reference to a matter of human development, learning, institutional issues, decision making, culture and education, and so on.

The purpose of the dissertation is to demonstrate competency in research skills, to serve as the culmination of doctoral study, and to make a significant original contribution to the field. Findings must have potential value as contributions to the knowledge base in the field of educational ministry, broadly defined. The participant's approach should be positive and constructive. The proposal must be approved by the Dissertation Advisory Committee and all procedures used with human subjects approved by the Human Rights in Research Committee before data collection may begin.

A final oral examination of the dissertation is conducted by the Dissertation Advisory Committee. It is in the form of an open hearing, which includes faculty and peers.

Graduation Requirements

Candidates for the PhD/EDS degree are required to satisfy the following graduation requirements:

1. Recommendation by the faculty of eligibility for the degree on the basis of academic stature and evidence of Christian life and character during their time in the program.
2. Successful completion of a minimum of 60 semester hours of approved coursework with a minimum cumulative grade point average for program coursework of 3.2 (on a 4.0 scale), with no grade below "B-" applicable to the degree. A maximum of 20 percent of the coursework for the degree may be done through guided research or reading courses.
3. Successful completion of the comprehensive written and oral examinations and dissertation proposal.
4. Successful acquisition of candidacy.
5. Submission of the Application for Graduation form to the Records Office.
6. Successful completion and defense of an approved dissertation that exhibits the candidate's ability to do competent research, to think critically, and to communicate effectively.
7. Completion of all requirements for the degree within seven years from matriculation, or completion of additional program requirements as outlined under Statute of Limitations and Program Continuation.
8. Settlement of all financial obligations to Trinity and any other ACTS seminaries with the Office of Student Financial Services.

Leave of Absence

For extraordinary reasons (prolonged illness, serious family crisis, unusual work situation), a doctoral participant may be granted a leave of absence from the program. Request for a leave of absence is to be submitted in writing to the program director and the ADC for consideration. The letter must include the reason(s) for the requested leave of absence and be submitted during the circumstance, or as soon as possible after the event. A leave of absence may be granted on more than one occasion but not to exceed two years in total. Once approved, the leave of absence will not be counted against the program statute of limitations (seven years). Similarly, the leave of absence will suspend the time related to continuation fees.

Statute of Limitations and Continuation Fees

All program requirements (coursework and dissertation) for the degree are to be completed within seven years from matriculation. As long as the candidate is registered in each succeeding semester until the seventh year, continuation fees are not assessed. Since an approved proposal is one of the requirements for achieving candidacy, even if all other work is completed, continuous enrollment in the dissertation proposal preparation “course” qualifies for continuous enrollment.

If a PhD participant completes the fifth year of his or her program without achieving candidacy, continuation fees are assessed. As soon as the participant completes all requirements, applies for and is granted candidacy, continuation fees cease. The continuation fee is assessed for each successive semester not enrolled for courses, excluding summer. **It is the responsibility of the participant to apply for candidacy once all conditions have been satisfied.**

Participants who are convinced that they will be unable to finish in seven years may apply in writing prior to the end of the seventh year for a program extension, which will give up to a maximum of three further years for degree completion. Ordinarily, program extensions will be granted only to students who have completed the comprehensive examination. The application must include a timetable which will serve as the contract for completion of all work required for the degree. An extension will be granted only in exceptional circumstances and at the recommendation of the program director. Continuation fees are assessed until the dissertation is accepted. If the work for the degree is not completed within the contracted period, the participant will be dismissed from the program and must reapply. There is no guarantee that the participant will be readmitted—and if he or she is readmitted, further coursework may be required.

Program Withdrawal

In the rare occurrence that a doctoral participant may find it necessary to withdraw from the degree program, he or she must notify both the Academic Doctoral Office and the Records Office in writing of the desired change in program status. All fees accrued prior to program withdrawal are still payable in full.

PhD/EDS Program Minors

Qualified participants in the PhD/EDS program may take a 9-semester-hour minor in either the PhD/ICS or the PhD/THS programs. Qualified participants should:

1. demonstrate strong master’s-level preparation in their primary field of study and
2. secure permission for the minor and the courses to be applied toward the minor from their Program Director and from the director of the program in which they wish to do a minor.

The 9-semester-hour minor is completed in the Primary Elective Focus Area component of the degree.

Program of Study

The program of studies for the PhD/EDS is developed in light of the values, conceptual areas, and core competencies articulated above.

Code	Title	Hours
EDS Orientation		
ES 9110	Orientation to EDS Doctoral Studies	1
Foundations in Education		
ES 9700	Biblical and Theological Formation of the Educator	3
ES 9750	Historical and Philosophical Foundations of Education	3
ES 9500	Psychological and Sociological Foundations of Education	3
ES 9175	Leadership and the Development of Organizations	3
ES 9200	Adult Learning Foundations	3
ES or ME	Inter-Cultural Studies Course	3
Primary Elective Focus Areas with sample courses listed		
Select 18-24 hours		18-24
Educational Ministry in the Local Church:		
ES 7550	Local Church as System	

ES 8240	Intergenerational Education	
ES 9510	Developmental Issues of Children, Youth, or Adults	
ES 7560	Program Planning Dynamics in the Local Church	
Teaching and Learning:		
ES 9210	Curriculum Theory and Design	
ES 9150	Teaching in Higher Education	
ES 9725	Ethics in Education	
Leadership and Organizational Development:		
ES 9275	Higher Education Administration	
ES 9305	Developing Emerging Leaders	
ES 7830	Developing Collaborative Teams	
Contemporary Issues in:		
ES 9000	Current Issues in Educational Studies	
ES 9890	Professional Development Practicum	
Research in Education		
ES 9910	Foundations in Social Science Literature ¹	3
ES 9915	Social Science Research Design	3
ES 9920	Qualitative Research Methods	3
Comprehensive Exam and Dissertation Preparation		
ES 9990	Dissertation Proposal Preparation	0-3
ES 9975	Comprehensive Exam Preparation	0-3
Dissertation		
ES 9991	Dissertation Research (a total of 8 hours of dissertation research is required.)	8
Total Hours		60

¹ A historiographic research proposal requires ME 9925 or equivalent in lieu of ES 9910

EDS participants may take zero to three semesters of Comprehensive Exam Preparation and zero to three semesters of Dissertation Proposal Preparation in order to meet the 0-3 credit hours required for each course. EDS participants may take between two and six semesters of Dissertation Research to meet the 8 credit hour requirement, with no more than 6 hours being taken in a given semester.

Doctor of Philosophy (Intercultural Studies) Program

Director: Craig Ott, PhD

Purpose and Nature of the Program

The PhD (Intercultural Studies) Program seeks to develop the ministry and research skills of leaders involved in a wide variety of missional, cross-cultural, and educational ministries. Focus is upon deepening our understanding of human diversity, contextual realities, and culture change in ways that inform redemptive, gospel-centered ministry in the contemporary world. Theological, historical and social scientific disciplines are integrated at the highest academic level and brought to bear on the global and local mission of the church.

As an academic PhD program, students will strengthen their foundations in theory as the basis for original research and writing to advance missiological understanding and effective leadership. Our mission is to cultivate academic excellence, cultural insight, and spiritual depth enhancing the personal and professional development of program participants. Persons benefiting most from the program are typically engaged at home or abroad in ministries such as cross-cultural missions, multiethnic ministry, missional movement and organizational leadership, higher education, and evangelism.

With a combination of intensive coursework, mentoring, and research students can craft a stimulating, flexible, and individualized course of study suited to their professional goals and life situation. Many of Trinity's PhD/ICS students participate in the program during sabbatical or other educational leaves from churches, Christian mission organizations, colleges, and seminaries. Some complete the program by commuting to campus from longer distances for modular, intensive courses. Participation in the program links students with a diverse, broad-based international community of scholars and provides tools to promote lifelong learning.

Program Outcomes:

Students completing a Doctor of Philosophy degree in Intercultural Studies will be able to:

- research original academic contributions to the field of intercultural studies
- understand major issues, literature, and disciplines related to the field of missiology
- integrate theological, social scientific, and historical perspectives in the research, analysis, and assessment of missiological issues, realities, and cultural engagement
- contribute professionally to the academic missiological community
- understand current issues in theology of mission
- solve problems and develop strategic plans related to the practice of Christian mission
- teach missiological subjects in higher education and train cross-cultural workers

Program Values

The PhD/ICS program is committed to the full authority of Scripture and the centrality of the gospel of Jesus Christ. These core convictions must guide the church's mission as it engages an increasingly complex world of rapid social change, religious pluralism, human diversity, and globalization.

We thus believe that effective and faithful ministry demands more than ever the best integration of deep theological reflection, keen social scientific insight, and broad historical perspective. The ICS faculty represents a wide range of backgrounds, ministry experience, and academic expertise dedicated to working collaboratively with students in a stimulating and holistic learning community. The goal is not knowledge for knowledge's sake, but academic excellence that addresses contemporary challenges for the greater glory of God and the advancement of his kingdom.

Intercultural Studies Defined

Intercultural studies represents a broad category of scholarly inquiries related to the interface of human diversity and transformative gospel ministry. Human commonalities are understood to be based on the oneness of humankind, and differences are understood to be the outgrowth of historical, geographic, and sociopolitical variability. The scholarly task in this field of doctoral studies is to grasp with knowledge and wisdom those matters of diversity that impinge on human relationships and various understandings of reality and to evaluate these in the light of biblical teaching. Globalization, migration, religious pluralism and other features of contemporary societies add to the complexity of human experience and increase the challenges and opportunities of Christian ministry and gospel faithfulness. Intercultural studies is thus of critical importance not only in the context of historic cross-cultural mission work, but also in virtually every context including North America.

Socioanthropological inquiry is used to help understand the nature of intercultural relationships and to develop substantial cultural awareness, knowledge of the skills of analysis and interpretation, and theoretical comprehension of the nature and consequences of sociocultural diversity. Such insight must inform the missional practice of the church. Effective human relationships, communication, Christ-centered personal and social transformation, contextualization of ministry, and engagement with persons of other faiths all require an understanding of culture and social dynamics. The foundation of the program is biblically faithful theology, which provides the basis for the evaluation of the interaction between a given culture, the gospel and the people of God.

Program Design

The PhD (Intercultural Studies) Program is designed as a program of three to four academic years, requiring two years (four semesters) of classroom and seminar studies followed by one to two years of comprehensive examinations and dissertation research. The length of the program can be reduced by enrolling in full-time study during all three semesters (fall, spring, and summer). Part-time students need considerably longer to complete the program. The minimum number of courses and seminars, comprehensive exam and dissertation credit, is 60 semester hours. A full-time student takes 9 to 12 semester hours. The program operates on a year-round basis, with full-load enrollment available in fall, spring and summer semesters. Program courses are available in a variety of term-length and modular formats, making study accessible to students who do not relocate to Deerfield. To insure that students not residing locally participate in the broader learning community, attendance at ICS fellowship meetings, academic hearings, and other community events while present on campus for coursework is expected.

All PhD/ICS students take a common core of required courses. Each course and seminar is conducted so as to encourage opportunities for a wide range of research interests and needs. Furthermore, the program allows flexibility in the design of a personal program of study that best serves the professional and academic needs of the individual participant. Before completion of 24 credit hours in the program the student should declare the general topic of the anticipated dissertation research. This decision is to be made in consultation with the program director and the anticipated dissertation supervisor. The supervisor will then provide guidance for the student's further study program and course selection with the dissertation topic in view.

PhD/ICS students with interest in educational ministries may enroll in courses offered by the PhD/EDS program. Similarly, with special approval, qualified ICS students with a more theological focus may enroll in a limited number of PhD/THS courses. For additional information on the design of the program and its requirements, see the *ICS Handbook for Participants*.

Instructional Modes

The Doctoral Seminar

The core of the formal course instruction is the seminar experience. The interaction of a doctoral seminar is much more than a discussion; it is a mode of learning. The assumption is that ideas are not a person's own until they can be shaped into language and used in disciplined conversations. To facilitate dialogue, the instructor may provide for a common base of reading and reference by assigning preparatory work. Seminars may be completed in a variety of formats such as regular semester courses, and modular (one or two-week) or weekend intensive courses. For intensive courses participants are expected to have read the assigned textbooks and complete other assignments before the first class session.

Independent Study Courses

Two kinds of courses may be taken independently under the supervision of an appropriate faculty member: *Reading Courses*, which are courses listed in the School Catalog but which are not available for students to take in a given semester; and *Guided Research Courses*, which are non-catalog courses specifically designed to meet the academic interests or professional needs of the participant. Independent studies will be approved for participants who have completed at least 12 credit hours, and who have arranged in advance with a professor the specific requirements and assignments of the course.

Residency Requirement

Courses, seminars, and colloquia for the PhD/ICS degree are normally completed on Trinity's Deerfield campus. A residency requirement in academic research doctoral programs is essential for students to receive intensive faculty mentoring, participate in the learning community, become immersed in the ethos of doctoral study, and become involved in professional activities.

Students can complete their resident coursework in either full or part-time status. Some students, especially those serving in higher education, choose to complete coursework during summer semesters and/or through intensive courses. It is thus possible to complete the program in either a traditional full-time residential mode, or as a student who commutes to Deerfield for intensive courses and other program requirements.

Admission Requirements

Applicants for the PhD/ICS program must fulfill the following requirements:

1. Have earned a Master of Divinity (MDiv) degree or appropriate master's degree (totaling at least 48 semester hours) providing significant theological and missiological foundations from an institution maintaining academic standards similar to those of TEDS. Specifically applicants must have, at the graduate level, a minimum of 15 semester hours of Missions or Intercultural studies and 30 semester hours of Biblical/Theological studies, including a minimum of 6 semester hours of Old Testament, 6 semester hours of New Testament, 6 semester hours of Systematic Theology, and 3 semester hours of Church History. Applicants who do not meet these prerequisites may consult with the program director regarding possible removal or waiving of deficiencies (see below under "Admission Deficiencies").
2. Present evidence of potential for original academic research at the doctoral level by submitting a sample of published writing or a recent academic research paper if nothing has been published.
3. Have completed at least three years of vocational ministry experience in areas consistent with the program purposes, with evidence of relevant gifts and abilities.
4. Present evidence of competence in two languages:

- a. a contemporary field language or research language for bibliographic control; and
 - b. one biblical language. (In exceptional circumstances, the biblical language requirement may be waived.)
5. Give evidence of a superior intellectual ability in all previous accredited graduate studies.
 6. Have earned a cumulative grade point average of at least 3.5 (on a 4.0 scale) in previous graduate studies.
 7. Submit a test score from either the Graduate Record Examination (GRE) General Test or the Miller Analogies Test (MAT), preferably the latter, which will be taken into consideration among other factors in the application. Applicants whose first language is not English should submit scores less than two years old from the Test of English as a Foreign Language (TOEFL) in addition to the MAT or GRE.

The requirements listed above should be understood as minimal requirements. Faculty select the applicants with the strongest qualifications. Applicants are assessed in terms of their total mix of strengths so that candidates who meet minimal requirements in one area may be accepted if they are exceptional in other respects. All other things being equal, for example, candidates with an MDiv will be given preference over candidates with an MA. However, it is the total mix of strengths that a candidate brings that will be considered in the selection process.

Special Instructions for International Applicants

All international PhD/ICS program students, including students from Canada, are now required to enter the United States with an F-1 visa. PhD/ICS *residential* students (i.e., living in Deerfield and registered for full-time attendance) must comply with the same visa requirements as residential master's-level applicants (see Admissions section). PhD/ICS *nonresidential* students (i.e., commuting to the Deerfield Campus for each modular class) **must also** obtain an F-1 visa. This requirement represents a major change to immigration policy in the United States. Students who enter the United States to pursue the PhD/ICS degree without the F-1 visa potentially jeopardize their ability to complete the degree and reenter the United States. F-1 visas will remain valid as long as reentry into the United States for the purposes of study occurs at least once every five (5) months. A new visa will be required if reentry does not occur within this time period. In order for a Certificate of Eligibility (I-20) to be issued for PhD/ICS *nonresidential* students, the following conditions must be met:

1. Applicants whose first language of instruction is not English must demonstrate English language competency as measured by a qualifying score on the TOEFL.
2. Applicants must be admitted to the PhD/ICS program as a *nonresidential* student.
3. Applicants must submit a special PhD/ICS *nonresidential* Certification of Finances.

Admission Deficiencies

Students whose academic record does not include all the required prerequisite coursework may be admitted with a deficiency of master's courses. Under exceptional circumstances such deficiencies can be waived. However, the normal means of removing such deficiencies are described in the *ICS Handbook for Participants*. Deficiencies need not be completed before beginning the PhD/ICS program but must be fulfilled **before** advancing beyond 18 credit hours. Subsequent to admission, master's work completed toward the fulfillment of deficiencies must be graded a "B-" or higher to qualify toward fulfillment of deficiencies.

Advanced Standing and Transfer Credit

Petitions for advanced standing on the basis of previous graduate work should be made at the time of admission. The maximum number of advanced standing hours in the PhD/ICS is 10 semester hours. Petitions made after matriculation for advanced standing, beyond what is normally allowed, must be received by the Academic Doctoral Committee within the first two terms after matriculation. Students should file such petitions only in exceptional circumstances, and they will be considered only in cases where previous coursework has been completed in an academic doctoral program.

Transfer credit is not normally given for PhD doctoral study except as planned in advance in consultation with the director of the program.

Student Assessment

One of the primary tasks in the doctoral program is to assess the development and refinement of competencies and sustainable habits. The assessment of academic competencies and professional development takes place in the following ways:

At determined points in the program each participant is interviewed concerning his or her academic and professional progress. At these times, each participant also has the opportunity to offer input concerning the doctoral experience.

The Comprehensive Examination measures the reasoning and general missiological understanding of the student. It is normally scheduled soon after successful completion of the planned coursework and is divided into two parts: the written and the oral.

The Written Comprehensive Examination consists of two field statements (5,000-7,000 words, exclusive of bibliography) in preparation for the PhD Oral Qualifying Exam. Field statements are bibliographical essays on areas of specialization that are to address substantive areas of missiology or missiologically-related knowledge. Each field statement is a *critical summary and analysis of issues and debates in a given field of knowledge*. The purpose of the field statements is for the student to demonstrate expert research skills and mastery of the arguments, issues, and methodologies related to the selected fields of inquiry.

The topics of the field statements are determined in consultation with two faculty members who normally also serve on the student's dissertation committee. The two topics must be from separate disciplinary domains. The topics may not simply replicate written work already done in another course or guided research.

Field statements *should include both theological reflection and missiological application*. See the *ICS Handbook for Participants* for complete details on the comprehensive examinations.

The Oral Examination is scheduled for a ninety-minute session and is conducted in the form of an interview by two or more faculty members, with an emphasis on matters of missiological philosophy and its basis in theological reasoning. The oral exam explores the student's ability to verbally articulate their understandings and demonstrate integrative skills relating their field topics to broader missiological issues. See the *ICS Handbook for Participants* for further details on the comprehensive examinations

Candidacy Requirements

Admission to the PhD/ICS program does not guarantee acceptance into candidacy for the degree. A student must be certified as a candidate for the degree only after:

1. Fulfillment of all deficiencies and prerequisites indicated as conditions for admission
2. Completion of 54 credit hours, including all seminars, comprehensive exam, and dissertation proposal preparation, with a grade of "B-" or higher in each
3. A cumulative grade point average of 3.2 or above
4. Successful completion of the written and oral comprehensive examinations and conditions (if any)
5. Acceptance of the dissertation research proposal and revisions (if any)
6. Acceptance of the *Protection of Human Rights in Research Protocol* (if required)

Leave of Absence

For extraordinary reasons (prolonged illness, serious family crisis, unusual work situation), a doctoral participant may be granted a leave of absence from the program. Request for a leave of absence is to be submitted in writing to the program director and the ADC for consideration. The letter must include the reason(s) for the requested leave of absence and be submitted during the circumstance, or as soon as possible after the event. A leave of absence may be granted on more than one occasion but not to exceed two years in total. Once approved, the leave of absence will not be counted against the program statute of limitations (seven years). Similarly, the leave of absence will suspend the time related to continuation fees.

The Dissertation

The dissertation is to be a major work based upon original research and careful investigation of a well-defined and significant issue. This important component of the program is to include a substantial review of the research and conceptual literature underlying the inquiry. Courses appropriate to the mode of research proposed for the dissertation are required prior to the open hearing in which the dissertation proposal is presented. Appropriate procedures, based on relevant theological, ethnographic, historiographic, missiological, or social science methodologies are to be used. The research is to focus on a specific relational or conceptual problem in reference to a matter of the theology of missions, missions history, or a field of inquiry dealing with a significant issue in intercultural aspects of the church.

The purpose of the dissertation is to demonstrate competency in research skills, to serve as the culmination of doctoral study, and to make a significant contribution to the field of missiology. Appropriate research need not be universal but may be particular in application. However, findings must have potential value as contributions to the knowledge base in the field of missiology. The student's approach to the dissertation should be positive and constructive. The student's Doctoral Advisory Committee must approve the proposal before any data collection may begin.

A final oral examination of the dissertation is conducted by the Advisory Committee. It is in the form of an open hearing, including faculty and peers.

Graduation Requirements

Students pursuing the PhD/ICS degree are required to satisfy the following graduation requirements:

1. Recommendation by the faculty of eligibility for the degree on the basis of academic stature and evidence of Christian life and character during residence at Trinity
2. Successful completion of a minimum of 60 hours of approved coursework with a minimum 3.2 (on a 4.0 scale) cumulative grade point average for program coursework, with no grade below "B-" applicable to the degree
3. Successful completion of specified number of full-time academic terms in residency
4. Successful completion of the comprehensive written and oral examinations and the dissertation proposal
5. Successful acquisition of candidacy
6. Submission of the Application for Graduation form to the Records Office
7. Successful completion and defense of an approved dissertation that exhibits the student's ability to do competent research, to think critically, and to communicate effectively

8. Completion of all requirements for the degree in seven years from matriculation or completion of additional program requirements as outlined under "Statutes of Limitations and Program Continuation"
9. Settlement of all financial obligations to Trinity and any other ACTS seminaries with the Student Accounting Office

Statute of Limitations and Program Continuation

All program requirements (course work and dissertation) for the degree are to be completed within seven years from matriculation.

An extension beyond seven years is contingent upon the approval of the program director, the dissertation mentor, and the Academic Doctoral Committee. Participants who are convinced that they will be unable to finish in seven years may apply in writing prior to the end of the seventh year for a program extension, which will give up to a maximum of three further years for degree completion. Ordinarily, program extensions will be granted only to students who have completed the comprehensive examination. Such an extension must be approved by the Academic Doctoral Committee and will be granted only if the program director and dissertation mentor (where applicable) agree that the participant is making appropriate progress toward degree completion and that the area of research remains viable. In addition, the program director and mentor may make the extension contingent on specific further academic work. Such work may include but is not limited to

1. additional reading assignments,
2. the successful completion of one or more courses,
3. the successful retaking of the comprehensive examination, and
4. a new dissertation proposal.

Failure to complete any of the assigned further academic work by the deadline(s) set by the program director and mentor will result in immediate and automatic expulsion from the program.

Continuation fees will be assessed if the student has not achieved candidacy within four years of the first term of enrollment or is a continuing student beyond the seven-year statute of limitation. The continuation fee is assessed for each successive semester not enrolled for courses, excluding summer.

Program Withdrawal

In the rare occurrence of a doctoral student finding it necessary to withdraw from the degree program, he or she must notify both the Academic Doctoral Office and Records Office in writing of the desired change in program status. All fees accrued prior to the program withdrawal are still payable in full.

PhD/ICS Program Minors

Qualified students in the PhD/ICS program will be permitted to take a 9-semester-hour minor in one of the other two doctoral programs. Qualified participants should

1. demonstrate strong master's level preparation in their primary field of study and
2. secure permission for the minor and the courses to be applied toward the minor from their Program Director and from the director of the program in which they wish to do a minor.

The 9-semester-hour minor is completed in the Professional Development component of the degree.

Program of Study

The PhD/ICS program is structured to provide course offerings that will allow flexibility in the light of each student's academic background and vocational objectives. Once the student's background and objectives have been reviewed with the faculty advisor, the student may elect appropriate courses in the required areas. Program course requirements are as follows:

Code	Title	Hours
Foundational Disciplines		
Prolegomena:		
ME 9050	Prolegomena: Missiology as a Discipline ¹	2
Theology:		
Select one of the following:		4
ME 9700	Theology of Mission & Evangelism	
ME 8730	Theology of Religions	
Social Science:		
Select two of the following:		8
ME 8815	Ethnicity: Modes of Inquiry and Analysis	
ME 9325	Sociology for Mission and Evangelism	

ME 9610	Anthropology for Missions and Evangelism	
Religion and Worldview:		
ME 8380 or ME 8390	Religion in the Modern World Gospel, Cultures, and Church in Western Contexts	4
History and World Christianity:		
ME 9400 or ME 8450	History of the Expansion of Christianity History of Evangelism	4
Research Methods:		
Select two of the following:		8
ME 8922	Qualitative Research Methods	
ME 9925	Historiographic Research Methods	
ME 9930	Quantitative Research Methods	
Professional Development		
ME 9260	Teaching Missions and Evangelism in Higher Education	2
Designated Electives		
Students select, with the approval of the program director and/or dissertation supervisor, two courses offered at or above the 7500 level by faculty in the missions department. ²		8
Free Electives		
Select 8 hours of free electives ³		8
Comprehensive Exam and Dissertation Preparation		
ME 9970	Orientation for Comprehensive Exam and Dissertation	1
ME 9975	Comprehensive Exam Preparation	2
ME 9990	Dissertation Proposal Preparation	3
Dissertation		6
ME 9991	Dissertation Research ⁴	
Total Hours		60

¹ Must be taken during the first year of study

² These courses should be related to the participant's anticipated dissertation research. Because the program ethos includes learning community, we discourage independent study. However, with approval of the supervisor up to four credit hours may be taken as guided research. Only under exceptional circumstances may additional guided research credit be taken, not to exceed a total of eight credit hours. Guided study is not normally permitted before the student has completed 24 credit hours of coursework

³ These will normally be ME courses, but an individual with a strong academic background in missiology or with special needs related to their dissertation may, with permission of the program director, take PhD classes from other departments.

⁴ ICS participants may take between two and six semesters of Dissertation Research to meet the 6 credit hour requirement, with no more than 4 hours being taken in a given semester.

Doctor of Philosophy (Theological Studies) Program

Director: Richard Averbeck, PhD

Purpose and Nature of the Program

The Doctor of Philosophy (Theological Studies) Program is an advanced graduate degree primarily intended to prepare students for academic teaching and research in the fields of Church History/Historical Theology; New Testament Exegesis and Theology; Old Testament focus in Old Testament Hebrew, Literature, and Exegesis; Old Testament focus in Old Testament and Ancient Near Eastern History, Archaeology, and Languages; and Systematic Theology. Students choose one of these fields as a major concentration in which they will take comprehensive examinations and write a dissertation. Students should also be theologically informed and, in particular, be able to relate their work to the field of Systematic Theology. This special emphasis is placed on Systematic Theology because of its central role in the development of doctrine and practice in the life of the church and because of its widespread neglect in theological education today.

Program Outcomes:

Students graduating with a Doctor of Philosophy degree in *Theological Studies* will be able to:

- read and translate Old Testament Hebrew and New Testament Greek as well as the modern research languages German and French
- pass comprehensive examinations in their field of concentration
- research and write a dissertation in their field of concentration
- engage well in theological discussions, and relate their work in their concentration to the field of systematic theology
- teach in their field of concentration

Program Design

The PhD (Theological Studies) Program is designed on a four and a half-year, full-time model, usually consisting of two and a half years of residence coursework followed by an additional two years of comprehensive exams and dissertation research and writing. Completion of the program in four years assumes strong biblical and modern language skills and no entrance deficiencies. The current average program length is about 5.5 years, due primarily to language deficiencies and employment (financial) needs.

The THS program is 60 hours. Proficiency in the biblical languages and in German or French must be demonstrated prior to matriculation. Residence coursework includes the completion of seminar courses, departmental integrative courses and advanced electives, education and research methods courses, comprehensive examination, and dissertation proposal preparation. Additional hours of dissertation research follow the residence coursework. In instances where a student's educational background has been limited to one theological tradition, the student may be advised or required to add a minimum of one term of residence work at another graduate school. Such residence work may also be required by the scope of proposed dissertation research.

While some participants may complete the required coursework within two years of matriculation, many will take longer than two years depending on their level of academic preparation, their aptitude, and the time they are able to devote to the demands of the program. A normal student course load for the program is 10 to 12 hours per semester. Full-time status in the program is defined as at least 9 hours per semester. In no case may a student exceed a course load of 16 hours of doctoral work per semester. Part-time students can be accommodated, although preference is given to full-time applicants. Prospective students must indicate their intent to be full or part time at the time of application. For additional information on the design of the program and its requirements, see the *THS Handbook for Participants*.

Instructional Modes

The Doctoral Seminar

The core of the formal course instruction is the seminar experience. The interaction of a doctoral seminar is much more than a discussion; it is a mode of learning. The assumption is that ideas are not a person's own until they can be shaped into one's own language and used in disciplined conversations. To facilitate dialogue, the instructor may provide for a common base of reading and reference by assigning preparatory work. Participants are expected to have read the assigned textbooks and other materials before the first class session.

Guided Research

Students may register for up to three (3) 9000-level Guided Research courses for a total of six (6) hours of credit before candidacy. These courses are noncatalog courses specifically designed to meet the academic interests of the participant. The research course is intended to encourage research skills, competency in an area of research, and a relationship between students and their mentors. Most students will do this course under the guidance of the faculty member who will supervise the dissertation research.

Admission Requirements

Applicants for the PhD/THS program must fulfill the following requirements:

1. Have earned a Master of Divinity (MDiv) degree (or equivalent) from an accredited institution. Specifically this should include 18 hours in Old Testament and Biblical Hebrew, 14 hours in New Testament and Biblical Greek, 15 hours in Systematic Theology, and 7 hours in Church History. In special circumstances, the department of concentration may accept applicants who demonstrate particular qualities that justify their admission into the program without the MDiv degree.
2. Have documented evidence of competency in biblical Greek and Hebrew.
3. Present evidence of potential for original academic research at the doctoral level by submitting a sample of an exemplary research paper or thesis.
4. Give evidence of intellectual competence in all previous accredited graduate studies.
5. Have earned a cumulative grade point average of at least 3.5 (on a 4.0 scale) in previous graduate studies.
6. Submit a test score from the Graduate Record Examination (GRE) General Test. Applicants whose first language is not English must **also** submit scores less than two years old from the Test of English as a Foreign Language (TOEFL), the Test of Written English (TWE), and the Test of Spoken English (TSE) in addition to the GRE.

Special Instructions for International Applicants

All international PhD/THS program students, including students from Canada, are now required to enter the United States with an F-1 visa, even if attending a single modular class. PhD/THS students are normally expected to enroll in a full-time *residential* status (i.e., living in Deerfield and registered for full-time attendance) and therefore must comply with the same visa requirements as residential master's-level applicants (see Admissions section). Exceptions to this requirement must be cleared in advance with the program director and the International Students Office.

Admission Deficiencies

Applicants whose academic record does not include all the required prerequisites may in special circumstances be admitted to the program, but they will be asked to meet entrance deficiencies or demonstrate competence, at the Divinity School's discretion.

Advanced Standing and Transfer Credit

A request for advanced standing on the basis of previous graduate work (e.g., a completed ThM degree) should be made known to the program director prior to the annual fall/spring review toward the end of the first year of study. The maximum number of advanced standing hours granted in the PhD/THS program is 10 semester hours; the actual number of hours granted may be fewer depending on the nature of the graduate program and the courses taken. The program director evaluates all past work and progress in the THS program and informs the Academic Doctoral Committee of the decision. Petitions made for advanced standing beyond what is normally allowed must be received by the Academic Doctoral Committee within the first two semesters after matriculation. Such petitions are exceptional and will be considered only in cases where previous course work has been completed in an academic doctoral program.

Transfer credit is not normally given for PhD doctoral study except as planned in advance in consultation with the program director.

Language Requirements

Proficiency in Biblical Hebrew and Greek as well as two modern research languages (usually German and French) are required for the THS program. Proficiency for all languages must be demonstrated **by the end of the first year in the program**. This may require some exams/courses to be taken in the semester prior to matriculation and/or in the first summer of the student's program. The exams for any given language may be taken **no more than two times**, after which the participant shall meet with the Director. Language examinations are administered on a regular basis by the Academic Doctoral Office (ADO). Exam dates are available under the "Calendars" link at the ADO page in MyTIU.

Students whose biblical or research language skills are not at the PhD level will find it difficult to complete program coursework in two years, resulting in a longer period of doctoral studies. In no case will a student lacking proficiency in the required languages be eligible for a dissertation proposal, comprehensive exams, candidacy, or dissertation research.

Biblical Greek

The Greek Proficiency Exam evaluates proficiency in the biblical language at a level similar to that of TEDS MDiv graduates. Participants whose biblical Greek skills are not at this level will find it difficult to complete program coursework in two years, resulting in a longer period of doctoral study. **Please note: students are NOT permitted to take NT seminars (and certain other courses where such proficiency is required) until they have proven their proficiency in Greek.** This could delay the student's course work plan/progress.

Participants must demonstrate advanced exegetical and reading skills in biblical Greek using one of the following options:

1. **Waiver:** Students who, in the two years preceding PhD matriculation, have completed advanced exegesis courses in Greek in their MDiv or equivalent level of graduate studies (with a grade of B+ or higher) or who have completed a ThM (in NT) may be deemed proficient. Such students should petition the Academic Doctoral Office for a waiver, including with the petition a course catalog description and an official transcript. The course must be equivalent to or exceed the content normally required of MDiv students in advanced exegesis courses at TEDS. (Such courses are beyond the core MDiv language sequence.) Waivers should be requested as soon as students accept their admission. Waiver requests from spring matriculants are due no later than December 15 (prior to matriculation); requests from fall matriculants are due no later than June 15 (prior to matriculation). Those whose waivers are denied must pass the proficiency exam or complete a course (see options 2 and 3 below).
2. **Exam:** Students may take an examination that includes translation, parsing, textual criticism, and theological, biblical, grammatical, and syntactical observations. Any student failing the exam is required to take a course (see option 3 below for instructions).

- a. *Fall matriculants* wishing to achieve proficiency in biblical languages via examination must take their exam(s) no later than the July test date offered by the Academic Doctoral Office in the summer **prior** to matriculation.
 - b. *Spring matriculants* may take the exam prior to or during their first semester but not later than the July test date of their first summer in the program. It should be noted that NT/OT seminars may not be taken until proficiency is achieved.
3. **Course:** Students may pass a remedial course: NT 5252 (with a B+ or higher; a B for students in the Historical Theology concentration). Such a course should be taken at the MDiv level but does not count toward the 60 hours required for the PhD program. Students taking NT 5252 should fill out a “THS Language Study Contract & Registration Form” (found on the ADO page in MyTIU). As a reminder, NT/OT seminars may not be taken until proficiency is achieved.
- a. *Fall matriculants:* NT 5252 should be completed during the first fall semester in the program.
 - b. *Spring matriculants:* NT 5252 may be taken in the first semester of the program but not later than the first fall semester of the program.

Biblical Hebrew

Matriculating PhD/THS students who hold the MDiv in which a minimum of 9 semester hours of biblical Hebrew has been successfully completed (with no fewer than 3 semester hours in Hebrew Exegesis, coursework verifiable by transcript) will demonstrate language competence by writing the Hebrew Proficiency Exam provided by the Department of Old Testament and Semitic Languages. PhD students who receive a grade of B (i.e., no less than 84%) on the exam will be deemed proficient and are authorized to register for electives requiring OT 5242 Hebrew Exegesis as a prerequisite. Students who receive a grade of B- or below (i.e., less than 84%) on the exam will, upon recommendation of the Department of Old Testament and Semitic Languages, register for either OT 5240 Elementary Hebrew I and/or OT 5241 Elementary Hebrew II or OT 5242 Hebrew Exegesis, depending on what is required. These course(s) must be taken for credit in order to remove the language deficiency, but do not count toward the 60 hours required for the PhD program.

Modern (Research) Languages

Within the first year of study, participants are required to demonstrate reading proficiency in German and in a second research language. Proficiency is demonstrated with a proficiency exam or the passing of the final after taking a language course. Students **may not** take a proficiency exam without having formally studied the language for at least a year at the college or master’s level.

German

Proficiency in German must be demonstrated by passing the German proficiency exam **before** the beginning of the first fall semester in the program. Students may do this in one of two ways:

1. Complete the German course sequence offered by the divinity school in the summer **prior** to the first fall semester, and pass the exam given at the end of the course; or, if the student needs to establish Hebrew proficiency by completing OT 6000 in the summer prior to the first fall semester, German should be taken in the following summer semester.
2. Take the proficiency exam on one of the ADO’s pre-set language proficiency test dates. If the student fails the German proficiency exam, she or he must retake the exam at the first test date of the next semester (e.g., if a student fails the exam in the summer or fall, the retake must be done at the first test date in spring). The only exception to this retake rule is for students who elect to take the German course sequence in the following summer.

French/Second Research Language

The second language is typically French, though other languages, such as Latin, may be substituted if shown to be of central importance to dissertation research and formally approved by the program director prior to matriculation. Proficiency in the second research language is demonstrated in one of two ways:

1. Complete the French (or Latin, if approved) course sequence offered by the divinity school (French I / Latin I are offered in the fall and French II / Latin II are offered in the spring) and pass the exam given at the end of the course. (Please note: The Latin course is only offered on demand, and may not be available in a given year.)
2. Take the proficiency exam on one of the ADO’s pre-set language proficiency test dates. If the student fails the French / Other Language proficiency exam, she or he must retake the exam at the first test date of the next semester (e.g., if a student fails the exam in the summer or fall, the retake must be done at the first test date in spring). The only exception to this retake rule is for students who took the exam prior to the first fall semester of their program and elect to take the French (or Latin, if approved) course sequence during the school year (see option 1 above for details).

Residency Requirements

All students are required to enroll for a minimum of four semesters on campus, two of which are consecutive and full time. Continuous participation in the doctoral learning community (THS Community Gathering on Thursday and colloquia) is expected during the required period of residency.

Serving missionaries who find it impossible to leave their ministries for two or three continuous years may apply for an exception to the requirement for continuous enrollment in the program. Students who are granted an exception will still have to spend at least four semesters on campus and complete the program within seven years.

Student Assessment

Student Progress Evaluation

Upon completion of the first year in the program (typically 18 or more hours, including advanced standing), each student's fitness for PhD study is evaluated. Student progress is assessed by several criteria: completion of program deficiencies, including course work; Greek, Hebrew, and research language proficiency; cumulative GPA; writing aptitude; promise of teaching/research ability; exemplary Christian character; involvement in the academic community; and department of concentration recommendations. The student progress evaluation is initiated by the program director in consultation with the department chair.

In a case where the program director, faculty, or the student has concerns about the student's academic progress, or if there is some other reason the student is unable to complete the PhD/THS program, the program director and the student should meet. If the program director is unable to recommend that the student continue in the program, or if the student believes that he or she is unable to continue the program, the student may be given the option of completing a terminal Master of Theology degree in lieu of completing the PhD/THS program. If such action is recommended by the program director in consultation with the chair of the student's department of concentration, the student must submit a written request to withdraw from the PhD/THS to the program director. Completed course work is evaluated according to the following criteria:

1. When 48 or more hours of PhD-level coursework has been completed and the PhD Comprehensive Exam has been passed (at the ThM level), the student may be considered for a ThM. If the PhD Comprehensive Exam has not been taken, the ThM Comprehensive Exam must be passed. The capstone thesis or major research papers requirement is waived in lieu of the substantive writing in program courses.
2. When fewer than 48 hours of PhD-level course work has been completed, the student may complete a Change of Program form through the Admissions Office with applicable coursework transferring into the ThM degree program, and the ThM Major Comprehensive Exam must be passed. (In the case of a student having completed 36 or more hours of PhD course work, the capstone thesis or major research papers requirement is waived in lieu of the substantive writing in program courses.)
3. A second ThM from Trinity in the same concentration will not be awarded in cases where a Trinity ThM has already been awarded. Students opting for the ThM in lieu of the PhD/THS will not be readmitted at some future date to a PhD program at Trinity.

Comprehensive Examination

Students take the PhD major comprehensive examination after the completion of entrance deficiencies and language requirements and prior to registering for dissertation research. The major comprehensive examination focuses on the student's concentration, with special attention given to matters of theological method and theological integration.

Candidacy Requirements

Admission to the PhD/THS program does not guarantee acceptance into candidacy for the degree. A student will be certified as a candidate for the degree only after:

1. Fulfillment of all deficiencies and prerequisites indicated as conditions for admission
2. Successful completion of a minimum of 54 hours of courses (including all doctoral seminars and the approved education and research methods courses) with a grade of "B-" or higher in each
3. A cumulative grade point average of 3.2 or better
4. Successful completion of the minimum residency requirement of four semesters, which includes two consecutive semesters of full-time (minimum of 9 hours) course work.
5. Successful completion of all biblical and research language proficiency requirements
6. Successful completion of the major comprehensive examinations and conditions (if any)
7. Acceptance of the dissertation research proposal and revisions (if any)
8. Attendance at a minimum of four doctoral colloquia

Students must receive candidacy before registering for the first dissertation research course.

Leave of Absence

For extraordinary reasons (prolonged illness, serious family crisis, unusual work situation), a doctoral participant may be granted a leave of absence from the program. Request for a leave of absence is to be submitted in writing to the program director and the ADC for consideration. The letter must include the reason(s) for the requested leave of absence and be submitted during the circumstance, or as soon as possible after the event. A leave of absence may be granted on more than one occasion but not to exceed two years in total. Once approved, the leave of absence will not be counted against the program statute of limitations (seven years). Similarly, the leave of absence will suspend the time related to continuation fees.

The Dissertation

Students are encouraged to begin preparatory work on their dissertation early in the program and to formally secure a mentor and second reader as early as possible. A hearing to approve the dissertation proposal is normally held after the successful passing of the comprehensive examinations.

After being granted candidacy the student proceeds with the writing of the dissertation, embodying original research and making a genuine contribution to knowledge in the field of concentration. Students enroll for a minimum of two consecutive semesters of dissertation research and, if necessary, for dissertation continuation courses thereafter until the dissertation is written, the oral defense successfully completed, and the final copies received. No letter grades are assigned for these courses.

Once the dissertation has been completed, the student is required to defend the dissertation before the dissertation committee consisting of the Dissertation Mentor, the second reader, and the program director. The dissertation defense is in the form of an open hearing including faculty and peers. An external reader can be invited to submit a written report to the Dissertation Mentor. Once the dissertation has been successfully completed and defended, the student will make whatever corrections are necessary and proceed to have the manuscript prepared in final form according to requisite style requirements. Upon acceptance of the final copies, the student has completed all requirements for the degree. The Academic Doctoral Committee will then make a recommendation to the faculty for graduation.

Graduation Requirements

Students pursuing the PhD/THS degree are required to satisfy the following graduation requirements:

1. Recommendation by the faculty of eligibility for the degree on the basis of academic stature and evidence of Christian life and character during residence at Trinity
2. Successful completion of all course requirements, including a minimum of 54 hours in appropriate seminars, core courses, electives, comprehensive exams and dissertation proposal preparation, and 6 hours of dissertation writing courses, with a minimum cumulative grade point average for program course work of 3.2 (on a 4.0 scale), with no grade below "B-" applicable to the degree
3. Successful demonstration of proficiency in the requisite biblical and research languages
4. Successful completion of the minimum residency requirement of four semesters, which includes two consecutive semesters of full-time (minimum of 9 hours) course work
5. Attendance at four doctoral colloquia
6. Passing of the major comprehensive examination and the dissertation proposal hearing
7. Successful acquisition of candidacy
8. Submission of the Application for Graduation form to the Records Office
9. Successful completion and defense of an approved dissertation that exhibits the student's ability to do competent research, to think critically, and to communicate effectively
10. Completion of all requirements for the degree within seven years from matriculation or completion of additional program requirements as outlined under Statute of Limitations and Program Continuation
11. Settlement of all financial obligations to Trinity and any other ACTS seminaries with the Office of Student Financial Services.

Statute of Limitations and Program Continuation

All program requirements (coursework and dissertation) for the degree are to be completed within seven years from matriculation.

Extension beyond seven years is contingent upon the approval of the program director, the Dissertation Mentor, and the Academic Doctoral Committee. Participants who are convinced that they will be unable to finish in seven years may apply in writing prior to the end of the seventh year for a program extension, which will give up to a maximum of three more years for degree completion. Ordinarily, program extensions will be granted only to students who have attained candidacy. Such an extension must be approved by the Academic Doctoral Committee and will be granted only if the program director and Dissertation Mentor (where applicable) agree that the participant is making appropriate progress toward degree completion and that the area of research remains viable. In addition, the program director and mentor may make the extension contingent on specific further academic work. Such work may include but is not limited to

1. additional reading assignments,
2. the successful completion of one or more courses,
3. the successful retaking of the comprehensive examination, and
4. a new dissertation proposal.

Failure to complete any of the assigned further academic work by the deadline(s) set by the program director and mentor will result in immediate and automatic expulsion from the program.

Continuation fees are assessed to PhD/THS students for each semester of Dissertation Extension, Private Study, or for failure to enroll in course work (excluding summer).

Program Withdrawal

In the rare occurrence of a doctoral student finding it necessary to withdraw from the degree program, he or she must notify both the Program Office and Records Office in writing of the desired change in program status. All fees accrued prior to formal notification of program withdrawal are still payable in full.

Program of Study

The PhD/THS is structured to provide course offerings that will allow flexibility in the light of each student's theological concentration. There is no prescribed sequence of courses, except for ST 9100 and ST 9110 (which should be taken in the first fall semester of PhD study). Students are expected to plan course selection with their faculty advisor.

Doctoral Seminars

Doctoral seminar courses are numbered 9000 or above. Most will be taken in the student's department of concentration; however, two interdisciplinary THS seminars are also required (see the course listings). The "Advanced Theological Prolegomena" seminar (ST 9100) should be taken during the first fall semester of the student's program. This should be followed by ID 9200 THS Interdisciplinary Seminar I in the first spring semester and ID 9300 Interdisciplinary Seminar II in the fall semester of the second year. If seating permits, seminars may substitute for advanced electives.

Advanced Electives

Advanced electives are generally numbered 7500-8999. Students are strongly encouraged to pursue elective studies in their department of concentration. If seating permits, seminars numbered 9000 or above may substitute for advanced electives.

Education and Research Courses

A total of 3 semester hours are required in courses in higher education and research methodology.

Comprehensive Examination and Proposal Preparation Courses

One or two semesters of – 9975 are used to prepare for the Comprehensive examination. One semester of – 9990 is used to prepare for the development of the dissertation proposal. See the *THS Handbook for Participants* for more information on full-time and part-time status during the comprehensive examination and proposal preparation.

PhD Colloquia

Attendance is required at a minimum of four noncredit PhD academic gatherings intended specifically for all PhD/THS students. Applicable PhD colloquia are announced by the Academic Doctoral Office and offered each semester, excluding the summer.

Dissertation Research

Students take between two and six semesters of Dissertation Research (– 9991), with no more than 4 credits of dissertation being taken in a given semester. See the *THS Handbook for Participants* for more information on full-time and part-time status during the research and writing of the dissertation.

PhD/THS Program Minors

Qualified students in the PhD/THS program will be permitted to take a 9-semester-hour minor in one of the other two doctoral programs. Qualified participants should:

1. demonstrate strong master's level preparation in their primary field of study and
2. secure permission for the minor and the courses to be applied toward the minor from their program director and from the director of the program in which they wish to do a minor.

Minors for PhD/THS program participants are completed in the following ways:

PhD/THS minor in Intercultural Studies—9 semester hours in intercultural studies courses are completed in lieu of the dissertation proposal course (3 hours), comprehensive exam preparation course (3 hours), and 3 hours of advanced electives.

PhD/THS minor in Educational Studies—9 semester hours in educational studies courses are completed in lieu of the dissertation proposal course (3 hours), comprehensive exam preparation course (3 hours), 1 hour of advanced electives, and the required education course, ST 9222.

PhD/THS program participants electing to complete a minor should be aware that this may lengthen their program of study (i.e., minors are taken in lieu of dissertation proposal and comprehensive exam preparation courses whose content must then be completed independently). Participants may register for – 9975 and – 9990 for 0 credit hours in order to maintain full-time status.

Program course requirements are as follows:

Church History/Historical Theology Concentration

Code	Title	Hours
Required Courses		
Select four Historical Theology seminars		16

ID 9200	Interdisciplinary THS Seminar I	4
ID 9300	Interdisciplinary THS Seminar II	4
ST 9100	Advanced Theological Prolegomena	4
ST 9110	The Theological Scholar	2
ST 9222	Principles of Higher Education	2
CH 8911	Colloquium in Historical Methodology I	1
CH 8912	Colloquium in Historical Methodology II	1
Advanced Electives		
Select 14 hours of advanced electives		14
Comprehensive Exam Preparation and Dissertation		
CH 9975	Comprehensive Exam Preparation	3
CH 9990	Dissertation Proposal Preparation	3
Dissertation		6
CH 9991	Dissertation Research (two to six semesters)	
Total Hours		60

New Testament Concentration

Code	Title	Hours
Required Courses		
Select four New Testament seminars		16
ID 9200	Interdisciplinary THS Seminar I	4
ID 9300	Interdisciplinary THS Seminar II	4
ST 9100	Advanced Theological Prolegomena	4
ST 9110	The Theological Scholar	2
ST 9222	Principles of Higher Education	2
NT 8911	New Testament Research	2
Advanced Electives		
Select 14 hours of advanced electives		14
Comprehensive Exam and Dissertation Preparation		
NT 9975	Comprehensive Exam Preparation	3
NT 9990	Dissertation Proposal Prep	3
Dissertation		6
NT 9991	Dissertation Research (two to six semesters; 6 hours total)	
Total Hours		60

Old Testament Concentration

Focus in Old Testament Hebrew, Literature, and Exegesis

Code	Title	Hours
Required Courses		
Select four Old Testament seminars		16
ID 9200	Interdisciplinary THS Seminar I	4
ID 9300	Interdisciplinary THS Seminar II	4
ST 9100	Advanced Theological Prolegomena	4
ST 9110	The Theological Scholar	2
ST 9222	Principles of Higher Education	2
OT 8911	Old Testament Studies I: Pentateuch & Former Prophets	2
OT 8912	Old Testament Studies II: Latter Prophets & Writings	2
Advanced Electives		
Select 12 hours of advanced electives		12
Comprehensive Exam and Dissertation Preparation		
OT 9975	Comprehensive Exam Preparation	3
OT 9990	Dissertation Proposal Prep	3

Dissertation		6
OT 9991	Dissertation Research (two to six semesters; 6 hours total)	
Total Hours		60

Focus in Old Testament and Ancient Near Eastern History, Archaeology, and Language

Code	Title	Hours
Required Courses		
Select one Old Testament Seminar		4
OT 7680	Literature of the Ancient Near East	3
OT 8xxx	Religions of the ANE	3
OT 8811	History & Archaeology of the Ancient Near East I	3
OT 8812	History & Archaeology of the Ancient Near East II	3
Select 9 hours of Ancient Near Eastern Required Languages		9
ID 9200	Interdisciplinary THS Seminar I	4
ID 9300	Interdisciplinary THS Seminar II	4
ST 9100	Advanced Theological Prolegomena	4
ST 9110	The Theological Scholar	2
ST 9222	Principles of Higher Education	2
OT 8911	Old Testament Studies I: Pentateuch & Former Prophets	2
OT 8912	Old Testament Studies II: Latter Prophets & Writings	2
Advanced Electives		
Select 9 hours of advanced electives		9
Comprehensive Exam and Dissertation Preparation		
OT 9975	Comprehensive Exam Preparation	0
OT 9990	Dissertation Proposal Prep	0
Dissertation		6
OT 9991	Dissertation Research (two to six semesters; 6 hours total)	
Total Hours		60

Systematic Theology Concentration

Code	Title	Hours
Required Courses		
Select four Systematic Theology seminars		16
ID 9200	Interdisciplinary THS Seminar I	4
ID 9300	Interdisciplinary THS Seminar II	4
ST 9100	Advanced Theological Prolegomena	4
ST 9110	The Theological Scholar	2
ST 9222	Principles of Higher Education	2
Advanced Electives		
Select 16 hours of advanced electives		16
Comprehensive Exam and Dissertation Preparation		
ST 9975	Comprehensive Exam Preparation	3
ST 9990	Dissertation Proposal Prep	3
Dissertation		6
ST 9991	Dissertation Research (two to six semesters; 6 hours total)	
Total Hours		60

Flexible Delivery - Extension, Affiliated and TEDS Online - Distance Education

Flexible Delivery Modes

Our desire is to make a TEDS education accessible to all—at the same time maintaining our commitment to community building in a face-to-face context. We continue to work to create delivery options and plans that address the needs of program students unable to enroll in regular semester-length daytime courses. Visiting students and noncredit auditors who wish to attend courses for personal enrichment are also welcomed.

Though the availability of particular courses varies from semester to semester, courses applying to the Certificate in Christian Studies, the Master of Arts (Theological Studies) (MA/TS), the Master of Arts in Ministry (MA in Min), the Master of Arts (Intercultural Studies) (MA/ICS), or the Master of Divinity (MDiv) may all be completed in a combination of nontraditional modes. One may complete a Certificate in two years, an MA/TS, MA in Min, or MA/ICS in four years, and an MDiv in eight years by taking one or two courses each fall, spring, and summer semester.

Extension site, TEDS online, and summer and short-term Deerfield campus coursework can be combined in a number of ways to complete major portions of these programs. Prospective and accepted students are encouraged to consult with the Admissions Office, the Office of Extension, or a program advisor to determine possible options.

Various TEDS course delivery options are described below. Not all courses are available in each mode. Students should consult the various academic advisement tools available for specific program planning and note any limitations that may exist for program completion. Some offices may need to be contacted during normal daytime business hours.

Current and projected Deerfield course schedules are available online on MyTIU. A list of current TEDS Online courses may be found at <http://tedsonline.tiu.edu>. Current extension site offerings may be found at www.teds.edu/extension/ (<http://www.teds.edu/extension/>).

Option One: Daytime Courses in Deerfield

Most Deerfield fall and spring semester courses meet one day each week—morning, afternoon, late afternoon, or evening. Biblical language classes and some other classes meet two days each week.

Option Two: Evening, Weekend, and Short-term Modules in Deerfield

The core MDiv curriculum with some electives rotates through a four-year evening-weekend school schedule on the Deerfield campus. Evening courses generally meet one night weekly for fifteen weeks during the fall or spring semester or for three or four Friday night–Saturday weekends during the semester, with summer school providing additional options. This rotation enables completion of MDiv coursework over eight years for those taking four courses each year. Completion of short-term modulars and summer school courses will lighten the load or accelerate the pace.

Option Three: Summer School in Deerfield

The core MDiv curriculum with some electives also rotates through summer school on the Deerfield campus. Summer courses are offered in

one-, two-, or three-week short-term sessions. Courses are scheduled in two main sessions—Early Summer (May-June) and Late Summer (July-August)—with a one-week summer break surrounding July 4. The summer rotation enables completion of all MDiv coursework over six summers for those taking a full summer academic load or over four summers for those taking an additional two or three courses during fall and spring semesters.

Summer is often a convenient time for teachers and those involved in campus ministries to complete biblical and theological studies and provides opportunity for other students to accelerate their program completion. Students admitted for the fall semester are encouraged to begin coursework in the preceding summer term. Beginning Greek and Hebrew are offered each summer, enabling students to “jump-start” their fall program.

Option Four: Extension Locations

Church-based extension sites (Chicago, Illinois; Hudson and Columbus, Ohio; Indianapolis, Indiana; Wexford, Pennsylvania; and Miramar, Florida) hold weekend and evening classes. Classes at these sites generally meet for three to five weekends per semester and enable the completion of all MA (Theological Studies) coursework and about one-third of MDiv course work. Visit www.teds.edu/extension/ (<http://www.teds.edu/extension/>) for more information.

Option Five: Conference Wrap-Around Courses

TEDS offers graduate credit in conjunction with a number of high-profile conferences offered around North America. The Center for Bioethics and Human Dignity, the Urbana Conference, The Spiritual Formation Forum, Xenos Summer Institute, and the U.S. Center for World Mission's Perspectives on the World Christian Movement course are all available for academic credit. Each year additional conferences are also available for academic credit. Contact the Office of Extension and Affiliated Education at 800.588.7705 or 847.317.6550 for current information.

Option Six: TEDS Online Courses

Fully Online Courses may be completed from anywhere in the world that has internet access. Courses require at least weekly internet access to watch video lectures, interact with others in discussion forums, and work on group assignments. Visit the TEDS Online website for more information at <http://tedsonline.tiu.edu>.

Note: All TEDS courses, whether completed on-campus, at Extension Sites, in TEDS Online distance education mode, etc, are equally applicable to program requirements.

Extension, Affiliated Programs, and TEDS Online Distance Education

Trinity's Office of Extension and Affiliated Education, together with TEDS Online, provide educational services for learners whose life situations are rooted in communities other than Deerfield, Illinois. Through extension sites, affiliate programs with parachurch organizations, occasional courses in various places and times, and online distance education courses, Trinity makes graduate coursework accessible.

Extension Sites

Six fully accredited extension and regional sites provide alternative locations for graduate studies.

Course Schedules

- Courses are scheduled for the busy lives of rooted learners.
- Evening classes allow students to attend class one night per week.
- Weekend classes provide instruction on Friday evening and all day Saturday every two to four weeks.
- Short-term modular classes allow a student to attend all classroom sessions within one week. Reading assignments are completed ahead of these classes, and writing assignments follow.

Program Offerings

The entire Certificate in Christian Studies may be completed at any of the six extension sites, and two regional centers.

The entire Master of Arts (Theological Studies) may be completed at either of the two regional centers (Chicago or Miramar, Florida) or at each of the extension sites in Indianapolis, Indiana; Hudson or Columbus, Ohio or Wexford, Pennsylvania.

In addition, the Master of Arts in Urban Ministry may be completed at the South Chicago Regional Center.

All extension students are encouraged to take coursework on the home Deerfield campus through short-term modular courses (particularly in the summer), weekend courses, or in other modes if possible.

Current Sites

Hudson, Ohio

Courses are held at Christ Community Chapel, 750 Streetsboro Street, Hudson, OH 44236; Tina Lichty (330.650.9533 x349 or tina.lichty@ccchapel.com).

Chicago, Illinois

Courses are offered at 14240 Dante Ave, Dolton, Illinois, 60419; Dr. Michael Reynolds, executive director and associate dean, South Chicago Regional Center, and director of the MA in UM program (312.287.9241).

Columbus, Ohio

Most courses are held at XENOS Christian Fellowship, 1340 Community Park Drive, Columbus OH 43229; Joshua Benadum (614.823.6510 x226 or benadumj@xenos.org).

Miramar, Florida

Courses are held at Trinity's Florida Regional Center, 3700 Lakeside Drive, Miramar, FL 33027. Please call 954.382.6400 and ask for the coordinator of the Master of Arts (Theological Studies).

For information, call the local site number or contact Trinity's Office of Extension and Affiliated Education at 800.588.7705 or 847.317.6550, or visit us on the web at www.teds.edu/extension/ (<http://www.teds.edu/extension/>).

Extension Faculty

Regular Deerfield-based faculty and approved adjunct faculty teach extension courses. These faculty members include the following:

J. D. Atkins, PhD cand.
 Timothy Baldwin, MA, MA
 Joe Bartemus, DMin
 Keith Bjorge, PsyD
 Eugenia Brown, PhD
 David Daniels, PhD
 John Feinberg, PhD
 Ajith Fernando, ThM
 Daniel Green, PhD
 Sigurd Grindheim, PhD
 Dana M. Harris, PhD
 Lee Hayward, DMin
 David Hoffeditz, PhD
 Joshua Jipp, PhD
 Henry Knapp, PhD
 Martin Klauber, PhD
 Mel Lawrenz, PhD
 Don Lichi, PhD
 David J. Luy, PhD
 Dennis R. Magary, PhD
 Samir Massouh, MA, MDiv
 James Moore, PhD
 Emanuel Naydenov, PhD
 Miriam Parent, PhD
 Michael Reynolds, DMin
 Steven Roy, PhD
 David Seemuth, PhD
 Phil Sell, PhD
 David Sloan, PhD
 Eric Tully, PhD
 Tom Tunnicliff, EdD
 Willem VanGemeran, PhD

Affiliated Programs

Trinity offers graduate courses in conjunction with several ministry organizations that are applicable to a TEDS graduate degree. These special courses are offered at times and places specific to the ministry. For a current complete listing, contact TEDS at 800.588.7705 or 847.317.6550.

Cru

Graduate courses are available through the School of Leadership in Fort Collins, Colorado. These courses are designed for Cru staff but are also available for enrollment by others. For further information, call Keith Johnson at 919.401.6398 or e-mail Keith.Johnson@uscm.org.

The Center for Bioethics and Human Dignity

Graduate-level and Doctor of Ministry courses are offered in conjunction with conferences and institutes of the Center each summer in Deerfield and at other locations during the year. For information, call 888.246.3844 or 847.317.8180.

InterVarsity Christian Fellowship

Graduate courses are offered in conjunction with year-round staff training programs and intensive summer training events in Madison, Wisconsin. They are available only for InterVarsity staff. For information, call Judy Johnson of InterVarsity at 608.443.3708 .

Perspectives

ME 5050 is offered at locations around the United States in conjunction with the Perspectives Study Program of the U.S. Center for World Mission. For information, call Perspectives at 626.398.2125.

The Charles Simeon Trust

Graduate courses in homiletics are offered in conjunction with year-round training program for preachers. Students interested in taking the Charles Simeon Trust preaching courses for graduate TEDS credit should contact Joel Miles at (773) 752-9876 (jmiles@simeontrust.org), or visit: <http://www.simeontrust.net>

Young Life

Graduate courses are offered in conjunction with Young Life year-round staff training programs. They are available only for Young Life staff. For information, call Ken Knipp of Young Life at 719.381.1999

Occasional Courses

Throughout the calendar year, TEDS offers graduate credit courses throughout North America at a variety of sites linked with special events or anticipated future program sites. These often include conference settings in such venues as the Urbana Conference, The Spiritual Formation Forum, Xenos Summer Institute, and others such as those affiliates listed above. Contact the Office of Extension and Affiliated Education at 800.588.7705 or 847.317.6550 for current information.

TEDS Online-Distance Education

TEDS Online-Distance Education (DE) courses provide students the opportunity to study on the graduate level anywhere in the world serviced with Internet access. Fully online distance education courses may be taken as a visiting student, and extension student, or part- or full-time Deerfield campus student. All DE courses are offered for graduate credit and may be applied to a Trinity program or transferred to another institution.

Note: While TEDS has been granted “Comprehensive Distance Education” status by the Association of Theological Schools and the Higher Learning Commission, the number of courses a student may take in a program is limited by the number of online distance education courses offered by TEDS. In all cases, students must complete the prescribed program Residency Requirement. Currently the Master of Arts (Theological Studies) and the Master of Arts in Educational Ministries are the only fully online programs accredited at TEDS.

Important Online Distance Education Registration Notes

Prior to registering for a DE course, contact the TEDS Online Office at: TEDSONline@tiu.edu, 800.588.7705 or 847.317.6554.

1. Register for DE courses through the MyTIU Dashboard. Visiting Students who do not yet have access to the Dashboard may contact the TEDS Online Office for assistance.
2. Florida Regional Center students should register through the coordinator for the Master of Arts (Theological Studies) program. Please call 954.382.6400 and ask for the program coordinator.
3. Course registration is for a given semester. All Online Distance Education courses are tied to the regular semester schedule.
4. Course extensions *may* be granted by petition. Full-time Deerfield students are subject to the regular (very limited) extension policy for full-time Deerfield campus students through the Dean of Students Office.
5. Visiting students may enroll for a maximum of 9 hours per semester.
6. Full-time Deerfield students are expected to enroll in classroom courses; however, some Online Distance Education courses may be applied to some programs. Review the specific program curricula in the catalog for course requirements.
7. Any TEDS student enrolled for a minimum of 5 semester hours during a given semester (whether Deerfield, Extension, or Online Distance Education courses) is considered “half-time” for reporting purposes and financial aid. Requests for letters of verification of enrollment status for loan deferment should be made to the Records Office.
8. The semester in which the student registers (and pays the tuition) is counted as the semester of enrollment for reporting purposes. Students seeking deferment (loans, Veteran’s Administration, business reimbursements) should note that **only the original semester** of enrollment is eligible for deferment standing, even if an academic course extension is granted for completion of the coursework.

Online Distance Education Courses

Fully Online Distance Education courses provide a virtual classroom experience, while allowing students to fit their studies around their own schedule. Students watch lectures and complete assignments on a weekly basis, interacting with other students and the instructor to deepen

their understanding of the subject. Courses follow the same semester schedule as courses offered at the TEDS Deerfield campus including registration, adds/drops, and withdrawal.

Further information regarding Online Distance Education Courses may be obtained from the TEDS Online Office: TEDSONline@tiu.edu, 800.588.7705 or 847.317.6554.

TEDS Courses by Department

Interdisciplinary Course Descriptions

ID 4010 Introduction to German - 2 Hours

An introduction to German vocabulary, grammar, and the reading of German texts. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Offered summer.

ID 4011 Theological German I - 2 Hours

An introduction to German theological vocabulary, review of grammar, and readings from selected theological literature in German. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: ID 4010, at least one year of college/university German, or consent of instructor. Offered summer.

ID 4012 Theological German II - 2 Hours

Further study of German theological vocabulary, grammar, and readings from selected theological literature in German. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: ID 4011. Offered summer.

ID 4021 Theological French I - 3 Hours

An introduction to French vocabulary, grammar, and the reading of French theological texts. Not for graduate credit. May not be audited unless already taken for credit at Trinity. No prerequisite. Offered fall.

ID 4022 Theological French II - 3 Hours

Further study of French theological vocabulary, grammar, and readings from selected theological literature in French. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: ID 4021. Offered spring.

ID 5000 Biblical Theology and Interpretation - 3 Hours

A survey of biblical theology, including methodological issues of debate during the last two centuries. Emphasis on the Bible's storyline, examining how the books and corpora of the Bible contribute to the unfolding history of redemption. Attention is given to themes of temple, sacrifice, priest, rest, kingship, exile, idolatry, promise, messiah, wisdom, and others. Finally, the relationship of biblical theology with other disciplines, especially exegesis and systematic theology, is considered. Required for all MA in CM, MA in MHC, and MDiv students. Should be taken during first year of enrollment. Offered fall and spring.

ID 5001 Foundations for Integrative Thought - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and consummation, with special attention to Scriptural applications and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current issues in the light of biblical principles.

ID 5002 Foundations for Cultural Engagement - 3 Hours

This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working 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 wise interaction with contemporary thought.

ID 5010 Foundations in Biblical Studies - 3 Hours

The course emphasizes biblical content and application with attention to developing skills to guide interpretation and understanding of Scripture in order to build, inform, and critique vocational practice. In the context of such an overview, relevant passages throughout the whole of Scripture may be sampled with particular attention to methods of understanding, interpreting, and applying such passages. This course does not satisfy requirements in the MDiv program. Not open to students taking OT 5000 or NT 5000. Offered fall.

ID 5061 Latin I - 2 Hours

Latin I is the first of two sequential courses in the study of the fundamentals of Latin morphology, grammar, and syntax, as well as basic vocabulary. Skills in reading, understanding, and translating adapted and unadapted passages will be developed, with special emphasis on the Latin Church fathers and other Christian texts. No audits. Offered on demand.

ID 5062 Latin II - 2 Hours

Latin II is the second of two sequential courses in the study of the fundamentals of Latin morphology, grammar, and syntax, as well as basic vocabulary. Skills in reading, understanding, and translating adapted and unadapted passages will be developed, with special emphasis on the Latin Church fathers and other Christian texts. Prerequisite ID 5061. No audits. Offered on demand.

ID 5080 Formation Group - 0 Hours

Formation Group is an intentional weekly experience under the leadership of a faculty member. Formation Groups seek to grow together in biblical wisdom, in the grace of God, and in relationships and relational skills. MDiv students must register for two consecutive semesters prior to candidacy, generally the first two semesters of enrollment; MA students may register for two semesters in lieu of one PT 5090 Field Education requirement. Additional semesters by MDiv or non-MDiv students with or without registration are encouraged. Regular attendance necessary for credit, only two absences permitted. Credit / No Credit. Offered fall and spring.

ID 6000 Current Topics in Interdisciplinary Studies - 1-3 Hours

Selected topics of general or interdisciplinary interest.

ID 6012 Prayer and Life in the Spirit - 2 Hours

The Northside Chicago Theological Institute is a consortium of five theological seminaries on the north of Chicago that jointly sponsors a course each spring. The course is conducted in a two-evening and two-weekend retreat format on the campus of St. Mary of the Lake Seminary in Mundelein. The spring topic varies in its examination of Christian life and practice. A minimal meal/lodging fee is charged. May be repeated as topic changes. Credit / No Credit. Offered spring.

ID 6500 Understanding the Social and Cultural Contexts of Ministry - 2 Hours

Employing theories and methods from anthropology and sociology, this course aims to equip the student to exegete and critically analyze the socio-cultural context of today's changing world from a biblical and theologically informed perspective. The course will then seek to help the student to understand the dialectic relationship between the church and its surrounding cultures/societies and the church's call to be an effective and prophetic witness in the contemporary world. Students will acquire context-oriented understandings and skills that will inform their ministry strategies and practices.

ID 6910 Research Methods - 1 Hour

The techniques for conducting competent graduate-level bibliographic research, as well as attention to the planning, preparation, and writing of theses, will be covered in this course, which is required of all students completing the MA degree with the thesis option. Course will not count toward the 30-hour program requirement. (CR/NC only; not available for Audit).

ID 7375 Clinical Pastoral Education - 1-2 Hours

The Association for Clinical Pastoral Education (ACPE) (www.acpe.edu) provides education related to pastoral care through the clinical educational methods of Clinical Pastoral Education (CPE). The CPE experience, with subsequent submission of a summary report, is available for Trinity elective credit. May be repeated. Credit/No Credit.

ID 7465 MA in Ministry Capstone Experience - 3-6 Hours

A ministry-based experience for MA in Ministry students that integrates the biblical/theological/historical with the ministry practice and context components of the program and provides the capacity for further specialized service in the church. The experience may be a practicum or project and will reflect 168 hours of experiential learning accompanied by a 7,500-10,000-word critical analysis paper (for 3 hours credit) demonstrating integration of program components with the area of ministry specialization. Counts as half-time academic status. Letter grade only.

ID 7466 MA in Ministry Capstone Experience Extension - 0 Hours

A one-semester extension for ID 7465. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. Counts as quarter-time academic status. No Credit.

ID 7468 MA (Theological Studies) Capstone - 2 Hours

A program capstone for MA (Theological Studies) students that purposes to integrate the general theological education received by the program participant. The capstone may be an integrative paper or a project as defined in the Academic Handbook and will reflect approximately eighty-four clock hours of work. Counts as half-time academic status. Letter grade only.

ID 7469 MA (Theological Studies) Capstone Extension - 0 Hours

A one-semester extension for ID 7468. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. May not be repeated, except on the South Florida campus, where it may be repeated on one occasion. No Credit.

ID 7478 MA Capstone Project - 0-3 Hours

A department-specific summative program project (MA/E, MA/CM) as arranged with the department of concentration. Not available in all programs.

ID 7480 MA Capstone Integrative Paper - 0-2 Hours

Participants in MA programs requiring a capstone integrative paper register for this course (MA/ICS). Specific paper requirements should be obtained from the department. Counts as half-time academic status. Letter grade or Credit / No Credit as required by the program.

ID 7481 MA Capstone Integrative Paper Extension - 0 Hours

A one-semester extension for ID 7480. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. Counts as quarter-time academic status. May not be repeated. No Credit.

ID 7482 MDiv Capstone Research Paper - 0 Hours

MDiv participants in the Research Ministry Focus complete two capstone research papers and must register for ID 7482 concurrent with registration for the advanced elective course in which they are writing an MDiv capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

ID 7484 MDiv Thesis Extension - 0 Hours

A total of three semesters extension for ID 7483 may be granted when progress is being made on the thesis and with the consent of the Program Director. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter-time thereafter.

ID 7501 Guided Research - 1-6 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

ID 7750 Study Tour - 1-4 Hours

Study tour sponsored by the university involving travel to a site of biblical or historic Christian interest, or a ministry-based study tour. May be substituted for a required OT or NT course by petition.

ID 7900 Theological Research Methods - 2 Hours

The techniques for gaining bibliographical control over the literature of theological subjects, as well as attention to the planning, preparation, and writing of theses are covered in this class. Credit / No Credit. Offered fall and spring.

ID 8100 Scholarship and the Christian Mind - 3 Hours

This course introduces students to central themes and issues related to academic ministry in secular and Christian universities and seminaries. Students will explore and engage in topics including: vocational stewardship in the academy; Christian worldview and intellectual life; the history and philosophical foundations of the modern university; Christian faithfulness and fruitfulness in academic teaching and research. Each of these topics will be considered in light of students' personal gifts and vocational direction with the aim of exploring how their evangelical Christian faith might inform their teaching and scholarship.

ID 9200 Interdisciplinary THS Seminar I - 4 Hours

This seminar course is intended to promote significant cross-disciplinary study, reflection, and interaction on a (set of) biblical text(s) (OT and/or NT) with special focus on the theological issues raised in the text(s). One faculty member from each THS department will participate in bringing this discussion to the class from the point of view of their particular discipline. The course will consist primarily of papers and responses presented by the students along with open ended class discussion.

ID 9300 Interdisciplinary THS Seminar II - 4 Hours

This seminar course is intended to promote significant cross-disciplinary study, reflection, and interaction on the dissertation projects of the students in the course, with special focus on the theological issues raised in the dissertation. Two THS faculty will lead the course; one in biblical studies (OT/NT) and one in theological studies (ST/HT). The course will consist primarily of papers and responses presented by the students along with open ended class discussion.

Church History and the History of Christian Thought Department Course Descriptions

CH 5051 History of Christianity I - 3 Hours

This course explores the development of Christianity from its inception in the first century to the close of the Reformation era in the sixteenth century. Through a sympathetic engagement with primary and secondary historical sources, students will acquire a general understanding of the patristic period; the ecumenical councils; the emergence of medieval polity, philosophy and theology; the cultural synthesis of the high middle ages; the Renaissance in Italy and northern Europe; and the Protestant and Catholic Reformations.

CH 5052 History of Christianity II - 3 Hours

This course explores the development of Christianity from the post-Reformation era to the present day. Through a sympathetic engagement with primary and secondary historical sources, students will acquire a general understanding of the contributions of Protestant orthodoxy; Puritanism and Pietism; the rise of modern secularism; the proliferation of Protestant denominations; the "Enlightenment"; the Evangelical awakenings and revivals in Europe and North America; the Wesleyan movement; nineteenth century missionary expansion; the advance of Christianity in the majority world; modern Pentecostal Christianity; and current theological trends.

CH 5060 American Church History - 3 Hours

The 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 are subjects of this course. Offered fall and spring.

CH 6000 Current Studies Church History - 1-3 Hours

Topics selected that deal with significant issues related to Christian history and thought.

CH 7210 Patristic Age - 3 Hours

Introduction to Christian life and thought between the close of the New Testament canon and the beginnings of the medieval period under Pope Gregory I (ca. 600) with emphasis on the major church fathers through primary and relevant secondary sources. Prerequisite: CH 5052 or consent of department chair.

CH 7215 History of Christianity in the Middle Ages - 3 Hours

The course is designed to give an overview of ecclesiastical, political, and theological issues affecting the forms of Christianity from about 529 through 1453. Particular attention is given to the development of the office of the bishop of Rome, the relation between empire and church, missions, monasticism, the philosophy and theology of scholasticism, and the factors affecting the development of conciliarism.

CH 7225 The Reformation Era - 3 Hours

Historical and theological overview of the changes in the history of Western Christendom through Luther's rediscovery of the gospel is the course focus. Topics covered include condition of the late medieval church; the Lutheran, Zwinglian, and Calvinist reformations; the rise of Anglicanism; the Anabaptists and other movements; and the Counter-Reformation. Prerequisite: CH 5052 or consent of department chair.

CH 7411 History of Free Church Movement - 2 Hours

A study of the emergence of the Free Church Movement as a vital force in European Christianity; the contributions of leading personalities to the free churches; the interplay of European pietism with the movement; and the spread of the movement to North America with special reference to the Evangelical Free Church of America.

CH 7450 Christianity in the Non-Western World Since 1500 - 3 Hours

A broad overview of the significant shift of the center of Christianity from the West to Asia, Africa, and Latin America. The social, cultural, and political context of Western missions, the sending nations, and the receiving nations in Asia, Africa, and Latin America will be examined. Consideration will be given to: early modern Roman Catholic missions, the impact of African slavery and Western imperialism, the development of Protestant Christianity, the emergence of independent and indigenous church movements, and the rise of Pentecostalism.

CH 7477 MA Major Comprehensive Exam - 1 Hour

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

CH 7485 MA Thesis - 0-3 Hours

MA thesis writers register for - 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as fulltime academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

CH 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for - 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

CH 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

CH 7975 MA/ThM Comp Exam Preparation - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

CH 7976 MA or ThM Thesis Proposal Preparation - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

CH 7980 MA Major Research Paper - 0-1 Hours

MA participants completing the two capstone research paper option must register for 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/PR). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

CH 8000 Seminar: Current Issues in the History of Christian Thought - 2-4 Hours

Topics chosen to interrelate the divisions of theology; attention focused on current issues or important neglected areas of Christian history and thought.

CH 8100 Classic Texts in the History of Christianity - 3-4 Hours

The course provides students the opportunity to read and discuss the most important books of the classical intellectual tradition, exploring ways in which the insights and arguments of these authors have shaped intellectual life in Christian history and the modern world. Two professors from the Church History Department will co-teach this course. They will facilitate class discussions as well as present background materials to help students interpret these writings in their historical and intellectual contexts. Although the booklist may change year-to-year, important texts will include Plato, Symposium, Aristotle, Nicomachean Ethics, Ponticus, The Praktikos Chapters on Prayer, Athanasius, On the Incarnation, Augustine, Confessions, Aquinas, Summa Theologica, Luther, Babylonian Captivity of the Church, Calvin, Institutes of the Christian Religion, Descartes, Discourse on Method, Voltaire, Candide, Rousseau, Confessions, Wesley, Standard Sermons, Darwin, Origins of Species, Schleiermacher, Speeches on Religion, Hitler, My Struggle, Camus, Myth of Sisyphus and The Stranger, Gutierrez, A Theology of Liberation, and Kuhn, The Structure of Scientific Revolutions. Master's three hours, doctoral 3+1 hours.

CH 8235 The Enlightenment - 3-4 Hours

CH 8235 The Enlightenment Religious life and thought during the 18th century with special consideration of Deism and efforts by orthodox Christians to counter this philosophical tendency. Master's three hours, doctoral 3+1 hours.

CH 8270 Protestant Thought in Nineteenth Century America - 3-4 Hours

Introduction to the leading Protestant theologians and theological schools of nineteenth-century America, with special attention to topics and issues most controversial among the schools. Emphasis on primary source readings from the New England theologians, the Mercersburg School, Old Princeton, Wesleyan/Holiness sources, and the New Theology. Master's three hours, doctoral 3+1 hours.

CH 8280 History of Fundamentalism and Evangelicalism - 3-4 Hours

An analysis of the history of Fundamentalism and Evangelicalism with particular reference to recent interpretations of these movements. Emphasis is placed on the question of Evangelical self-identity. Master's three hours, doctoral 3+1 hours.

CH 8320 Luther - 3-4 Hours

An examination of the life of the German reformer Martin Luther (1483-1546) in light of contemporary research, with special attention paid to important dimensions of his religious thought, such as his view of justification, the Word, the sacraments, pastoral ministry, and the relationship of church and state. Master's three hours, doctoral 3+1 hours.

CH 8330 Calvin - 3-4 Hours

An examination of the life of the French reformer John Calvin (1509-1564) in light of contemporary research, with special attention paid to important dimensions of his religious thought, such as his view of the knowledge of God, providence, the Scripture, pastoral ministry, church discipline, and predestination. Master's three hours, doctoral 3+1 hours.

CH 8361 Jonathan Edwards - 3-4 Hours

Introduction to the life, times, and especially the theology of Jonathan Edwards. Intensive reading in and reflection on some of Edwards's most important writings. Extensive reading and discussion about Edwards's historical background (primarily in New England Puritanism) and historical legacy (with primary attention paid to the development of 'the New England Theology'). Master's three hours, doctoral 3+1 hours.

CH 8760 The New Religious History - 4 Hours

Historiographical analysis of the 'new religious history' based on recent, representative works in the social and cultural history of American religion with attention paid to issues of race, ethnicity, class, and gender/sexuality as they have arisen in the study of American religious history. Also included is methodological discussion of recent economic and material histories of American religion, ethnographic studies, and the new emphasis on such topics as popular religion and congregational history.

CH 8911 Colloquium in Historical Methodology I - 1 Hour

A methodological colloquium team-taught by all regular and available faculty members in the department of church history. General issues of historical methodology are discussed, with a special emphasis placed on the relationship between Christian faith and historical understanding. Offered fall.

CH 8912 Colloquium in Historical Methodology II - 1 Hour

A methodological colloquium team-taught by all regular and available faculty members in the department of church history. Historical work of the students enrolled will be discussed with a view to improving that work by means of rigorous methodological analysis and to preparing the students enrolled for the writing of their theses. Offered spring.

CH 8920 Advanced Study of American Christianity - 2-4 Hours

Historiographical analysis of important recent literature in the field of American religious history. This seminar's primary purpose will be to keep advanced students abreast of the state of the conversation within the discipline, enabling them to enter this conversation from the point of view of their own research.

CH 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for - 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. 177 Credit / No Credit. (Both the course and the paper must be graded 'C'- or better to receive credit for the paper.)

CH 8985 ThM Thesis - 0-3 Hours

ThM thesis writers register for - 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as fulltime academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

CH 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for - 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

CH 9000 Issues in Historical Theology - 1-4 Hours

Topics are chosen to reflect research interests of faculty or program participants or that explore matters of concern to historical theology. May be repeated.

CH 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

CH 9011 Private Study - 0 Hours

In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

CH 9415 The Forgotten Reformers - 3-4 Hours

A study of the history, theology, and legacy of important - yet too often 'forgotten' - religious reformers of sixteenth-century Europe, drawn from primary sources and current secondary literature. Some of the church leaders treated include Gasparo Contarini and Ignatius of Loyola (Catholic); Philip Melancthon (Lutheran); Andreas Karlstadt (Lutheran-Radical); Martin Bucer, Heinrich Bullinger, and Theodore Beza (Reformed); Balthasar Hubmaier and Menno Simons (Anabaptist).

CH 9435 French Protestant Theology 1515-1685 - 3-4 Hours

A survey of Protestant theology and religious practice in French-speaking Europe from the reign of Francis I (1515-47) to the Revocation of the Edict of Nantes (1685). Particular attention will be paid to doctrinal development and debates as well as the religious struggles of French Protestants during this period. The theology and role of prominent Protestant leaders such as Jacques Lefevre d'Etaples, Guillaume Farel, John Calvin, Theodore Beza, Jacob Arminius, Moise Amyraut, and Francis Turretin will be highlighted.

CH 9465 Pastoral Ministry in the Reformation - 3-4 Hours

A study of the theology and practice of pastoral ministry in Protestant churches during the era of the Reformation. Special attention will be given to the growing body of scholarly literature related to the clerical office in early modern Europe, including local and regional studies of Protestant clergy and clerical institutions; statistical studies of the social profile of early modern European clergy; and, specialized studies of activities related to the pastoral vocation, including education, preaching, public worship, catechetical instruction, and moral discipline.

CH 9490 Advanced Study in the Reformation - 3-4 Hours

A survey of the historiography of the sixteenth-century Reformation in Europe examining representative works by some of the most important contemporary scholars of the Reformation era. Special attention will be paid to different methodological approaches, including social, cultural, and economic history.

CH 9710 Advanced Study in American Christianity - 2-4 Hours

Historiographical analysis of important recent literature in the field of American religious history. This seminar's primary purpose will be to keep advanced students abreast of the state of the conversation within the discipline, enabling them to enter this conversation from the point of view of their own research. Two to four hours, doctoral as posted.

CH 9862 Origins of Modern Biblical Criticism in 17th & 18th Century - 4 Hours

A study of the multiple springs that fed the gathering stream of modern biblical criticism in the 17th and 18th centuries. Reference is made to the history of science, the history of philosophy, the history of book trade, and other disciplines. Particular attention is given to individuals such as Baruch Spinoza, Richard Simon, Jean Le Clerc, Reimarus, J. S. Semler, Lessing, Voltaire, and their critics. Course objectives include an improved understanding of the evangelical doctrine of biblical inspiration, the history of hermeneutics, and questions related to biblical authority.

CH 9880 The New Religious History - 3-4 Hours

Historiographical analysis of the 'new religious history' based on recent, representative works in the social and cultural history of American religion with attention paid to issues of race, ethnicity, class, and gender/sexuality as they have arisen in the study of American religious history. Also included is methodological discussion of recent economic and material histories of American religion, ethnographic studies, and the new emphasis on such topics as popular religion and congregational history.

CH 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/EDS and PhD/ICS program participants may repeat the course twice for a total of three hours. PhD/THS program participants may repeat it once. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been 179 completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

CH 9990 Dissertation Proposal Preparation - 0-3 Hours

An independent study facilitating student preparation for the dissertation proposal. Only PhD/EDS and PhD/ICS program participants may repeat this course twice for a total of 3 hours. PhD/THS program participants may repeat this course once for a total of 3 hours. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

CH 9991 Dissertation Research - 1-4 Hours

Course taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

CH 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Counseling Department Course Descriptions

CM 5000 Intro to Counseling Ministries - 2 Hours

An introduction to the principles, and techniques involved in the pastoral ministry of care and counseling. The course emphasizes basic counseling skills and ability to relate to others. Biblical, theological, and ethical concerns in pastoral care ministry are discussed and an overview of common counseling concerns is presented. Course format includes lecture, video, role play, and discussion. Not applicable to MA in MHC. Offered fall and spring.

CM 6000 Issues in Counseling Ministries - 1-3 Hours

Issues of interest related to pastoral counseling and counseling in ministry settings will be presented. Topics vary and are on a rotating basis. They include Spiritual Formation and Counseling, Couple's Counseling, Crisis Counseling, Bereavement Counseling, and Pastoral Counseling for Guilt, Shame, and Depression. May be repeated. Offered fall and spring.

CM 7478 MA Capstone Project - 0-3 Hours

A department-specific summative program project (MA/E, MA/CMC) as arranged with the department of concentration. Not available in all programs.

CM 7940 Clinical Pastoral Education - 2 Hours

The Association for Clinical Pastoral Education (ACPE) (www.acpe.edu) provides education related to pastoral care through the clinical educational methods of Clinical Pastoral Education (CPE). The CPE experience is supplemented with TEDS faculty supervision, reading and case explorations with a cohort. May be repeated for credit. Prerequisites: MACMC candidacy and consent of department. Two hours.

CM 7950 Clinical Pastoral Education - 2 Hours

The Association for Clinical Pastoral Education (ACPE) (www.acpe.edu) provides education related to pastoral care through the clinical educational methods of Clinical Pastoral Education (CPE). The CPE experience is supplemented with TEDS faculty supervision, reading and case explorations with a cohort. May be repeated for credit. Prerequisites: MACMC candidacy and consent of department.

CO 5210 Counseling Skills Training - 3 Hours

An experiential and cognitive introduction to the skills basic to any counseling setting, working with a developmental model of helping. Emphasis is placed on the acquisition and use of the basic counselling skills through an experiential participation in the counseling process. Not open to auditors.

CO 5310 Counseling Strategies: Theory, Treatment, and Technique - 3 Hours

Classical and current theories of counseling will be investigated in light of Scripture, psychological sophistication, and potential application for evidence-based practice and treatment. Strategies will be explored to formulate case conceptualization, build treatment plans, and to select in-session helping techniques.

CO 5400 Foundations of Mental Health Counseling - 3 Hours

This is an orientation to the various dimensions of mental health counseling. It provides an overview of the variety of roles offered and functions available to the mental health worker in society and in the church. The central theme to explore is what it means to pursue a professional identity, answer a ministry calling and nurture a Christian theological imagination. This provides a forum to guide Christians who counsel to engage peacefully and ethically with others in a pluralistic culture.

CO 5578 Family and Couple Counseling - 3 Hours

The foundations and various theoretical perspectives of family systems and couple counseling are examined. Attention is also given to specific aspects of couple and family treatment, such as family development, contemporary culture/societal issues, as well as specific presenting problems-infidelity, domestic violence, divorce/remarriage, step-families and personality disorders. Note: MA in CMC/MDiv students in this course will have an alternative assignment to enhance ministry application.

CO 6000 Current Studies in Counseling - 1-3 Hours

Issues of interest related to pastoral counseling and counseling in ministry settings will be presented. Topics vary and are on a rotating basis. They include Spiritual Formation and Counseling, Couple's Counseling, Crisis Counseling, Bereavement Counseling, and Pastoral Counseling for Guilt, Shame, and Depression. May be repeated. Offered fall and spring.

CO 6110 Career Counseling - 3 Hours

The many facets of career counseling are explored. 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.

CO 6120 Addiction Counseling - 3 Hours

This course examines the treatment of addictions. The philosophy, mechanisms, and physiology of substance abuse and chemical dependency are surveyed. Students will be exposed to relevant and effective approaches to counsel the person with an addiction. Important topics related to counseling are covered, such as relapse prevention, adolescent substance abuse, dual diagnosis, and family issues.

CO 6130 Group Counseling - 3 Hours

The processes, principles, and techniques related to contemporary forms of group counseling will be explored. An experiential component in this course fosters the development of group leadership skills. Not open to auditors. Prerequisite: CO 5210.

CO 6510 Human Growth and Development - 3 Hours

The theories of individual, family, and personality development across the lifespan will be reviewed. How various aspects (e.g. learning, environmental, cognitive, biological, spiritual) of human development affect human functioning are examined. The course will facilitate a general framework for understanding interventions for differing abilities as well as contemplate strategies that promote resilience and optimum development and wellness across the lifespan.

CO 6530 Child & Adolescent Counseling - 2-3 Hours

A conceptual framework for working with child and adolescent clients will be introduced along with a review of techniques developmentally appropriate for assessment and treatment plan formulation and implementation. Treatment approaches to specific childhood and adolescent mental health disorders will be examined.

CO 6570 Theories of Family Development - 2-3 Hours

This course represents an analysis of normative, developmental, and ecological changes that occur within families across the life span. Special focus is given to developmental transitions such as childbirth, adolescence, and aging.

CO 6575 Parent Education - 2-3 Hours

Basic principles in the organization, formulation, and presentation of parent study programs used in community settings. Emphasis on ways of working with children from infancy through adolescence. Principles of promoting holistic and healthy development and appropriate means of child discipline will be discussed.

CO 6610 Human Sexuality - 3 Hours

This course will deal with the physiological, psychological, and spiritual aspects of human sexuality, with particular emphasis on counseling-related issues.

CO 6640 Gender Issues - 2-3 Hours

Examines and discusses issues that are pertinent to gender. Implications for counseling are emphasized.

CO 6650 Multicultural Issues in Counseling - 3 Hours

This course examines the nature and effects of culture and ethnicity on the counseling process. The effects of worldview on diversity issues in counseling will be discussed with a special reference to a Christian worldview. Counseling issues specific to various minority populations will be addressed through case vignette and lecture.

CO 6710 Counseling and Theological Worldview: Faith and Practice - 3 Hours

This biblical-theological sequence capstone course surveys issues, models, methods and criticisms regarding the interface of empirically-based counseling with a biblically-grounded Christian theology. The course covers current literature on faith-based, spiritually-sensitive clinical approaches to familiarize the student with the process of integration and case studies to facilitate personal skill development in this crucial area.

CO 6720 Ethics & Issues in Counseling - 3 Hours

Ethical standards of the American Counseling Association are evaluated in the context of current mental health practice, professional requirements and legal standards. The major faith-based mental health associations, AACC and CAPS, Codes of Ethics are also considered. Practical applications of ethical guidelines are discussed using case vignettes.

CO 6950 Counseling Practicum - 2-3 Hours

Practicum is designed as a pre-internship fieldwork experience with group supervision on campus. It will provide students with practical supervised experience in various counseling settings. The student will average six to eight hours per week involvement. May be repeated. Prerequisites: MAMHC Candidacy and consent of CO Department. Cap 6 per section.

CO 6955 Group Leadership Practicum - 2 Hours

Open to students who have demonstrated proficiency in the use of basic counseling skills in the CO 5210 Counseling Skills course. Students are required to be involved in the direct training of CO 5210 students under the supervision of the course professor, to meet outside of class for supervision, and to complete reading and written assignments in the area of group leadership. May be repeated. Consent of the instructor required for registration.

CO 7160 Community Counseling - 2 Hours

Counselors provide consultation services in community settings that extend beyond direct client service. The distinctions between counseling and consultation will be explored, as well as the major models and process stages for implementation. Case studies will be utilized to demonstrate explicit program development applications for educational crisis and system-level interventions, and furthering social objectives. Pastoral and church consultation will be an area of focus.

CO 7210 Assessment and Evaluation - 3 Hours

This course covers the measurement concepts and practice techniques required for the use of standardized and non-standardized assessment tools utilized in diagnosis, treatment planning and evaluation. Procedures for test selection, administration and interpretation are examined for measures of ability, aptitude, personality, and psychopathology. Prerequisite: MA in MHC candidacy or consent of department chair. A \$45 materials testing fee is assessed for this course.

CO 7278 Strategies of Marriage & Family Therapy - 3 Hours

An exploration of the specific perceptual, conceptual, and intervention skills of prominent approaches in the field of marriage and family therapy. These approaches include Bowen, Minuchin, Whitaker, Satir, Milan, and Haley. Prerequisite: CO 5578.

CO 7330 Counseling Techniques - 2-3 Hours

A unique combination of theory and practice, the class helps students to enter into the world of counseling practice. Counseling Techniques utilizes contemporary treatment models, along with traditional approaches, to enhance student skills in helping people. Prerequisite: CO 5210.

CO 7450 Psychopathology - 3 Hours

This course is an advanced course dealing with the etiology, classification, and treatment of various mental disorders. Diagnostic skill in using the current DSM classifications and criteria is achieved through the use of case vignettes and lecture.

CO 7485 MA Thesis - 0-3 Hours

MA thesis writers register for - 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as fulltime academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

CO 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for - 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

CO 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

CO 7900 Research Methods - 3 Hours

Students will learn to conceptualize research problems, develop hypotheses and propose research methodologies for study. Emphasis is given to interpretation and inference. The class will conduct an empirically supported research study in which students will have the opportunity to administer pre- and post- intervention assessments, facilitate a psycho-educational intervention, analyze and interpret data, and report the research findings. Prerequisites: MA in MHC candidacy or consent of the department chair.

CO 7905 Advanced Research Methods - 2 Hours

The topic of the course is more complex research designs and techniques and will include information about statistics and statistical computer packages. Prerequisite: CO 7900. Offered on demand.

CO 7961 Mental Health Counseling Internship I - 2-3 Hours

Internship is designed to give counseling students supervised counseling experience. Approved intern sites include hospital inpatient programs, community counseling agencies, counseling centers, and other mental health facilities. The internship may begin in summer or fall semesters (CO 7961) depending on the site requirements. It must extend through the spring semester (CO 7962). CO 7961 and 7962 require a combined total of 900 hours of internship involvement including 360 direct service hours. Individual supervision is provided on site; group supervision is provided on campus. CO 7961 and CO 7962 must be taken consecutively over the course of one academic year and total six semester hours. CO 7961 is offered in summer and fall only. Considered full-time academic status. Prerequisites: CO 6950, MAMHC candidacy and consent of department. When taken in summer for two semester hours, may be repeated in fall for two semester hours.

CO 7962 Mental Health Counseling Internship II - 2-3 Hours

This is an advanced internship experience building on skills and requirements from CO 7961. CO 7962 is offered in spring only. Considered full-time academic status. Prerequisite CO 7961.

CO 7969 International Counseling Experience - 3 Hours

This course is designed for those primarily invested in returning to an international setting where they have prior exposure, language fluency, and mental health connections. International students, who are not exclusively seeking U.S. licensure, may benefit from a supervised international counseling experience. Individual onsite supervision is required as well as special arrangements with the department. All syllabus requirements for CO 7961/7962 will be applied with flexibility and the application of technology. Full-time academic status. Prerequisites: MA in MHC candidacy and consent of department. May be repeated for credit.

CO 7975 MA/ThM Comp Exam Preparation - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

CO 7976 MA or ThM Thesis Proposal Preparation - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

CO 8000 Seminar: Current Issues - 1-4 Hours

Consideration of contemporary issues in professional and ministry counseling. Recent titles include the following: Clinical Consulting, Grief Therapy, and Diagnosis and Treatment Planning. Prerequisites: degree candidacy or consent of department chair. May be repeated.

CO 8075 Advanced Group Process - 3 Hours

The course examines the nature of interpersonal interactions in group counseling. An experiential component will enhance the understanding of group process and foster the development of group counseling skills that promote group interaction and interpersonal processes. Prerequisites: CO 5210 and CO 6130 or equivalent.

CO 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for - 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. 177 Credit / No Credit. (Both the course and the paper must be graded 'C'- or better to receive credit for the paper.

CO 8985 ThM Thesis - 0-3 Hours

ThM thesis writers register for - 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as fulltime academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

CO 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for - 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

Educational Ministries Department Course Descriptions

EM 5100 Educational Ministries and Leadership - 3 Hours

Educational Ministries and Leadership explores the equipping of educational and other church leaders through teaching and learning, curriculum development, discipleship, and team building as well as generational and intergenerational ministries with children, youth, emerging adults, adults, and aging adults. The course will help ministry leaders understand and function in their role as practitioners leading God's people toward maturity in Christ. Students will gain core educational and leadership competencies informed by biblical theology, a sound understanding of the human person, context, and theory. Required for MDiv students. Offered fall and spring.

EM 5125 Teaching and Learning - 2-3 Hours

This course examines how Christian teachers can deepen their conceptual understanding and educational skills as they communicate Gospel teaching in a variety of contexts. Topics addressed include maturing in Christ as a Christian teacher, developmental learning theories, teaching strategies, teaching the Bible, evaluation tools, teaching teachers, and the roles of both the teacher and the learner during the teaching and learning process.

EM 5150 Urban Educational Ministries - 3 Hours

Introduction to the special educational program needs of administration and teaching in an urban context. Particular attention is given to the aims, principles, organizations, and development of a local church educational program, with focus on the aims, methods, media, and evaluation of the teaching process. Offered only at the South Chicago Regional Center.

EM 5200 Educational Ministries - 2 Hours

Educational Ministries explores the equipping of educational and other church leaders through teaching and learning, curriculum development, discipleship, and team building as well as generational and intergenerational ministries with children, youth, emerging adults, adults, and aging adults. The course will help ministry leaders understand and function in their role as practitioners leading God's people toward maturity in Christ. Students will gain core educational and leadership competencies informed by biblical theology, a sound understanding of the human person, context, and theory. Offered concurrently with EM 5100. Required for MA in EM students who should also register for EM 5210 during the same semester. May be substituted for EM 5100 when also taken with EM 5210. Offered fall and spring.

EM 5210 Christian Leadership and Administration - 2-3 Hours

What is a Christian leader? What is Christian administration? How does one lead in a system context whether church or other organization? The course will survey leadership history and theories, the character of the leader, and topics such as teams, communication, power, conflict, change, ethics, administration, and mentoring. Case studies will be used to assist participants in applying leadership theory to practice. Depending on the mode, this class is offered for one, two, or three hours. Offered concurrently with EM 5100 in the fall with additional meeting times. Required for MA in EM students who should also register for EM 5200 during the same semester. May be substituted for EM 5100 when also taken with EM 5200. Offered fall and spring.

EM 5510 Christian Formation & Journey - 2 Hours

An interactive exploration of the process of spiritual growth in the life of the believer, focusing on how the church has understood Christian spirituality and the process of Christ being formed in the believer. Special attention is given to the nature of the spiritual journey of the believer and the kind of educational interventions that are likely to enable spiritual growth in the people of God.

EM 5541 Youth and Emerging Adults in Congregations - 3 Hours

Youth and Emerging Adults in Congregations explores the equipping of leaders of Youth ages 11-18 and Emerging Adults ages 19-29. Biblical, educational, and philosophical foundations of holistic ministries in the church are explored. Research in youth culture, formative needs, competencies, adaptable skills, frameworks, and approaches needed for youth and emerging adult engagement will be addressed. Participants will gain core insights and develop personal practice for contextually ministering to youth and emerging adults enabling experiences of flourishing, connection, and belonging with and within the church.

EM 5560 Adults in Congregations - 2-3 Hours

A survey of adult development and generational differences, adult learning processes, and the ministry perspectives and structures necessary to assist Christian adults to progress toward maturity in a church or parachurch context.

EM 5576 Marriage & Family Enrichment - 2-3 Hours

Study of marriage and family from theological and social science viewpoints with a view to enriching them through methods and strategies of local church ministry. Students have the option of choosing projects to enrich their own marriage and family life or to prepare for marriage.

EM 6000 Current Topics in Educational Ministries - 1-4 Hours

Select and specialized topics relevant to educational ministry.

EM 6100 Intergenerational Ministry in the Church - 3 Hours

The course design will enable participants to develop an informed approach to ministry in the local church that builds bridges across generations. Themes in the course include intergenerational ministry in biblical and theological perspective; developmental and cultural issues in intergenerational ministry; learning and worship engaging the entire faith community; and service across the generations.

EM 6260 Small Group Ministry in the Church - 2-3 Hours

An examination of the biblical and theological foundations of small group ministry, the role of groups in spiritual formation, strategies for building group ministry in a local church, developing group dynamics, and the role and training of group leaders in guiding an effective group meeting.

EM 6265 Building Ministry Teams - 2-3 Hours

This course focuses on the role, effectiveness, structure, leadership, and impact of highly functioning teams in the church. Emphasis will be placed on team design, decision-making, mission, relationships, the role of the team in the larger organization, assessing team effectiveness and performance, and team leadership. Offered on a two-year rotation.

EM 6270 Building Community in the Church - 2-3 Hours

Focuses on building a culture of community in the local church. Includes having a basic theology of community, and an examination of existing models for building the community life of a congregation, including small group models, missional communities, classes, geography-based strategies, and medium-sized gatherings. Offered on a two-year rotation.

EM 6275 Developing Healthy Spiritual Leaders - 2-3 Hours

Participants will learn strategies and practices for developing healthy spiritual leaders, and will explore various leadership development strategies used by churches and other organizations. Offered on a two-year rotation. A retreat fee will be assessed.

EM 6500 Curriculum Development - 3 Hours

This course will prepare students to develop individual lessons and coherent curriculum products. Students will explore the application of curriculum theory and the learning sciences to curriculum development. While the skills and frameworks will be broadly applicable, the course will focus on the development of curriculum to support the mission of the church.

EM 7465 MA in EM Capstone - 0-4 Hours

The MA in EM Capstone is developed in consultation with the EM faculty adviser and may be a portfolio, internship, or applied ministry experience. Contact your EM faculty adviser for further details.

EM 7466 MA in EM Capstone Extension - 0 Hours

A one-semester extension for EM 7465. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. May not be repeated. No credit.

EM 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the Educational Ministries Department. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

ES 7524 Children in Congregations - 1-2 Hours

Participants will investigate and develop a variety of options for contemporary educational and ministry experiences with children. Trends in the church's ministry to children will be considered. The variety of curricular and other resources, parachurch agencies and networks that support children's ministry in the church will be explored.

ES 7535 Nurturing Families in the Church - 1-2 Hours

Nurturing Families in the Church is an examination of the nature of marital and family relationships in preparation for participants to understand these dynamics in their own families, in the families of those to whom they minister, and the impact of these on their ability to be effective ministers. The course concludes with a consideration of church as the family of God.

ES 7550 Local Church as System - 1-2 Hours

Participants will examine how local church bodies are interdependent systems of people and practices. Topics include local church life cycles, administrative practices that build gospel health, adaptive leadership, and cultivating gospel-centered teams and partnerships.

ES 7560 Program Planning Dynamics in the Local Church - 1-2 Hours

Participants will examine how gospel-centered leaders negotiate stakeholder interests toward advancement of God's Kingdom. Topics include identifying stakeholder interests, navigating power dynamics, and planning toward mission.

ES 7815 Change, Power, and Conflict - 2-3 Hours

This course will explore the challenges of change, power, and conflict in relation to developing and transitioning Christian organizations (including but not limited to the local church). Participants will identify and clearly articulate common issues related to change, power, and conflict in organizations; create effective strategies and processes to address these issues; and foster personal attitudinal responses to change, power, and conflict that emanate from biblical wisdom.

ES 7830 Developing Collaborative Teams - 1-2 Hours

Participants will explore the theological, theoretical, and practical elements of developing collaborative teams. Topics include teams vs. groups; team selection and formation; building team trust; conflict as creative tension; measuring team effectiveness; and effective team coaching.

ES 7840 Teams in Systems - 1-2 Hours

Participants in this course will explore the nature and role of teams in systems. Some of the topics of discussion will include: team-based organizations, virtual teams, cross-functional teams, self-directed teams, and multinational teams.

ES 8000 Seminar: Current Issues in Educational Ministries - 1-4 Hours

Topics chosen deal with contemporary issues in Educational Ministries.

ES 8211 Teaching Others to Teach - 1-2 Hours

This course will connect Bible teaching with equipping others to interpret and teach the Bible. Topics include utilizing Bible study tools and resources; employing sound interpretive principles; recognizing group dynamics; identifying Biblical genres; communicating Biblical themes; harnessing effective educational methods; and identifying creative teaching strategies.

ES 8235 Ministry with Aging Adults - 1-2 Hours

Within 15 years 20% of the US population will be age 65 or older. By 2050 the number of people over age 60 in the world will outnumber youth; and the ratio of working people to retirees will decrease from 9:1 to 4:1. How is the church preparing to meet the challenge of global greying? What is its role in assisting older adults to confront health care, grief, dementia, financial challenges, and physical limitations? In what ways can senior saints contribute to the maturation of the faith community? Ministry with Aging Adults will focus not merely on how the church can ministry to senior adults, but with senior adults.

ES 8240 Intergenerational Education - 1-2 Hours

God's people are blessed with the intergenerational task of declaring the praiseworthy deeds of the Lord. Participants will examine current intergenerational theory and practice in light of Biblical texts and themes. Topics include generational developmental theories; personal mentoring and mentoring communities; and developing intergenerational teams.

ES 8255 Models of Non-Traditional Education - 3 Hours

Explores the literature related to out-of-school learning and experiential learning theories that inform the educational task of the church. Participants compare and contrast non-formal and formal educational approaches. Insights gained from these readings and class discussions are used by participants to critique various church-related models of non-formal education.

ES 8258 Online Teaching and Learning - 1-2 Hours

Twenty-first century seminary graduates will inevitably face the reality of teaching online whether it is in higher education, the local church, or another context. ES 8258 intends to raise questions and provide some answers toward developing a philosophy and practice of online education for the educator. Consideration will be given to 1) planning online classes; 2) designing online classes particularly for the adult learner; and 3) implementing online classes with attention to the participant's context. Discussion will include the "flipped classroom," the abundance of content availability, access, and a philosophy of online teaching.

ES 8425 Theological Education: Topics - 1-2 Hours

A three-course rotation examining vernacular, primary, secondary, and tertiary, theological education in the context of Africa, Latin Americas, Asia, and North America broadly defined. Emphasis is placed on the similarities and contextual uniqueness of theological education in both majority and non-majority worlds. Presentations by international guest practitioners. May be repeated. Offered on a three-year rotation.

ES 8605 Great Religious Educators - 2-3 Hours

In the spirit of Adler's Great Books, Great Religious Educators centers around the primary writings of significant religious educators beginning with Augustine to the present. Participants will read extensively and meet regularly to discuss the primary readings and their implications for Christian education in the 21st century.

ES 8710 Social Intelligence and Leadership - 1-2 Hours

Participants in this course will examine social intelligence and its relationship to leading organizations, teams, and individual organizational members. Social intelligence includes social awareness and relationship building skills that allow leaders to foster empathy, collaboration, and teamwork with others in their organizations. Participants will critically reflect on the theological, theoretical, practical, and contextual aspects of this subject.

ES 8715 Appreciative Inquiry - 1-2 Hours

Appreciative Inquiry (AI) has been described as "The cooperative search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system *Ô*life^Ô when the system is most effective and capable in economic, ecological, and human terms." It is more than a set of tools or methods, but "a way of thinking and being" that leads to innovation for the flourishing and wholeness of larger systems or networks. In this course, we will think critically and reflect theologically about the philosophy, theory, practices, and processes of AI.

ES 9000 Current Issues in Educational Studies - 1-3 Hours

Topics are chosen to reflect research interests of faculty or program participants or that explore matters of concern to the field of educational studies. Offered on demand.

ES 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. May be repeated for a maximum of twelve hours. Letter grade or Credit / No Credit.

ES 9110 Orientation to EDS Doctoral Studies - 1 Hour

The Educational Studies doctoral program is designed to further the development of leaders already serving in organizations such as higher education institutions, mission agencies, congregations, parachurch agencies, and relief and development agencies. This orientation course gathers new students into an understanding of the learning culture of the community, its values, core competencies, and expected learning outcomes. Offered Fall and Spring. Credit/No Credit.

ES 9150 Teaching in Higher Education - 2 Hours

Through Biblically shaped critical reflection, participants will examine the core elements of transformative learning theory and practice. Topics include critical reflection and the mind of Christ; personal and social change dynamics; whole person domain teaching and learning; and cultivating gospel healthy learning climates.

ES 9175 Leadership and the Development of Organizations - 3 Hours

The course will survey and analyze contemporary issues in developing and leading healthy organizations. Participants will engage in theological reflection regarding potential contributions from the field of Organization Development (OD) in leadership of organizations. Topics include organizational design; innovation; diagnosing and facilitating healthy organizational change; team building; collaborative leadership; leadership development and succession strategies; and the development of vision, mission and values using large group intervention strategies.

ES 9200 Adult Learning Foundations - 3 Hours

Participants will critically examine selected adult education theories and perspectives in light of Scripture and consider their application to the Christian adult educator's philosophy of educational ministry and practice. Topics include adult development, experiential education, critical educational theory, global models of adult learning, and transformational learning.

ES 9210 Curriculum Theory and Design - 2 Hours

An examination of the guidelines for the development of a coherent curriculum. Discussion of application of curricular theory to religious instruction.

ES 9215 Art, Beauty, and Creativity - 1-2 Hours

The relationship of art, beauty, and creativity to learning from a Christian perspective is the nature of this course. Topics include biblical and theological foundations for art, beauty, and creativity; artfulness and culture making; cultivating the true, good, and beautiful in learning; and image bearing and the creative process in learning.

ES 9250 Modes of Higher Education - 2-3 Hours

An examination of the historic and contemporary higher education modes and/or issues with consideration for the present and future direction of higher education. Models such as Bible colleges, liberal arts colleges, theological institutions, universities, church-based education, online distance education, extensions, and non-traditional modes may be examined. Issues related to the present and future will be considered. Offered on a two to three-year rotation.

ES 9275 Higher Education Administration - 3 Hours

The basic elements of academic administration: faculty resources, student affairs, finance and budget, board and presidential roles, library services, development and public relations. Particular application is made to Christian higher education institutions and to administrative relationships with parent organizations. Offered alternate years.

ES 9280 Assessment in Higher Education - 1-2 Hours

Faculty in higher education are mandated by external stakeholders to demonstrate effectiveness in the classroom and institutionally. Assessment objectives shape classroom curriculum, program outcomes, and institutional ethos. Administrators expect faculty to understand and practice assessment in their teaching and institutional work. Assessment in Higher Education will seek to explicate assessment in the classroom, through program outcomes, and institutional ethos.

ES 9305 Developing Emerging Leaders - 1-2 Hours

Utilizing a scholar-practitioner model, this course will survey and analyze contemporary theory, practices, and processes in developing emerging leaders. A seminar format will be employed, relying on participants' independent research and learning in preparation for class presentations and class discussions. Offered on a two to three-year rotation.

ES 9310 Mid-Career Leadership Development - 2 Hours

This course focuses on the theory, practices, and processes of developing mid-career leaders. Participants will be challenged to personally apply what they learn to their development as a leader. In addition, participants.

ES 9316 Innovation, Agility, and Leading Change - 2 Hours

Participants in this course will explore the theological, theoretical, practical, and contextual aspects of cultivating innovation, designing organizations for agility, and leading change in organizations. Topics include classic and current theories of change; diffusion of innovation; types of organizational change; barriers to change; large system intervention strategies; social intelligence and the management of change transitions; and practical strategies for change implementation. A seminar format will be employed, relying on participants' independent research and learning in preparation for class presentation and class discussions. Offered on a two to three-year rotation.

ES 9330 Developing Collaborative Teams - 1-2 Hours

Participants will explore the theological, theoretical, and practical elements of developing collaborative teams. Topics include teams vs. groups; team selection and formation; building team trust; conflict as creative tension; measuring team effectiveness; and effective team coaching. Offered on a two to three-year rotation.

ES 9500 Psychological and Sociological Foundations of Education - 3 Hours

Through Biblically shaped critical reflection, participants will investigate the psychological and sociological underpinnings of educational theory and practice. Topics include major psychological and sociological theories; primary issues of educational psychology and sociology; and implications for contextualized teaching, learning, and educational practice.

ES 9510 Developmental Issues of Children, Youth, or Adults - 1-2 Hours

Participants will explore current developmental theories and issues related to children, youth, or adults rooted in redemptive image bearing. Topics include family of origin dynamics, learning disabilities, ministry to the whole person, and life transitions.

ES 9620 Education and Culture - 2 Hours

Examines the cultural values shaping Western and two-thirds world education systems. Greek versus traditional cultural value systems, learning styles, forms of logic, language structures, and other major cultural variances are considered with respect to educational function and purpose.

ES 9700 Biblical and Theological Formation of the Educator - 3 Hours

Because God's redemptive sovereignty is creation-wide, all aspects of life have eternal significance. Participants will address the implications of this revealed truth for life and educational ministry by examining Biblical, theological, historical, and contemporary resources. Topics include image bearing agency, vocational stewardship, worldview formation, and theologically shaped education.

ES 9725 Ethics in Education - 3 Hours

An examination of foundational principles in ethical thought, focusing on the source of ethical principles and the need for ethical absolutes. Discussion then focuses on ethical questions in education with emphasis on educational practices and ethics on institutional policies and culture. Offered alternate years.

ES 9750 Historical and Philosophical Foundations of Education - 3 Hours

Through Biblically shaped critical reflection, participants will investigate the historical and philosophical underpinnings of educational theory and practice. Participants will explore historic and contemporary philosophical streams from major western and non-western resources. Topics include key philosophers and educational theorists; primary issues of educational philosophy; and implications for contextualized teaching, learning, and educational practice.

ES 9890 Professional Development Practicum - 0-2 Hours

Participants design, conduct, and evaluate at least one professional development activity for 0-2 credits. These integrative and generative activities could take the form of teaching, consulting, guest lecturing, conference presenting, developing curriculum, coaching, grant or article writing, etc. All activities must be conducted after EDS PhD program matriculation. Participants normally will have completed 15 credit hours prior to registering for a PDP. One credit hour is equivalent to approximately 35-40 hours of invested practicum work. Potential PDP deliverables include course syllabi, strategic plans, outlines, slides, grant proposals, supervisor/advisor debriefs, reflection logs, articles, presentations, etc. Each EDS student is responsible to initiate conversations toward PDP planning with an appropriate EDS faculty member. Participants may propose non-Trinity or Trinity-related activities and opportunities. Credit/No Credit.

ES 9910 Foundations in Social Science Literature - 3 Hours

Participants will learn to conduct systematic literature reviews of the social science research literature that serve as a theoretical framework for research design. Linkages will be made primarily from sociology, anthropology, psychology, business management, and education to the participants' present research interests. Offered every year.

ES 9915 Social Science Research Design - 3 Hours

The twofold purpose of this course is to engage in theological reflection on the complementary aspects of general and special revelation, and to provide an overview of research design. More specifically, the overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. We will discuss the process of research as it relates to each approach. This process includes writing an introduction, specifying a purpose statement, and developing research questions and/or hypotheses. This course will also discuss the methods and procedures for quantitative, qualitative, and mixed methods studies. Offered every year.

ES 9920 Qualitative Research Methods - 3 Hours

Prepares the participant to design and conduct fieldwork research in both Christian education and mission communities. Observation techniques and in-depth interviewing are the primary inquiry skills learned in order to discover the individual's perspective. Particular attention is given to the processes of gathering, recording, coding, and analyzing data in order to report rich descriptive findings and conclusions supported by the data. How qualitative research methodology is used to generate "grounded theory" is also examined.

ES 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/EDS program participants may repeat the course twice for a total of three hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ES 9990 Dissertation Proposal Preparation - 0-3 Hours

An independent study facilitating student preparation for the dissertation proposal. PhD/EDS program participants may repeat this course twice for a total of 3 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ES 9991 Dissertation Research - 1-4 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ES 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Mission and Evangelism Course Descriptions

ME 5000 Foundations of Christian Mission - 2 Hours

Survey of the theology, history, culture, politics, and methods of the Christian mission, with special emphasis on recent developments, crucial issues, and future trends, ending with a careful study of missions in the local church. Offered fall and spring.

ME 5001 Foundations of Evangelism - 2 Hours

This course introduces the biblical, theological, historical, and practical foundations of evangelism in word and deed. Students will be equipped to engage others in gospel conversations and prepared to lead churches and Christian organizations to participate in God's mission of reaching their contexts with the good news. Offered fall and spring.

ME 5050 Perspectives on the World Christian Movement - 3 Hours

The course surveys the history, theology, and strategy of the global advance of the gospel. Specific instances of the growth of the Christian movement in selected areas of the world are examined. Perspectives is offered as an occasional course at various locations throughout the year. Contact the Extension Office for details.

ME 5140 Mission of the Urban Church - 3 Hours

A study of the nature and methods of the Christian mission as they apply to the development and implementation of a mission strategy for the urban church, as well as the training of individuals for outreach in the urban community. Offered only at the South Chicago Regional Center.

ME 5175 Evangelistic Bible Study: Mark - 3 Hours

This course anticipates the desire of many Christians who want to share Christ with friends or neighbors in an informal setting. Whether the student sees the prospect of planting a church, holding a Bible discussion in a university resident facility, or simply getting friends and acquaintances together to focus on contemporary issues, this course will fill those expectations. Using the inductive method of investigating the biblical text, the student will be enriched with the truth and relevance of Gospel narratives, as well as experience the joy of discovering the freshness of the gospel in the context of group interaction. Credit students only, no auditors.

ME 6000 Current Studies in Mission and Evangelism - 1-4 Hours

Topics selected deal with significant issues related to mission and/or evangelism.

ME 6240 The Intercultural Missionary - 2 Hours

Explores decisions and developmental tasks involved in preparing for a missions career, adjusting to another culture, learning a language, rearing a family overseas, managing conflict, and handling intercultural stress. The spiritual formation of the missionary is emphasized.

ME 6410 History of Missions in the Modern World - 3 Hours

A study of the expansion of Christianity from Pentecost to the present. Particular attention is given to an examination of the modern Protestant mission movement.

ME 6610 Anthropology for Ministry - 3 Hours

Application of anthropological and sociological insights for ministry in diverse cultural settings, with special attention to fundamentals of culture communication and contextualization. The course will focus anthropological understanding particularly on congregational contexts and ministry.

ME 6660 Christian Community Development - 2 Hours

This course is offered in conjunction with the one-week Christian Community Development Association annual conference, which takes place in various cities. The course exposes students to the CCDA philosophy of ministry. They will also engage successful practitioners of the CCDA model of ministry. Students attend the conference and complete additional reading and written assignments.

ME 6760 Theology of Mission & Evangelism - 3 Hours

The many Old and New Testament texts that provide theological foundations for the global mission of the church are examined. 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.

ME 6963 Principles of Discipleship - 3 Hours

A practicum with attention given to the way Christian disciples are developed, with practical guidelines for implementing discipleship, both as a personal lifestyle and within the context of the local church. Prerequisite: must have completed at least six semester hours.

ME 7215 Teaching the Bible in Intercultural Settings - 3 Hours

The course is designed to integrate cultural philosophies of education with ethno-pedagogy for the task of teaching the Bible in another culture. An emphasis will be placed on the use of case studies and will move from description and analysis to the question of - How should we teach the Bible in other cultures?_ The course will be useful for students who desire to teach the Bible in any cultural setting.

ME 7300 World Religions - 3 Hours

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.

ME 7450 Christianity in the Non-Western World Since 1500 - 3 Hours

A broad overview of the significant shift of the center of Christianity from the West to Asia, Africa, and Latin America. The social, cultural, and political context of Western missions, the sending nations, and the receiving nations in Asia, Africa, and Latin America will be examined. Consideration will be given to: early modern Roman Catholic missions, the impact of African slavery and Western imperialism, the development of Protestant Christianity, the emergence of independent and indigenous church movements, and the rise of Pentecostalism.

ME 7465 Intercultural Ministries Internship - 1-2 Hours

The MA/ICS Capstone of an applied experience, required for students with limited cross-cultural experience.

ME 7477 MA Major Comprehensive Exam - 1 Hour

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

ME 7478 MA Project - 0-3 Hours

A department-specific summative program project (MA/E, MA/CM) as arranged with the department of concentration. Not available in all programs.

ME 7485 MA Thesis - 0-3 Hours

MA thesis writers register for ME 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

ME 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for ME 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

ME 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

ME 7510 Missional Church - 3-4 Hours

This course explores the missional church in light of a theology of God's mission in the world, and post-Christian context. Special attention is given to various streams of missional, community engagement of the gospel in word and deed, missional communities, disciple-making, discernment, and leadership.

ME 7545 Leadership in the Urban Church - 3-4 Hours

A visionary and practical approach to ministering in America's cities. The emphasis in the course is not so much on the internal leadership structure of the local urban church as it is on leadership in the church that is responsive to its urban context.

ME 7710 Contextualization - 3-4 Hours

A study of contextualization from theoretical and practical perspectives, examining the relationship of gospel and culture, biblical guidelines, and various methods of contextualization. Students evaluate case studies of contextualization in diverse cultural settings dealing with a wide range of theological, ethical, cultural and ecclesial issues.

ME 7722 Studies in Reconciliation - 2 Hours

In a world marked by deep racial and ethnic conflicts, this course explores the teaching and ministry of reconciliation in the church and mission. It seeks to bridge the gap between theoretical and practical in order to produce serious-minded reflection on the scriptural mandate of reconciliation across racial and other social divides.

ME 7975 MA/ThM Comp Exam Prep - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

ME 7976 MA or ThM Thesis Proposal Prep - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

ME 8000 Seminar: Current Issues in Mission and Evangelism - 1-4 Hours

Topics chosen deal with significant issues in mission and/or evangelism. Opportunity provided for seminar discussion and for the presentation of advanced research papers.

ME 8210 Intercultural Communications - 3-4 Hours

This course focuses on the theory and practice of interpersonal communication across cultural lines. Specifically designed for those involved in intercultural ministry, the course focuses attention on language and culture, culture shock, ethnocentrism, paternalism, nonverbal communication, contextualization, and dynamics of change. The focus will, of course, be on the communication of the gospel itself interculturally.

ME 8215 Teaching Across Cultures - 3-4 Hours

An examination of factors contributing to effective teaching and learning when teacher and learners are from different cultures. Cultural influences upon cognitive style, logical processes, worldview, social relations, modes of learning, and learning environments will be analyzed. Implications for teaching in specific cultural settings will be drawn with attention to learning outcomes and cognitive development.

ME 8230 Global Church Planting and Development - 3-4 Hours

This course examines both theologically and practically the planting and development of healthy, reproducing congregations in various cultural settings. Methods, models, strategies, and particular challenges are discussed. Offered annually.

ME 8250 Leadership Development and Culture - 2 Hours

The course will investigate theological, philosophical and anthropological foundations of leadership and culture. These foundational issues will inform the practice of developing multi-cultural leaders and working under leaders from different cultures. Special emphasis will be given to the missionary role of multi-cultural leadership in a world where missionaries from every country of the world are partnering with missionaries and church leaders from every country of the world.

ME 8300 Global Theologies - 3-4 Hours

This seminar examines the roots and current developments Christian theologizing within the context of world Christianity. It seeks to help students explore the nature and methodology of theology in the contemporary world, the effects of cultures and intercultural differences on the theological process and the development of globally informed theology. Students are encouraged to develop an approach to Christian theology that is relevant, orthodox, and creative, and to cultivate a lifelong commitment to scholarship and writing.

ME 8310 Religious Pluralism & Mission - 3-4 Hours

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.

ME 8312 Christian Encounter with World Religions - 3-4 Hours

An examination of some historical, theological, and intercultural issues in the Christian encounter with other major religions. Historical approaches by Christian missionaries to Islam, Hinduism, and Buddhism will be examined, with special emphasis on implications for such encounters today.

ME 8315 Christian Encounter with Islam - 3-4 Hours

A study of Muhammad, the Qur'an, and the history, culture, and theology of Islam, together with modern trends and its confrontation with Christianity in order to develop appropriate Christian ministries in Muslim contexts.

ME 8320 Anthropology of Religion - 3-4 Hours

An advanced seminar focused on readings in the anthropology of religion. Attention will be focused on anthropological theories of religious experience, religious symbols, myth, ritual, magic, witchcraft, spirit possession, ancestral cults, conversion, and secularization. The class will attempt to assess these theories biblically and to explore their relevance to missiology.

ME 8370 Christian Encounter with African Religion - 3-4 Hours

This course provides descriptions and analyses of African religions in order to ascertain areas of continuity and discontinuity between these religions and the Christian message. Theoretical issues related to the study of African Religions will be reviewed. The major topics of study are the following: the structure of African religions; the nature of theism; and ideas concerning human destiny taught in these religions. Christian approaches of African religionists will be examined.

ME 8380 Religion in the Modern World - 3-4 Hours

The past three centuries have produced far-reaching social and intellectual transformation, initially in the West and now increasingly worldwide, which have significantly affected traditional religions and also produced an array of new religious movements and alternative spiritualities. Modernization, secularization, globalization, colonialism, and nationalism, as well as various counter-modernizing movements, all have had an impact upon current religious realities. Theoretical issues in the relevant literature, as well as specific application to particular Islamic, Hindu, or Buddhist contexts, will be considered. Implications of these patterns for Christian ministry and mission will be explored.

ME 8385 Christian Encounter with Popular Religions - 3-4 Hours

A study of the religious beliefs and rituals of common folk, particularly those related to spirits, ancestors, magic, divination, witchcraft, shamanism, and other phenomena. Attention is given to developing a biblical response to these beliefs in the context of missions.

ME 8390 Gospel, Cultures, and Church in Western Contexts - 3-4 Hours

This course exposes students to the literature and issues related to reaching people, engaging cultures, and rethinking the Church in Western Contexts. Attention will be given to various postmodern and post Christendom historical currents and dynamics affecting ministry and mission today, including pluralism, globalization, secularism, popular culture, ethnic diversity, post colonialism, and the rise of diverse spiritualities. Social science research on the religious development and diversity among emerging adults will especially be emphasized. The gospel will then be examined theologically and historically as it relates to the diversity of spirituality in the modern world. Fresh expressions and innovative leaders of contemporary missional church movements will serve as case studies of this engagement between gospel and cultures in the West.

ME 8450 History of Evangelism - 3-4 Hours

An examination of evangelism throughout the history of the church. Special attention is given to particular Christian movements and personalities, highlighting contributions to gospel proclamation and witness of the church in word and deed. Application of selected practices will be considered for evangelism in contexts today.

ME 8455 History of Christianity in China - 3-4 Hours

A broad overview of the history of Christianity in China and a survey of the current situation. After considering the various mission efforts in China, the course will focus on the historical development of the Chinese churches and several key Chinese church leaders. The course will then explore historical, cultural, political, ecclesiastical, and theological issues while considering their impact on today's church.

ME 8500 Missional Disciple-making - 3 Hours

This course examines the way Christian disciples are formed, with particular attention to biblical and practical foundations for making disciples that include contextual, missional engagement, with the goal of mission in the world. Students examine various models of disciple-making, especially those practiced today within the missional church movement.

ME 8624 Cross-Cultural Conflict Resolution - 3-4 Hours

Focuses on interpersonal and small-group conflicts that are interethnic or intercultural. Significant attention is given to how Westerners handle conflict compared to peoples in the two-thirds World and how Scripture speaks to both contexts. Offered alternate years.

ME 8720 Sin, Guilt, Suffering and Death - 3-4 Hours

A course designed to give the student an understanding of human cultural and psychological realities related to sin, shame, guilt, conscience, suffering, sickness, and death. The goal is to integrate cultural and psychological understandings with biblical and theological ones, and to use these understandings to communicate the gospel in a manner that is intelligible, subjectively relevant, and meaningful to people of specific cultures.

ME 8730 Theology of Religions - 3-4 Hours

A doctoral seminar focusing on the biblical and theological understanding of non-Christian religions. Participants will examine the critical issues facing the church in light of biblical teaching and current conflicting ideas and theories regarding human religions. Attention will be given to religious diversity among humans, truth, and salvation in religions.

ME 8760 Spiritual Warfare - 3-4 Hours

An examination of the spiritual warfare that servants of God face in Christian ministry. Attention is given to studies in biblical, historical, and contemporary perspectives of spiritual conflict.

ME 8815 Ethnicity: Modes of Inquiry and Analysis - 3-4 Hours

Participants in this seminar will employ anthropological and intercultural communication theories and analytical modes as they develop culture-specific taxonomies of ethnic variables, recognize factors that may facilitate communication or trigger conflict, and explore interfaces among theology, ethnicity, and ministry.

ME 8875 Church, Mission, & Community Development - 3-4 Hours

Seminar participants are introduced to the community development literature and critically examine how it relates to the church's responsibility to engage in a mission to the poor that is distinctly holistic—an approach based on Christ's ministry. Particular emphasis is placed on the role of nonformal education in facilitating development. Offered alternate years.

ME 8922 Qualitative Research Methods - 3-4 Hours

This course teaches various qualitative methods oriented towards intercultural mission and congregational ministry: participant observation, interviewing, how to write field notes, the use of audio and video in field settings, how to 'code' verbal data, and so on. Other topics include ethical issues in research, the place of theory in qualitative research, proposal writing for qualitative research, and recent controversies over how one 'represents' others in one's writings.

ME 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for ME 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded 'C-' or better to receive credit for the paper.)

ME 8985 ThM Thesis - 0-3 Hours

ThM thesis writers register for ME 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

ME 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for ME 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

ME 9000 Contemporary Issues in Intercultural Studies - 4 Hours

Topics chosen deal with contemporary issues in missions. Recent seminars include Cross-Cultural Theology and Intercultural Competencies for Missionaries.

ME 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

ME 9050 Prolegomena: Missiology as a Discipline - 2 Hours

This seminar provides an introduction to the academic discipline of missiology and principles of missiological research and writing. It includes an overview of classical and current publications in the field and an examination of the integrative relationship between theology, history, and the social sciences in Christian mission. Students will also receive an orientation to the TEDS PhD ICS study program.

ME 9085 Global Migration and Diaspora of Faith Communities - 4 Hours

This seminar course will examine historical patterns and current dynamics of global migration, sociologically analyzing contributing factors. In particular, the course will examine how today's growing phenomenon of global migration impacts diaspora religious communities and global missions, identifying both new missional opportunities and concerns.

ME 9146 Urban Evangelism - 4 Hours

The seminar explores critical issues facing the church in light of the rapid urbanization of the world. Among these are how the city shapes our lives as humans and as Christians and how Christians can plant churches and minister in the city. Attention is given to developing a theology of urban ministry.

ME 9260 Teaching Missions and Evangelism in Higher Education - 2 Hours

This course will prepare students for teaching mission and/or evangelism in higher educational settings and will include an introduction to adult learning theory, course design, instructional methods, course evaluation, student relations, and other practical aspects of the teaching vocation.

ME 9325 Sociology for Mission and Evangelism - 4 Hours

An introduction of the field of sociology and the contributions it makes to the discipline of missiology. Attention will focus on issues such as globalization, new religious movements, gender, social capital, communication and media. Theoretical foundations and methodological questions will be introduced, and practical implications for ministry will be explored.

ME 9400 History of the Expansion of Christianity - 4 Hours

A study of major missiological themes throughout the history of the global expansion of the church, with special emphasis on the modern Protestant missionary movement. Writings of exemplary mission historians will be examined for their contribution to our understanding of contemporary trends in world mission practice and strategy. Attention will be given to the missionary encounter with culture in its various historical contexts.

ME 9610 Anthropology for Missions and Evangelism - 4 Hours

An introduction of the field of anthropology and the contributions it makes to the discipline of missiology. The seminar encourages participants to develop a model they can use in studying and ministering in specific societies and cultures. Attention is given to a study of the issues involved in cross-cultural communication, contextualization, and social transformation in evangelism and church planting in cross-cultural settings.

ME 9700 Theology of Mission & Evangelism - 4 Hours

A doctoral seminar focusing on the theology of mission in the Old and New Testaments with special attention to the operation of the Trinity, the *missio Dei*, the purpose and tasks of mission, church and mission, the nature and necessity of evangelism, historical developments in theology of mission, and current theological issues in Christian mission.

ME 9925 Historiographic Research Methods - 4 Hours

An introduction to the principles and practices of historical research within the discipline of missiology. The course with focus on historical methodology, the use and evaluation of primary and secondary sources (including oral history), and the planning and execution of a mission-historical research project.

ME 9930 Quantitative Research Methods - 4 Hours

This course teaches methods of quantitative social science research. This includes topics such as survey design and execution; data collection, management and analysis; use of statistical tools and computer software. The course also addresses the theoretical foundations and ethical guidelines for quantitative research, its application to missiological inquiry, and dissertation proposal writing.

ME 9970 Orientation for Comprehensive Exam and Dissertation - 1 Hour

This course is taught as a workshop addressing the purpose, expectations and methodology of preparing for the comprehensive exam,

ME 9975 Comprehensive Exam Preparation - 1-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/ICS program participants may repeat the course twice for a total of three hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9990 Dissertation Proposal Preparation - 1-3 Hours

An independent study facilitating student preparation for the dissertation proposal. PhD/ICS program participants may repeat this course twice for a total of 3 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9991 Dissertation Research - 1-4 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

New Testament Studies Department Course Descriptions

NT 4030 Beginning Greek I - 4 Hours

Introduction to phonology, morphology, and grammar of New Testament Greek, with readings in the Johannine literature or the Thessalonian correspondence and vocabulary development. Designed for students with little or no background in beginning Greek. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Offered fall.

NT 4031 Beginning Greek II - 4 Hours

Further study in phonology, morphology, and grammar of New Testament Greek, with readings in the Johannine literature or the Thessalonian correspondence and vocabulary development. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: NT 4030. Offered spring.

NT 4038 Greek Review - 3 Hours

Review of the elements of New Testament Greek, giving special attention to vocabulary, verbal forms and grammar. Prerequisite: a minimum of one year of credible undergraduate Greek with a B average. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Offered fall.

NT 5000 Intro to the New Testament - 3 Hours

Introductory survey of the New Testament, including the life and ministry of Christ, apostolic history, New Testament literature, principal critical issues, and the unity and diversity of New Testament theology. This course meets the NT General Comprehensive requirement for MA students and the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered spring.

NT 5100 English Bible: - 2-3 Hours

Demonstration of inductive Bible study method and treatment of the special teaching of a particular book or books of the New Testament based on the English text. May be repeated for credit as the book studied changes. Not for credit in the MA/NT or MA/OT programs.

NT 5251 Greek Exegesis I - 2 Hours

Study in the use of Greek for the interpretation of the New Testament. Students will review morphological paradigms, expand their Greek vocabulary, survey the theory and practice of lexical semantics, identify proper exegetical methodology, and understand intermediate Greek syntax and grammar. Special attention will be given to the analysis of Colossians 1-2. Students must register for the same section of NT 5251-5252 each semester. Prerequisite: NT 4030-4031 or NT 4038 or a pass on Trinity's Greek proficiency test (usually reflecting two years of undergraduate Greek).

NT 5252 Greek Exegesis II - 2 Hours

Further study in the use of Greek for the interpretation of the New Testament. Students will review intermediate Greek grammar and syntax, survey the theory and practice of textual criticism, strengthen their Greek vocabulary, exegete 1 Peter 1-2, and develop phrasing diagrams of selected passages they exegete. Students must register for the same section of NT 5251-5252 each semester. Prerequisite: NT 5251.

NT 5253 Exegesis for Preaching - 2 Hours

This course, taught by the NT and PT departments, develops skills for interpreting New Testament passages for sermon preparation. Students will review Greek vocabulary, exegete passages from various New Testament genres, relate exegetical analysis to the larger biblical narrative, and develop exegetical outlines and summaries of the biblical texts they study. NT 5253 lays the exegetical foundation for HM 6200/6201. Prerequisites: NT 5000 and NT 5252.

NT 6000 Current Studies in New Testament - 1-4 Hours

Topics selected deal with significant issues related to New Testament studies.

NT 6251 Interpreting the Synoptics and Acts - 3 Hours

A study of the Synoptics and Acts with emphasis on developing the skills necessary to be effective interpreters of these texts. Students will evaluate various critical approaches to the Gospels and to the life of Christ, recognize the historical reliability of the Synoptics and Acts, analyze central theological themes, exegete selected Greek passages, and further refine the methodological skills they learned in NT 5251-5252. Prerequisites: NT 5000 and NT 5252.

NT 6252 Interpreting Paul and General Epistles - 3 Hours

A study of Paul and the General Epistles with emphasis on developing the skills necessary to be effective interpreters of these texts. Students will examine the life, mission, and theology of the Apostle Paul, evaluate the individual letters in their relationship to apostolic history and the life of the church, analyze central theological themes, exegete selected Greek passages, and further refine the methodological skills they learned in NT 5251-5252. Prerequisites: NT 5000 and NT 5252.

NT 6253 Interpreting Johannine Literature - 2 Hours

A study of the Johannine literature with emphasis on developing the skills necessary to be effective interpreters of these texts. Students will evaluate the differences between the Fourth Gospel and the Synoptics, assess the different hermeneutical approaches to Revelation, analyze the theological contribution of each Johannine writing, exegete selected Greek passages, and further refine the methodological skills they learned in NT 5251-5252. Prerequisites: NT 5000 and NT 5252.

NT 7260 Romans - 3 Hours

Stress on the theology of Paul, with consideration of the distinctive emphases of the epistle: Paul's teaching on Judaism, salvation history, the power of sin, righteousness, the Holy Spirit, and the future of Israel. Prerequisites: NT 5251, NT 6252, or concurrent enrollment. Offered alternate years.

NT 7270 Corinthian Correspondence - 3 Hours

Historical background and principal theological emphases of these letters addressed to a first-century Gentile church. Prerequisites: NT 5251, NT 6252, or concurrent enrollment. Offered alternate years.

NT 7395 Hermeneutics - 3 Hours

The science of biblical interpretation with examination and explanation of the various systems of such. Using selected passages of Scripture, the disciplines necessary in biblical interpretation come to be understood and developed.

NT 7477 MA Major Comprehensive Exam - 1 Hour

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

NT 7485 MA Thesis - 0-3 Hours

MA thesis writers register for NT 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

NT 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for NT 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

NT 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

NT 7605 Matthew - 3-4 Hours

Examination of the structure and theology of Matthew, with special attention to exegesis of specific passages. Prerequisite: NT 5251. Offered alternate years.

NT 7607 Lukan Writings - 3-4 Hours

History and theology in the Gospel of Luke and the Book of Acts. Special attention is given to narrative structure. Passages are selected from both books for study in depth. Prerequisite: NT 5251. Offered alternate years.

NT 7610 Hebrews - 2 Hours

Stress on the technique and method of book study. The distinctive emphases of the book are considered: the person and work of Christ, the philosophy of history, and the use of the Old Testament. Prerequisite: NT 5251. Offered alternate years.

NT 7620 Revelation - 3-4 Hours

Intensive historical, doctrinal, and critical study of the Apocalypse; interpretation of the messages and visions of the book, with consideration of the preterist, historic, idealist, and futurist positions. Prerequisite: NT 5251.

NT 7710 Intertestamental Period - 3-4 Hours

History of the period from the close of the Old Testament canon in the fifth century B.C. to the time of Christ, with special emphasis on the literature and theology of the period. Prerequisites: NT 6251 or 6252 or concurrent enrollment. Offered alternate years.

NT 7720 Backgrounds Early Christianity - 3-4 Hours

Introduction to primary sources and recent literary finds in Judaism, the Hellenistic religions, and the social history of the early Roman Empire; provides a background for the study of the ministry of Jesus and the life and mission of the early church. Offered alternate years.

NT 7730 New Testament History - 3-4 Hours

A study of the origins and the growth of the early church in the context of the history and the culture of the early Roman Empire, with particular attention to historical events, developments, and personalities, including chronological questions, exegetical interpretation of key New Testament and extrabiblical passages, and theological analyses of major trajectories. Prerequisite: NT 5251.

NT 7975 MA/ThM Comp Exam Prep - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

NT 7976 MA or ThM Thesis Proposal Prep - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

NT 7980 MA Major Research Paper - 0-1 Hours

MA participants completing the two capstone research paper option must register for 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/NT). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

NT 8000 Seminar: Current Issues - 2-4 Hours

Issues of importance in New Testament history, criticism, interpretation, and theology discussed in a seminar setting.

NT 8420 Criticism of the Gospels - 3-4 Hours

Seminar in the contemporary literary and historical approaches to the Gospel narratives and the formulation of a constructive position regarding the synoptic problem, the structure of the Gospel narratives, the composition of the fourth Gospel, and the relation of faith and history. Prerequisite or concurrent enrollment in NT 6251. Offered alternate years.

NT 8430 History of NT Interpretation - 3-4 Hours

A survey of the history of criticism of the New Testament primarily from the late eighteenth century to the present. Particular emphasis on the development of critical methodologies, relationships between critical approaches and worldview, and evangelical responses to the key movements. Prerequisites: NT 6251 or 6252 or current enrollment. Offered alternate years.

NT 8610 The Teaching of Jesus - 3 Hours

Study in the methods and content of Jesus' teaching with collateral reading in the modern interpreters of Jesus. Offered alternate years. Prerequisites: NT 5251, NT 6251, or concurrent enrollment.

NT 8620 Johannine Theology - 2 Hours

Study in the theology of the Johannine literature, including critical appraisal of representative modern works. Offered alternate years. Prerequisites: NT 5251, NT 6251, or concurrent enrollment.

NT 8630 Pauline Theology - 2 Hours

Analysis and synthesis of Paul's letters and related documents (e.g., Acts, the Gospels, the Old Testament) with the goal of better understanding his theology as a whole. Includes evaluation of the New Perspective. Prerequisites: NT 6251, NT 6252, or concurrent enrollment. Offered alternate years.

NT 8640 New Testament Theology - 3-4 Hours

Study of the major themes of New Testament theology, the distinctive contributions of the biblical authors, and the issue of unity and diversity within the canon of the New Testament. Pre/concurrent requisites: NT 5251, NT 6251, or 6252 or current enrollment.

NT 8720 Advanced Greek Exegesis - 2 Hours

Intensive exegetical study of a selected book (usually Acts, 2 Corinthians, the Pastoral Epistles, or Hebrews) or series of texts, evaluating the methods and conclusions of representative commentaries in light of recent studies in grammar and textual criticism. Prerequisites: NT 5251, NT 6252, or concurrent enrollment. May be repeated as the instructor varies, register as NT 7501.

NT 8721 Advanced Greek Grammar - 3-4 Hours

Studies in Greek grammar and syntax as they inform New Testament exegesis with special reference to standard grammars and contemporary linguistic discussion. Prerequisites: NT 5252 (with an A- or better); and pre or co-requisite of NT 6251 or 6252. May be repeated as the instructor varies, register as NT 7501.

NT 8722 Septuagint & the New Testament - 2 Hours

History of the version; translation of representative passages; consideration of the Septuagint's influence on New Testament grammar, lexicography, and theology; interaction with past and current Septuagint scholarship. Prerequisites: NT 5252; and OT 5242 or consent of the department chair.

NT 8723 New Testament Textual Criticism - 2 Hours

Analysis of the materials, history, and principles of New Testament textual criticism with application to selected passages. Prerequisites: NT 5252, NT 6251, or 6252 or current enrollment. Offered on demand.

NT 8911 New Testament Research - 2 Hours

An introduction to the primary sources, the secondary literature, and the major issues related to doctoral level New Testament studies. Students will become familiar with the scholarly editions of Hebrew, Aramaic, Latin, and Greek texts of the Old and New Testament as well as of the contemporary literature of the Hellenistic and Greco-Roman period, and with the lexicons, dictionaries, encyclopedias, and commentaries which scholars use in order to translate and interpret these texts. The major issues and methods of New Testament research are introduced in a discussion of the Synoptic Gospels, the Gospel of John, the Book of Acts, Paul's Letters, the Catholic Epistles, and revelation, the history of New Testament research, the history of the early church in the first century, and the theology of the New Testament. Students are expected to read at least Hebrew and Greek, preferably also Aramaic and Latin, as well as French or German. Required course for entering students (does not count as a seminar).

NT 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for NT 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit/No Credit. (Both the course and the paper must be graded "C-" or better to receive credit for the paper.)

NT 8985 ThM Thesis - 0-3 Hours

ThM thesis writers register for NT 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

NT 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for NT 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

NT 9000 Issues in New Testament Theology - 1-4 Hours

Topics are chosen to reflect research interests of faculty or program participants, or that explore matters of concern to New Testament theology. May be repeated.

NT 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

NT 9011 Private Study - 0 Hours

In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

NT 9150 Old Testament Quotations in the New Testament - 3-4 Hours

This seminar works through representative quotations and allusions from the Old Testament in the New, in various corpora of the New Testament, in order to probe the difficult questions surrounding the relationships between the Testaments. Interest centers not only on questions of text and form but on the manner in which Old Testament texts are handled in Second Temple Judaism and on the diversity of ways in which the New Testament appeals to the Old, the appropriation techniques involved, and especially the hermeneutical axioms and warrants that explicitly or implicitly underlie such appropriation. An attempt is made to relate such findings to selected larger issues of biblical and systematic theology, in short, how Christians can have a unified canon, preaching, and teaching from the entire Bible.

NT 9160 Missions in the New Testament - 3-4 Hours

This seminar integrates historical and exegetical research with theological reflection and missiological reality. Lectures and seminar papers will focus on the historical presuppositions, the geographical realities, the cultural and religious contexts, the communicative strategies, and the content of the missionary enterprise of the early Christian church.

NT 9175 Mystery in the New Testament - 3-4 Hours

After surveying the possible Hellenistic and Jewish backgrounds of musthvrion, this course examines all the musthvrion passages in the New Testament, taking particular notice of the context and flow of the argument. The concern is not only to gain a competent grasp of these passages but to wrestle with the themes of hiddenness and revelation in the biblical canon and to reflect how these themes are tied to larger theological structures. In particular, it is important to weigh how the same gospel, which is sometimes said to be prophesied under the categories of the old covenant and fulfilled in terms of the new, is here said to be hidden in the past and now revealed in the new.

NT 9220 Acts and Early Christian Historiography - 3-4 Hours

This seminar seeks to examine the theology and narrative structure of the Acts of the Apostles within its literary and historical contexts. Particular attention will be paid to the relevance of OT, and Second Temple Jewish and Greco-Roman historical writings for the understanding of the Lukan portrayal of the early Christian movement. Beyond the emphasis on the material content of these works, this seminar will also focus on the related methodological issues in the interpretation of ancient narrative texts.

NT 9280 Revelation & Apocalyptic Literature - 3-4 Hours

This course will study the Book of Revelation from four perspectives: antecedents (the meaning and use of 'apocalyptic' in the ancient world), models (Jewish and Hellenistic apocalyptic works), exegesis (the study of individual texts), and biblical theology (the study of themes in the Book of Revelation).

NT 9735 Advanced Hermeneutics - 3-4 Hours

The course studies the history of hermeneutic theory in this century, especially with regard to current challenges to the possibilities of discovering meaning in the biblical text in the post-Gadamer era, with particular attention to biblical-critical (form, redaction, narrative criticism), sociocritical (liberation, black, feminist), and postmodern (deconstruction, reader response) concerns.

NT 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/THS program participants may repeat it once. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

NT 9990 Dissertation Proposal Prep - 1-3 Hours

An independent study facilitating student preparation for the dissertation proposal. PhD/THS program participants may repeat this course once for a total of 3 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

NT 9991 Dissertation Research - 1-4 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

NT 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Old Testament and Semitic Languages Department Course Descriptions

OT 5000 Intro to the Old Testament - 4 Hours

An introduction to the literature of the Old Testament, the history of Israel, critical issues of Old Testament formation, method in Old Testament study, and the theology of the Old Testament. This course meets the OT General Comprehensive requirement for MA students and the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered fall.

OT 5050 Geography of Bible Lands - 3 Hours

Examination of the geography of Bible lands, including an analysis of the physical topography of natural regions and ancient sites, an assessment of political and territorial subdivisions, and a diachronic unfolding of those events that have transpired in the land that lend themselves to geographic explanation. The course will suggest and illustrate how some large blocks of biblical material, as well as several entire canonical books, can be significantly nuanced with historical and theological texture as a result of discerning the spatial dimensions embedded in the text.

OT 5060 Devel of the Old Testament Canon - 3 Hours

Study of the formation of the canon, the history of ancient versions, and manuscript transmission, as well as critical analysis of the documentary hypothesis of the Pentateuch, consideration of major critical approaches, and issues of unity, dating, and authenticity of selected Old Testament books.

OT 5075 Biblical Archaeology: Intro to the World of the Old Testament - 3 Hours

The relationship between archaeological data and the Old Testament is investigated with special interest in current problems in the field of biblical archaeology, such as the origins of Israel and the United Monarchy. The science of archaeology, fieldwork, and research methods are introduced. (MAARC students enroll for four hours)

OT 5100 English Bible: - 2-3 Hours

Demonstration of inductive Bible study method and treatment of the special teaching of a particular book or books of the Old Testament based on the English text. May be repeated for credit as the book studied changes. Not for credit in the MA/NT or MA/OT programs.

OT 5240 Elementary Hebrew I - 3 Hours

Essentials of biblical Hebrew grammar with emphasis on morphology, phonology, syntax, and vocabulary. OT 5240-5241 is taught in a sequence. Students must register for the same section both semesters. May not be audited unless already taken for credit at Trinity. Cap 16.

OT 5241 Elementary Hebrew II - 3 Hours

Further consideration of Hebrew grammar and vocabulary with a focus on the Hebrew weak verb. Designed to prepare the advancing Hebrew student for exegetical study by a detailed consideration of Hebrew syntax and the reading of selected texts. Students must register for the same section both semesters. May not be audited unless already taken for credit at Trinity. Prerequisite: OT 5240 passed with a C- or better. Cap 16.

OT 5242 Hebrew Exegesis - 3 Hours

Students will learn how to use Biblical Hebrew for exegetical study of Old Testament texts. Attention will be given to semantics, as well as syntax and structure. The course will focus primarily on the poetics of biblical narrative. The course will introduce the student to basic types of discourse and lay a foundation for the analysis of both narrative and poetry, equipping the student to move from observation and analysis to synthesis. The course will address strategies for moving from text to sermon and making the transition from exegesis to exposition. The course will establish the exegetical foundation for OT 6251. May not be audited. Prerequisite: OT 5241 passed with a C- or better.

OT 6000 Current Studies in Old Testament - 1-4 Hours

Topics selected deal with significant issues related to Old Testament studies. May be repeated for credit.

OT 6050 Hebrew Review - 3 Hours

Hebrew Review has been designed as a rapid review refresher class for the advancing student of biblical Hebrew who has previously completed Hebrew I, II, and Hebrew Exegesis or an equivalent sequence. Review of grammar, morphology, phonology, vocabulary, semantics and syntax is reinforced through exegesis of prose and poetic texts of the Hebrew Scriptures.

OT 6251 Interpreting the Pentateuch and Former Prophets - 3 Hours

Building on OT 5242, students will develop exegetical competence in the Pentateuch (Genesis through Deuteronomy) and in the Former Prophets (Joshua, Judges, Samuel, Kings). Students will apply learned exegetical methodology to various genres within these books. Working in selected narrative and legal texts, students will examine key structural, contextual, thematic, critical, and theological issues. May not be audited. Course must be taken in sequence. Prerequisites: OT 5242 or OT 6050; and OT 5000 (with a grade of 'C-' or better) or passing the OT portion of the Standard Bible Content Test.

OT 6252 Interpreting the Latter Prophets - 3 Hours

Utilizing skills acquired in OT 6251, students will further develop exegetical competence in the Hebrew text of the Latter Prophets (Isaiah through Ezekiel, the Twelve, and Daniel). The course will advance the student's understanding of Hebrew poetry, its forms and techniques. Working in selected poetic and narrative texts, students will examine key structural, contextual, thematic, critical, and theological issues. Students will apply learned exegetical methodology to various genres within these books. May not be audited. Course must be taken in sequence. Prerequisites: OT 6251; and OT 5000 (with a grade of 'C-' or better) or passing the OT portion of the Standard Bible Content Test.

OT 6253 Interpreting the Writings - 3 Hours

Culminating on the skills attained in OT 6251 and OT 6252, students will cultivate increased exegetical competence in the Hebrew text of the poetic books (Psalms, Job, Proverbs, Song of Songs, Ecclesiastes, Lamentations) and post-exilic narrative (Ezra/Nehemiah, Esther, Chronicles). Advanced consideration of Hebrew poetry will facilitate work in selected poetic and narrative texts. Students will examine key structural, contextual, thematic, critical, and theological issues. Students will apply learned exegetical methodology to various genres within these books. May not be audited. Course must be taken in sequence. Prerequisites: OT 6251; OT 6252; and OT 5000 (with a grade of 'C-' or better) or passing the OT portion of the Standard Bible Content Test.

OT 7090 Old Testament Theology - 3 Hours

A study of the approaches to the theology of the Old Testament in the last two hundred years with an emphasis on the motifs of creation and redemption as integrative themes and as anticipatory of the coming of Jesus Christ.

OT 7420 Ancient Near Eastern Religions - 3 Hours

A comparative study of religions of the ancient Near East, with special treatment of Mesopotamian, Egyptian, Levantine and Israelite traditions. Various religious studies methodologies will be introduced, and sources for studying Ancient Near Eastern religions will be examined. Topics will be studied comparatively with the Israelite traditions, such as cosmology, temples, priests, popular religion and death/after-life.

OT 7425 Egypt and the Bible - 3 Hours

This course offers a diachronic study of 3000 years of Egyptian history and culture, utilizing archaeological, textual, and iconographic sources. Biblical narratives that are set in Egypt or where Israelite history intersects with Egypt will be examined, with special emphasis on the Hebrew sojourn and Exodus and the period of the Israelite monarchy.

OT 7430 Origins of Israel - 3 Hours

An investigation of the theories and issues related to the origins of Israel with particular emphasis on the textual sources, archaeological evidences, and anthropological models relevant to the question of historical reconstruction.

OT 7432 Warfare in OT and Ancient NE - 3 Hours

Warfare in the Old Testament and Ancient Near East is examined from ideological, religious, strategic, and tactical perspectives by investigating various textual, artefactual, architectural and iconographical sources. Theological and ethical issues will also be raised by study of pertinent biblical passages.

OT 7435 History of Israel - 3 Hours

An investigation of the study of the history of Israel from the origins of the nation to the end of the period of the Hebrew Bible.

OT 7440 History of the Ancient Near East - 3 Hours

An orientation in the world of the ancient Near East which surveys the social, economic, and political history of that region with emphasis on its relation to the Old Testament. Integrated with this material will be geography, archaeology, and the study of institutions as these contribute to an understanding of ancient Near Eastern history.

OT 7455 Field Work in the Middle East - 2 Hours

This course serves as a capstone experience in the MA in Biblical Archaeology program. The student will spend a minimum of three weeks working on an excavation at a site in the world of the Bible that is approved by the Department and will write a paper that will integrate the field experience with an issue in Biblical Archaeology. The course normally will be taken at the conclusion of the first year of residency. Available every semester.

OT 7456 Extension to Fieldwork in the Middle East - 0 Hours

A one-semester extension for OT 7455. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. Counts as quarter-time academic status. No Credit.

OT 7460 Qumran Scrolls - 3 Hours

A study of select readings from the Dead Sea Scrolls in Hebrew alongside the archaeological finds from Qumran and first century Palestine. Particular attention is given to the contributions that this corpus makes to biblical studies, textual criticism, and the beliefs and practices of intertestamental and New Testament Judaism, as well as early Christianity. Prerequisite: OT 5242 or OT 6050.

OT 7477 MA Major Comprehensive Exam - 1 Hour

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

OT 7485 MA Thesis - 0-3 Hours

MA thesis writers register for OT 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

OT 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for OT 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

OT 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

OT 7510 Hebrew Reading Skills - 3 Hours

Guided reading in selected passages to develop facility with Hebrew vocabulary and modes of expression, provide continued review of phonology, morphology, syntax, and semantics, and improve reading comprehension. May be repeated for credit. May not be audited. Prerequisite: OT 5241.

OT 7610 Biblical Aramaic - 3 Hours

Reading of the Aramaic portions of Daniel 2-7 and Ezra 4-7 and comparison of Aramaic phonology, morphology, and syntax with Hebrew. May not be audited. Prerequisite: OT 5242 or OT 6050.

OT 7614 Extrabiblical Aramaic - 3 Hours

Reading of Aramaic papyri and inscriptions from the first seven centuries of the first millennium B.C., as well as selected Aramaic Targums. Comparison of phonology, morphology, and syntax with biblical Aramaic. May not be audited. Prerequisite: OT 7610.

OT 7620 Akkadian I - 3 Hours

Introduction to the Sumero-Akkadian cuneiform script of ancient Babylonia and Assyria and inductive study of the essentials of the grammar. Reading of selections from the Code of Hammurabi, the Epic of Gilgamesh, the Babylonian Creation Epic, and the Neo-Assyrian royal inscription, with comparisons to the Hebrew Bible. May not be audited. Prerequisite: OT 5242 or OT 6050. Offered on demand.

OT 7621 Akkadian II - 3 Hours

Continuation of OT 7620. May not be audited. Prerequisite: OT 7620.

OT 7630 Ugaritic - 3 Hours

Guided reading in selected Ugaritic texts. Study of Ugaritic vocabulary, morphology, and syntax. Linguistic comparison of the language and texts with reference to points of contact with the Hebrew Bible. May not be audited. Prerequisite: OT 5242 or OT 6050. Offered on demand.

OT 7640 Syriac - 3 Hours

Introduction to Syriac grammar with limited reading of the Peshitta text of the Old Testament. May not be audited. Prerequisite: OT 7610. Offered on demand.

OT 7650 Sumerian - 3 Hours

An introduction to the early cuneiform script and a study of the Sumerian language and literature in its historical context. A substantial part of the course is devoted to reading selected Sumerian texts from royal inscriptions and other genres. May not be audited. Prerequisite: OT 5242 or OT 6050. Offered on demand.

OT 7655 West Semitic Inscriptions - 3 Hours

A study of selected extra-biblical Hebrew, Moabite, Philistine, Ammonite and Phoenician inscriptions according to their epigraphic contexts. Particular attention will be given to issues of genre, culture, religion and history as related to the Hebrew Bible. Prerequisite: OT 5242 or OT 6050 or consent of the department chair.

OT 7660 Middle Egyptian - 3 Hours

This is an introductory course on the Egyptian language from the period 2100-1400 B.C. The student will learn to read, transcribe and translate hieroglyphs. The grammar and syntax of Middle Egyptian will be covered as well.

OT 7680 Literature of the Ancient Near East - 3 Hours

A study of literature from the Ancient Near Eastern world with special emphasis on literature that is important for reading the Old Testament in its context. The course will include an informed reading in translation of selected texts in representative genres of literature from the various Ancient Near Eastern cultures. The student will develop a methodology for sound comparison with the corresponding biblical genres. Offered every other year.

OT 7975 MA/ThM Comp Exam Prep - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

OT 7976 MA or ThM Thesis Proposal Prep - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

OT 8000 Seminar: Current Issues - 2-4 Hours

Topics chosen deal with significant issues in Old Testament content, history, introduction, and/or interpretation, and seminar discussion and presentation of advanced research papers. Course titles include the following: Biblical Theology; New Testament Use of the Old Testament; Theological Themes: Isaiah; Old Testament Backgrounds to the Book of Revelation; Issues in Old Testament Ethics; Expository Preaching: Psalms; Poetry in the Pentateuch; History of Old Testament Exegesis; Priestly Theology of the Old Testament; Translation Technique and the Ancient Versions; Synoptic Passages in Old Testament Theology; Use of Critical Methods in Old Testament Study; Puritan Old Testament Exposition; Historiography; Old Testament and Modern Interpreters; History and Theology of Jerusalem; and Rabbinics and Old Testament Interpretation. May not be audited. Prerequisites determined by seminar topic.

OT 8210 Exegesis of Genesis - 3-4 Hours

Consideration of the historical, historical-critical, interpretative, and theological issues in Genesis in the context of careful exegesis of selected passages. May not be audited. Prerequisite: OT 5242 or OT 6050.

OT 8230 Exegesis of Psalms - 3-4 Hours

Overview of the Psalter's structure, major genres, themes, theology, and exegesis of representative psalms. May not be audited. Prerequisite: OT 5242 or OT 6050.

OT 8250 Exegesis of Isaiah - 3-4 Hours

A text-linguistic study of selected portions of the Hebrew text of Isaiah. May not be audited. Prerequisite: OT 5242 or OT 6050.

OT 8720 Advanced Hebrew Exegesis: - 3-4 Hours

Exegesis of selected texts with special attention to relevant theological issues. Attention to the book's structure, central themes, and historical, cultural, and literary contexts may also be included. May be repeated for credit. Prerequisite: OT 5242 or OT 6050.

OT 8723 Old Testament Textual Criticism - 3-4 Hours

Introduction to the textual critical study of the Old Testament and its relationship to other areas of Old Testament study. Consideration is given to the goals and methodology of Old Testament textual criticism and the ancient versions as translations. Analysis of selected texts, comparing the readings of the Masoretic Text with selected ancient versions. Prerequisite: OT 5242 or OT 6050. Offered on demand.

OT 8729 Advanced Hebrew Studies: - 3-4 Hours

Study of linguistic, methodological, and historical issues related to the Hebrew language. Course titles include Advanced Hebrew Syntax, Historical Hebrew Grammar, Hebrew Lexicography and Semantics, and Postbiblical Hebrew. May be repeated for credit. Prerequisite: OT 5242 or OT 6050.

OT 8811 History & Archaeology of the Ancient Near East I - 3 Hours

A careful study of the Ancient Near Eastern world with special focus on Mesopotamia and Egypt. The course will survey the cultural, social, economic, and political history of the various regions based on primary source material with special emphasis on relationships to the Old Testament. The course will integrate textual, archaeological, geographical, and institutional resources as these contribute to an understanding of Ancient Near Eastern history and culture. Offered every even year in the fall semester.

OT 8812 History & Archaeology of the Ancient Near East II - 3 Hours

A careful study of the Ancient Near Eastern world with special focus on Syria, Anatolia, Palestine, and Transjordan. The course will survey the cultural, social, economic, and political history of the various regions based on primary source material with special emphasis on relationships to the Old Testament. The course will integrate textual, archaeological, geographical, and institutional resources as these contribute to an understanding of ancient Near Eastern history and culture. Offered every odd year in the spring semester.

OT 8911 Old Testament Studies I: Pentateuch & Former Prophets - 2 Hours

The course provides participants committed to the field of Old Testament studies with a disciplined approach to the language, grammar/syntax, methodology, and rigors of the academic study of the Old Testament. Prerequisite: OT 5242 or OT 6050 (master's); or Hebrew language proficiency (doctoral). Offered each fall. No auditors.

OT 8912 Old Testament Studies II: Latter Prophets & Writings - 2 Hours

The course provides participants committed to the field of Old Testament studies with a disciplined approach to the language, grammar/syntax, methodology, and rigors of the academic study of the Old Testament. Offered each spring. No auditors. Prerequisite: OT 8911.

OT 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for OT 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded 'C-' or better to receive credit for the paper.)

OT 8985 ThM Thesis - 0-3 Hours

ThM thesis writers register for OT 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

OT 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for OT 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

OT 9000 Issues in Old Testament Theology - 1-4 Hours

Topics reflect research interests of faculty or program participants or that explore matters of concern to Old Testament theology. May be repeated.

OT 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

OT 9011 Private Study - 0 Hours

In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

OT 9210 Exegesis of Genesis 1-11 - 3-4 Hours

A seminar on Genesis 1-11 that focuses on the five primary features of biblical exegesis: textual criticism, grammar and syntax, semantics, literary analysis, and biblical theology.

OT 9410 History of the Hebrew Bible - 3-4 Hours

A study of the textual evidence and theories regarding the compositional growth, progressive canonical development and recognition, and manuscript transmission of the books of the Old Testament from the 15th century B.C. down through the Masoretic period. The course will also consider the issue of intertextual reference and interpretation within the Old Testament and its contribution to our understanding of the historical growth and development of the Hebrew Bible.

OT 9710 Old Testament Theological Syst - 3-4 Hours

Analysis and critique of the goals of various Old Testament theological systems and their methodologies. Special emphasis on the role of the exegetical method in the formulation of Old Testament theological concepts.

OT 9925 Historiography: The Theology of Writing History - 3-4 Hours

This course will focus on the problems of general historiography and consider biblical historiography. Questions of selectivity, literary artistry, point of view, purpose, use of sources, and the author's theology that emerges from these will be studied. Course content will focus on biblical historiography in 1-2 Samuel, 1-2 Kings, and 1-2 Chronicles.

OT 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/EDS and PhD/ICS program participants may repeat the course twice for a total of three hours. PhD/THS program participants may repeat it once. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

OT 9990 Dissertation Proposal Prep - 0-3 Hours

An independent study facilitating student preparation for the dissertation proposal. Only PhD/EDS and PhD/ICS program participants may repeat this course twice for a total of 3 hours. PhD/THS program participants may repeat this course once for a total of 3 hours. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

OT 9991 Dissertation Research - 1-4 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

OT 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Pastoral Theology Department Course Descriptions

HM 5000 Theology and Methodology of Biblical Preaching - 2-3 Hours

Theological foundations for preaching and sermon preparation with emphasis on biblical integrity and structural soundness. Lecture sessions-must be taken concurrently with HM 5001. Only offered online.

HM 5001 Preaching Lab - 0 Hours

Lab sessions-must be taken concurrently with HM 5000. Only offered online.

HM 5010 Preaching for Partners - 1-2 Hours

This course offers the basics of preaching and encouraging those who preach. Not applicable toward the MDiv degree.

HM 6000 Current Studies in Homiletics - 1-4 Hours

Topics selected deal with significant issues related to homiletics.

HM 6200 Theology and Methodology of Biblical Preaching - 2 Hours

This course lays the biblical and theological foundations for preaching and develops preaching skills with an emphasis on faithfulness, contextualization, clarity, and spiritual power. Successful students will be able to defend a biblical theology of preaching and learn strategies to overcome common pitfalls in preaching. Students will expound two preaching portions from the epistles and receive informed feedback from a professor and peers. Prerequisite: NT 5253.

HM 6201 Preaching Lab - 0 Hours

Lab sessions-must be taken concurrently with HM 6200. Offered Quad B.

HM 6610 Preaching Narrative - 1 Hour

Homiletics laboratory to provide students with opportunities to preach from narrative texts. Introductory lectures will focus attention on the hermeneutical and homiletical demands of that genre. Prerequisite: HM 5000 or HM 6200. Pre- or corequisite (select one): OT 6216, OT 6217, NT 6221, NT 6222. Offered fall and spring.

HM 6620 Preaching Poetry and Prophecy - 1 Hour

Homiletics laboratory to provide students with opportunity to preach from poetic or prophetic texts. Introductory lectures will focus attention on the hermeneutical and homiletical demands of those genres. Prerequisite: HM 5000 or HM 6200. Pre- or corequisite (select one): OT 6216, OT 6217, NT 6221, NT 6222. Offered fall and spring.

HM 6630 Preaching the Parables of Jesus - 1 Hour

Homiletics laboratory to provide students with opportunity to preach from the parables of Jesus. Introductory lectures will focus attention on the hermeneutical and homiletical demands of that genre. Prerequisite: HM 5000 or HM 6200. Pre- or corequisite (select one): OT 6216, OT 6217, NT 6221, NT 6222. Offered fall and spring.

HM 6700 Preaching Biblical Doctrine - 2 Hours

Procedures for the preparation and presentation of sermons based on biblical doctrine. Prerequisite: HM 5000 or HM 6200. Offered on demand.

HM 6710 Hermeneutical Foundations of Preaching - 2 Hours

Study of the principles of hermeneutics in the context of the task of sermon preparation. Special attention given to the interpretation and appropriate application of the various biblical genre. Prerequisite: HM 5000 or HM 6200.

HM 6715 Hermeneutical & Homiletical Foundations of Preaching - 3 Hours

Focus on the hermeneutical and homiletical skills needed to develop biblical sermons with relevance to the urban setting. Offered only at the South Chicago Regional Center.

HM 7000 Preaching from the Old Testament - 1 Hour

This course, team taught by a member of the Old Testament and Pastoral Theology departments, helps students engage in careful exegesis of preaching portions from distinct genres so that the fruit of that careful study can foster faithful exposition. Students review salient characteristics of each genre, read each preaching portion in Hebrew and expound one text, having submitted a detailed exegesis of it. Prerequisites: HM 6200; and OT 5242 or OT 6050.

HM 7210 Expository Preaching of a Biblical Book - 2 Hours

Procedures for handling a biblical book as a unity and planning and presenting a series of sermons on that book. May be repeated. Prerequisite: HM 5000. Offered on demand.

HM 7260 Evangelistic Preaching - 2 Hours

Preparation and presentation of sermons for various evangelistic and conference occasions. Prerequisite: HM 5000.

HM 7280 Preaching on Contemporary Problems - 2 Hours

Using advanced methods, sermons on personal, community, and world problems are prepared and delivered. Prerequisite: HM 5000. Offered on demand.

HM 7315 Preaching and Biblical Theology - 3 Hours

This course provides a teaching space and laboratory to give students tools, models, and opportunities integrating the disciplines of Biblical Theology and preaching. It includes viewing online content delivered by the Charles Simeon Trust and participating in discussions on the content, which are then supplemented with additional readings that focus attention on the exegetical demands of Biblical Theology, specifically concerning how to study for teaching and preaching.

HM 7316 Preaching and Systematic Theology - 2 Hours

This course provides a teaching practice and laboratory to give students tools, models, and opportunities integrating the disciplines of Systematic Theology and preaching. It includes viewing online content delivered by the Charles Simeon Trust and participating in discussions on the content, which are then supplemented with additional readings that focus attention on the exegetical demands of Systematic Theology, specifically concerning how to study for teaching and preaching.

HM 7400 Seminar: History of Preaching - 2 Hours

Biographical and sermonic survey of homiletical and rhetorical theory and of Christian preaching from apostolic times through lectures and research with application to the improvement of preaching in our own time.

HM 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

HM 8000 Seminar: Current Issues - 1-3 Hours

Seminar discussion and advanced individual research on topics dealing with significant issues in homiletics. Pre or co-requisite HM 5000.

PT 5000 Personal Assessment and Introduction to Ministry - 1 Hour

Designed to assist in personal assessment of character temperament, learning style, talents, abilities and gifts, ministry and relational skills, and other traits relevant to ministry. Based on these assessments, students will develop a personal plan to accomplish their goals through course work and an integrative paper. Should be taken during first or second semester of enrollment. A materials fee will be charged for this course.

PT 5090 Field Education - 0 Hours

Specific subject sections noted below or as arranged with the Director of Field Education. Contact the Field Education Office, or review the online materials for current descriptions of these areas. Prerequisite: Completed Field Education Orientation (a one-hour session offered during the first week of the fall and spring semester; contact the Field Education Office for dates) or have passed the Field Education Orientation Quiz. Once completed, students are cleared for course enrollment in a Field Education course. Repeatable as needed in the program. Credit / No Credit. Subject sections include the following: Academic Teaching (section 1), Adult Education (section 2), Campus Ministry (section 3), Chaplaincy (section 4), Children and Youth Ministries (section 5), Church Planting (section 6), Compassion and Justice Ministries (section 7), Counseling Ministries (section 8), Cross-Cultural (see PT 5095), Discipleship (section 9), Educational Ministries (section 10), Evangelism (section 11), Leadership and Administration (section 12), Media (section 13), Music and Worship (section 14), Pastoral Ministries (section 15), Urban Ministries (section 16), Women's Ministries (section 17)

PT 5095 Field Education: Cross Cultural Ministries - 0 Hours

Contact the Field Education Office, or review the online materials for current description. Credit / No Credit.

PT 5100 Spiritual Formation for Ministry - 2 Hours

For fruitful Christian ministry, it is vital both to know oneself and to know God. This course helps students gain a biblical-theological understanding of how one grows in the knowledge and grace of God through Christ. This course also helps students understand themselves better so as to reflect on their vocational goals. Specifically, students will : 1) understand and engage in a biblical-theology of spiritual formation and sanctification centered on the "means of grace," 2) explore the importance of self-care in ministry in regard to oneself and one's family, 3) with the help of assessment instruments and a personal narrative, reflect on their own strengths, weaknesses and personalities as they pertain to vocational ministry and, 4) develop a Personal and Professional Development Plan. Should be taken during first or second semester of enrollment. A fee for assessments will be charged for this course.

PT 5145 Introduction to Urban Structure and Context - 2 Hours

An examination of the history of urbanization with special attention to recent urban trends. Analysis of urban systems in the metropolitan context, with focus on the dynamics, problems, and opportunities in the central city. Students are challenged to reflect on the implications for ministry and the mission of the church in an urban environment. Offered only at the South Chicago Regional Center.

PT 5150 Introduction to Church Planting - 3 Hours

This course will provide the student with an overview of the theology, theory, and practice of a church-planting ministry. Special attention will be given to a model of evangelism for church planting, to the Pauline cycle, and to contemporary models of church planting. A preliminary assessment component for church planters is also included.

PT 5155 Church Planting Boot Camp - 3 Hours

Church Planting Bootcamp provides an introduction to the major start-up issues the planter faces. The objective is to provide a theological foundation and practical ministry skills that will enable the planter to start healthy, growing, reproducing churches. Four stages of church planting: preparation, conception, development, and birth stage are explored. Offered each May.

PT 6000 Current Studies in Pastoral Theology - 1-3 Hours

Topics selected deal with significant issues related to pastoral theology.

PT 6155 Advanced Church Planting - 2 Hours

Students will investigate church planting from a practitioner's point of view. Particular attention will be given to leadership styles and skills, recruitment and training of leaders, and the integration of church growth principles with the practice of church planting. Prerequisite: PT 5150.

PT 6215 Personal Spiritual Formation for Ministry - 2 Hours

An exploration of the culture and dynamics of spiritual life, with special attention given to the nurture of the inner life through spiritual disciplines and participation in Christian community. The course is designed to promote the leading of an exemplary Christian life amid the pressures of school and ministry.

PT 6300 Intro to Chaplain Ministries - 2 Hours

The course will assist participants in exploring and evaluating various chaplaincy options as full or part-time ministry vocations. Though primary emphasis will be given to military and institutional chaplaincies (hospital, hospice, prison, etc.), other options will also be discussed including corporate, law enforcement, National Park, university, and Civil Air Patrol.

PT 6500 Money and Ministry - 2-3 Hours

This course helps students, ministry staff and pastors grow in sensitivity and knowledge about how to navigate financial challenges common in a variety of ministry settings. The course is designed to be flexible and developmental in nature, since each participant will come to the course with varying levels of financial knowledge, experience, and competency. The goal is to build upon the different foundations each participant will be bringing to the course, and tailor assignments in a variety of ways to help each participant grow in understanding and wisdom.

PT 7225 The Essence of Biblical Leadership - 2 Hours

In recent years the issue of leadership has occupied a great deal of our thinking and attention. There is no shortage of resources and seminars on the subject. To be sure, there needs to be the infusion of fresh, godly, biblical leadership who are filled with the compassion of Christ and who are committed to advancing His Cause. But what is distinctively Christian leadership? What does the Bible teach about leadership? What is the relationship between leadership and our effectiveness in ministry? These and other questions will be addressed in the course.

PT 7250 Christian Worship and Pastoral Practices - 3 Hours

An introduction to Christian worship and the practices of pastoral ministry particularly in the liturgical leadership and pastoral care of the church. The course includes attention to the biblical theology and history of Christian worship, an examination of the interplay between worship and culture, worship styles, worship planning and leadership. The course is designed to: 1) equip students with a biblical theological and historical understanding of Christian worship, 2) develop skills in planning and leading Christian worship that is biblically faithful and culturally engaging, 3) develop basic competency in engaging in select pastoral practices within the church, 4) gain intercultural skill in pastoral practices by better understanding a cultural / context different than their own. Prerequisite; PT 5100.

PT 7410 Denominational History & Polity - 1 Hour

Designed for students seeking a greater understanding of, or anticipating possible placement within, a particular Christian denomination. Attention paid to history, polity, doctrine, missionary outreach, and current trends. This is an independent study course, enabling the student to work with a pastor/ administrator from, and study the history and polity of, a denomination other than the EFCA. To register for course, the student must contact the professor of record to receive clearance. Before registering, the student must select a denominational representative, and the representative must be approved by the professor of record according to TEDS standards for supervision. This class may be taken as an alternative to PT 7412 Comparative Denominational Reading Course, or PT 7415 EFCA History and Polity. Offered every semester.

PT 7412 Comparative Denominational - 1 Hour

Designed for students seeking a greater understanding of two denominations in order to explore and envision how God might use them to serve in ministry, by possibly aligning with one of them. This is an independent study course with attention paid to history, polity, doctrine, missionary outreach, and current trends. To register for course, the student must contact the professor of record to receive clearance to register. Before registering, the student must select two denominations and submit a proposed reading list for comparing them. This class may be taken as an alternative to PT 7410 Denominational History and Polity Reading Course, or PT 7415 EFCA History and Polity. Offered every semester.

PT 7415 Evangelical Free Church History and Polity - 1 Hour

Designed for students seeking a greater understanding of the EFCA or anticipating possible placement within the denomination. Attention paid to history, polity, doctrine, missionary outreach, and current trends. Students are challenged to consider these distinctives in relation to their own concepts of ministry context and potential. Offered fall and spring.

PT 7440 Seminar for Placement - 1 Hour

Seminar designed for senior students who will be seeking placement in various local church ministries. Intended to help students present themselves for greatest possible consideration by prospective churches with an understanding of evaluating appropriate fit in particular ministry settings for long-term fruitfulness. Particular attention paid to ministry transitions and the candidating process. Recommended for students desiring to use the services of the Placement Office. No ThM credit.

PT 7450 Urban Ministry Practicum I - 3 Hours

Focus: urban church education. A practicum that aims to develop skills in structuring Christian education curricula for a particular urban church setting. Opportunities for the student to acquire or increase practical experience and skill in working in, or restructuring, such areas as Sunday school evaluation, curriculum evaluation and selection, and adult education programming with the unique opportunities and problems of the city in mind. Enrollment limited to MA in UM students. Offered only at the South Chicago Regional Center.

PT 7451 Urban Ministry Practicum II - 3 Hours

Focus: organization and administration of the urban programs of the church. A practicum that aims to develop increased skills in management, leadership, and development of leaders. Special attention given to practical organizational and administrative problems in an urban church setting. Enrollment limited to MA in UM students. Offered only at the South Chicago Regional Center.

PT 7452 Urban Ministry Practicum III - 3 Hours

Focus: theology of urban ministries. A practicum that aims to help students develop and reflect upon doctrinal, philosophical, and practical bases for functioning effectively in the city. Enrollment limited to MA in UM students. Offered only at the South Chicago Regional Center.

PT 7471 Urban Ministry Project Design/Research - 3 Hours

Research and design for professional projects involving pastoral ministry and outreach in an urban context. Includes a careful statement of specific project activities, measurable objectives, and evaluation procedures. Prerequisite: completion of all classroom studies in the MA in UM. Offered only at the South Chicago Regional Center.

PT 7472 Urban Ministry Project Report - 3 Hours

Implementation of the project designed in PT 7471, including adjustments as necessary to meet the needs of participants. Prerequisite: PT 7471. Offered only at the South Chicago Regional Center.

PT 7481 Internship I - 1-3 Hours

The internship is a guided ministry experience designed for the formation of pastoral identity under the guidance of ministry mentors and TEDS faculty. Interns are supervised in a ministry context by qualified internship mentors approved and trained by the Office of Supervised Ministries. The office and TEDS faculty from various departments provide formative interactions with interns individually, through written assignments and through the leading of an Internship Huddle. The Huddle includes student discussion with fellow interns and TEDS faculty. Internship Seminars touch on integrative topics crucial to ministerial formation and practice. This course is the first internship experience for MDiv students in the Church and Parachurch Track (may be taken for 2 or 3 hours; 100 hours of field experience required per credit hour) and the only internship option for those in the Academic Track (must be taken for 3 hours). A one-hour option is available for those under a catalog prior to 2017-18. Considered full-time academic status when taken for 3 credit hours. Prerequisites: MDiv Candidacy, Internship Orientation, and approval from the Director of Supervised Ministries.

PT 7482 Internship II - 1-3 Hours

This course is designed to be the second Internship experience for MDiv students in the Church and Parachurch track (may be taken for 2 or 3 Hours). The course provides an expansion of the student's ministry experience, mentoring from qualified practitioners, and theological reflection in a huddle experience with other Interns and Faculty. One hundred hours of field experience are required per credit hour over a 13-week semester (15 hours per week for 2 hours of academic credit and 23 hours per week for 3 hours of academic credit). This course requires a continuation of the same ministry site and mentor as PT 7481 Internship unless granted an exception by the Director of Supervised Ministries. Considered full-time academic status when taken for 3 credit hours. Prerequisite: PT 7481 Internship I.

PT 7483 Internship III - 2 Hours

This course is for Church and Parachurch track MDiv students fulfilling their Internship requirements over three semesters. It is normally fulfilled in the same ministry setting where the students completed their prerequisite PT 7481 and PT 7482 Internships. It can only be fulfilled in a different ministry setting than the PT 7481 and PT 7482 ministry if the new ministry setting is cross-cultural for the student and permission has been granted by the Director of Supervised Ministries. Prerequisites: PT 7481 and PT 7482.

PT 7484 Intensive Internship - 6 Hours

This course is for Church and Parachurch track MDiv students fulfilling their entire six hours of Internship requirements in one semester. This option is for extraordinary cases only and requires approval from the Director of Supervised Ministries. Extraordinary circumstances may include: 1) an intensive and immersive cross-cultural ministry setting; or 2) a full-time post-seminary pastoral residency program. Students will work in a single ministry setting for 45-50 hours per week for 13-15 weeks. Considered full-time academic status. Prerequisites: MDiv Candidacy, Internship Orientation, and approval from the Director of Supervised Ministries.

PT 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

PT 7710 Maintaining Unity & Purity in the Church - 3 Hours

This course explores the nature of the unity of the church and its grounding in the triune nature of God and his reconciling work in Christ. Specifically addressed are issues of unity between churches (ecumenicity); multiethnic, intergenerational, socio-economic, and gender unity in the church; and doctrinal and moral dimensions of the unity of the church.

PT 7720 Perseverance, Assurance & Ministry - 3 Hours

This course is a study of the soteriological issues of the perseverance of the saints and the assurance of salvation and their impact on pastoral ministry. Topics to be considered will include biblical and theological frameworks for understanding these doctrines, the goal of pastoral ministry in light of these doctrines, preaching, especially from the warning passages of Scripture, pastoral care, especially in times of suffering, dealing with doubt, discipleship of believers at various points in their spiritual journeys, and evangelism and the offer of assurance.

PT 7722 Developing a Healthy Congregational Culture - 2 Hours

This course will explore a topic that is critical in the life of the church and yet is often overlooked: the formation of a congregational culture. In various ways, congregational culture impacts the shaping of the identity, mission, and spiritual formation of all local churches. However, the formation of the congregational culture becomes even more critical when a congregation is facing the challenge of forming or maintaining generational, ethnic, or socio-economic class diversity. In this course, we will seek to understand what congregational culture is, why it is so essential in the formation of a healthy church, and how it is formed.

PT 7724 Ministry in Under-Resourced Communities - 3 Hours

This course aims to equip students with biblical motivation and strategies for serving those who are in need in their communities. There are three course objectives, each of which involves the student developing a desire and ability to answer effectively the following three questions: (1) Do Christians and their churches have a responsibility to help meet not only the spiritual but also the material (social, economic, political) needs of people? (2) How can Christians respond to particular contemporary challenges such as those posed by family breakdown, the media, business, racism and poverty? (3) What means of structural change can be pursued by Christians today?.

PT 7820 Developing Asian American Min - 2 Hours

Given the Asian American church's unique socio-cultural setting and the particular set of challenges it faces, how should it care for its people and carry out its mission to the world? This course will examine the Asian American church experience from historical, sociological, and theological perspectives and then explore some of the models/approaches of ministry that might be appropriate for this particular context.

PT 7842 Understanding the Urban World - 2 Hours

The main focus of the course will be on modern and postmodern patterns of urbanization. Urban systems will be analyzed in their metropolitan as well as global contexts, and special attention will be given to the social, cultural, and economic restructurings that are taking place within the city. The student will be continually challenged to reflect on the unique ministry and mission implications that the urban context poses for the whole church.

PT 7848 Ministry of the Urban Church - 2 Hours

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, the poor, 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 dimensions of the minister's life and preparation, as well as the actual practice of ministry.

PT 7860 Social & Cultural Exegesis - 2-3 Hours

This course seeks to equip the student to critically analyze the social and cultural context of today's changing world from a biblical and theologically informed perspective. Special attention will be given to the social processes that have historically shaped our culture, from the post-1800s urbanization to postmodernism. The course will then seek to help the student to understand the dialectic relationship between the church and its surrounding culture/society and the church's prophetic call to be a change-producing agent.

PT 7870 Ministry of Mercy & Justice - 2 Hours

To equip students with biblical motivation and strategies for serving those who are in need in their communities. There are three course objectives, each of which involves the student developing a desire and ability to answer effectively the following three questions: (1) Do Christians have a responsibility to help meet not only the spiritual but also the material (social, economic, political) needs of people? (2) What means of structural change, if any, are allowable and most appropriate for Christians today? (3) How can Christians respond to particular contemporary challenges such as those posed by family breakdown, the media, business, racism and poverty?.

PT 8000 Current Issues - 2-3 Hours

Seminar discussion and advanced individual research on significant issues in pastoral theology.

PT 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for PT 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded 'C-' or better to receive credit for the paper.)

PT 8985 ThM Thesis - 0-3 Hours

ThM thesis writers register for PT 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

PT 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for PT 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

Biblical and Systematic Theology Department Course Descriptions

ST 5201 Theology I: The God of the Gospel - 3 Hours

This course establishes the foundations for systematic theology, reflecting upon the triune God and the God-world relation. It introduces theological methodology and treats the doctrines of general and special revelation, particularly that of Holy Scripture. The course also engages theology proper (the divine perfections and personal attributes of the Holy Trinity) and the works of God in creating and providentially caring for the cosmos, including humans.

ST 5202 Theology II: The Gospel of God - 3 Hours

This course focuses on the gospel, the economy of salvation, the incarnation of the Son, and the Holy Spirit. The course begins by treating the human condition as now fallen, and sin as the backdrop of the gospel. Attention then turns to the work of Christ, particularly the atonement and accomplishment of redemption as the content of the gospel. The course then considers the application and consummation of redemption by examining the work of the Holy Spirit, the nature, mission, and destiny of the church as the gathered people of God as the climax of the gospel. The course concludes with a consideration of how the gospel story ends, for believers and unbelievers in the glory of God's being all in all in the new heaven and the new earth. Prerequisite: ST 5201.

ST 7070 Models of Sanctification - 3 Hours

A course involving a biblical and theological investigation of several models of sanctification held within Christian movements and denominations. Emphasizes understanding of each model, as well as encouraging students to develop their own biblically based model capable of implementation within a ministry context.

ST 7200 Theological Ethics - 3 Hours

This course is an examination of how Christian ethics moves from biblical and systematic theology to moral theology and how theological commitments (e.g., theology proper, anthropology, Christology, soteriology, pneumatology, ecclesiology) structure and govern moral reflection. It explores the application of a robust, moral-theological framework to issues of contemporary personal, pastoral, and societal importance (such as personhood and human dignity, biomedical technologies, sexual ethics, and the pursuit of peace, justice, and reconciliation). Prerequisites: ST 5201 and 5202.

ST 7395 Hermeneutics - 3 Hours

The science of biblical interpretation with examination and explanation of the various systems of such. Using selected passages of Scripture, the disciplines necessary in biblical interpretation come to be understood and developed.

ST 7477 MA Major Comprehensive Exam - 1 Hour

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

ST 7485 MA Thesis - 0-3 Hours

MA thesis writers register for ST 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

ST 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for ST 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

ST 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

ST 7505 Use of Scripture and Theology - 3 Hours

This course examines the manifold ways in which theologians, ancient and modern, evangelical and non-evangelical, Western and non-Western, view and especially use Scripture to formulate theological proposals, with regard both to Christian doctrine and practice. The course compares prominent schools of interpretation within the broader theological landscape and constructively suggests ways to extend the logic of Scriptural teaching into contemporary contexts. The twin questions, 'What does it mean to be biblical?' and 'How ought biblical authority actually work?' are addressed by developing an account of how the ancient biblical writings that comprise Scripture (divine discourse) generate and govern contemporary theological understanding and practice. Several case studies are employed to help students learn how to move from biblical exegesis to systematic theological reflection, and thus to become self-consciously evangelical theologians who know how rightly to handle the word of truth.

ST 7715 Political Theologies - 3-4 Hours

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.

ST 7911 Colloquium in Systematic Theology - 1 Hour

Integrative seminar for all students majoring in theology on various topics of contemporary concern. May be repeated. Credit / No Credit.

ST 7975 MA/ThM Comp Exam Prep - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

ST 7976 MA or ThM Thesis Proposal Prep - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

ST 7980 MA Major Research Paper - 0-2 Hours

MA participants completing the two capstone research paper option must register for ST 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/PR). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

ST 8000 Seminar: Current Issues in Theology - 2-4 Hours

Lectures or seminar in a distinctive area of biblical or systematic theology; topics chosen in relation to the special competence of resident and visiting faculty, as well as current interests and needs.

ST 8030 The Problem of Evil - 3-4 Hours

An examination of one of the traditional problems for Christian theism. After initially clarifying the nature of this attack against theism, discussion turns to different defenses and theodicies offered in response to this problem. Treatment will cover the problem in both its logical and evidential forms.

ST 8040 Justification - 3-4 Hours

This course considers the biblical and theological foundations of this doctrine. It explores these foundational elements incorporating a historical perspective. Influential thinkers will be studied in the flow of important eras in the Church ranging from the time of Augustine to contemporary discussions. Recent conversations between members of the Protestant camp and Roman Catholics on justification, as well as on the New Perspective, will be engaged.

ST 8050 Pneumatology - 3-4 Hours

A study of the person and work of the Holy Spirit, including a defense of His deity and personality, his work in the Old Testament, the life of Christ, and the New Testament era, as well as discussion of contemporary issues related to this doctrine, such as tongues, divine healing, and prophecy.

ST 8100 Essentials of Reformed Theology - 3 Hours

This course delves into a particular theological tradition rather than a single doctrine of the Reformed. A single guiding question generates and governs the course contents and its conversation partners: 'What makes Reformed theology distinctly Reformed?' We approach this overarching question, much as one would a summit, by exploring various paths of ascent: textual, contextual, historical, hermeneutical, doctrinal, conceptual, ideological, confessional, and comparative.

ST 8101 Karl Barth as Theological Interpreter of Scripture - 3 Hours

A critical analysis of the origins, developments, and major contours of Barth's theology from his earliest writings to his later Church Dogmatics through an inductive study of selected primary texts and interaction with key secondary sources. Special attention is given to Barth's theological method, hermeneutics, and doctrine of the Word of God, as well as to other central theological topics (e.g., election, providence, the relation of dogmatics to ethics). Barth's ideas are examined in the context of his life, the larger historical and intellectual context of his world, and the contemporary theological situation.

ST 8102 Analytic Theology - 3 Hours

This course provides an overview of one of the most important recent developments in theology, namely, analytic theology. This is an approach to theology that borrows ideas, concepts, and methods from analytic philosophy. The course begins with an introduction to the history and nature of analytic theology and then examines core Christian doctrines as they have been recently discussed by analytic theologians. This course is intended to provide students with the resources for developing their own evaluation of the fruit of analytic theology as it pertains to Christian faith, practice, and ministry.

ST 8103 Bonaventure - 3 Hours

Bonaventure was a major thinker within the landscape of 13th century Latin scholasticism. Due to his appointment as minister general of the Franciscan order, Bonaventure also became an important writer in the areas of pastoral care and devotional or mystical literature. This seminar surveys Bonaventure's theological contributions, with special attention paid to sustained engagement with primary texts.

ST 8104 Anselm and the Victorines - 3 Hours

Anselm is widely viewed as the first great scholastic thinker of the so-called middle ages. His influence is also extensive among medieval appropriations of Augustine's theology. This class engages major texts from Anselm's corpus, and explores dimensions of his influence by also investigating major works by Hugh and Richard of St. Victor.

ST 8105 Arminius and Arminianism - 3 Hours

This course is a seminar on the theologies of Jacob Arminius, the Dutch Remonstrant movement, and later English "Arminianism." It is a seminar in historical theology; while neither the social historical contexts nor the possibilities of "retrieval theology" will be ignored, our first task is to understand these various theological proposals within their respective intellectual contexts of Protestant scholasticism and early modern theology/philosophy. Major doctrinal issues, including the divine Trinity and attributes, Christology, hamartiology, and soteriology, are explored in detail.

ST 8106 God: Present and Hidden - 3 Hours

This course is two-pronged: exploring both God's hiddenness or absence and God's presence. First, it explores the question of divine hiddenness. The philosophical, yet very practical and even existential, question of why God does not make himself more known to humans. This question, at times, forms the basis for an argument to atheism and this course addresses this question from philosophical, theological, and biblical perspectives. Second, as a counterbalance to God's purported hiddenness and/or absence, this course explores the ways that God is present in the world. Under this rubric, we examine divine action in the world related to providence and miracles; God's presence in theophanies; the divine attribute of omnipresence; God's presence in "Emmanuel" (that is, God Incarnate, Jesus Christ); and God's presence through intermediary means such as the Lord's Supper. Not resting with purely academic answers to these questions, this course also pushes us to think more deeply about how to minister God's presence in our contemporary ministry settings.

ST 8107 Social Ethics - 3 Hours

A seminar focusing upon Christian approaches to social ethics from a diversity of vantage points and in relation to a variety of topics (e.g., economic injustice, race and ethnicity, education funding, healthcare access, housing and incarceration policy).

ST 8200 Seminar: Current Issues in Theology (eligible for 3rd MDiv Requirement) - 3 Hours

Lectures or seminar in a distinctive area of biblical or systematic theology with special relevance to pastoral ministry; topics chosen in relation to the special competence of resident and visiting faculty, as well as current interests and needs. Unlike ST 8000, this course can be used to fulfill the 3rd required class in ST for the MDiv curriculum.

ST 8210 Divine Action and the Doctrine of Providence - 3 Hours

This course surveys the history of the doctrine of divine providence and identifies key issues before attempting a dogmatic account. Special attention is given to the concept of divine action, especially with reference to science and metaphysics. The concern is to articulate, in accordance with the Scripture, what we may hope. The central focus is God's care for individuals, church, and cosmos.

ST 8211 God in Biblical Theology and Systematic Theology - 3 Hours

This course on the doctrine of God has four interrelated aims: (1) to become acquainted with classical and contemporary approaches to Christian theism and assess their faithfulness to Scripture (2) to examine current approaches to the relationship of biblical and systematic theology (3) to learn to identify and interpret figurative language used to speak of God (e.g., metaphors, analogies, anthropomorphisms) (4) to bring all of the above to bear on the question of divine im/passibility. The course thus focuses on how we move from biblical to theological language to speak of God and formulate a doctrine of God and the nature of his relation to the world, with special attention to the issue of divine suffering.

ST 8212 The Doctrine of the Trinity: Classical Formulations and Contemporary Issues - 3 Hours

A study in the biblical sources, classic formulations, and theological issues that are important in the doctrine of the Trinity. Classical formulations, in ecumenical creeds as well as major patristic, medieval, and early modern (Protestant scholastic) theologians, are studied within their historical contexts, and important movements in modern and contemporary theology are studied against the backdrop of these historic statements.

ST 8220 Christology: Classical Formulations and Contemporary Issues - 3 Hours

A study in the biblical sources, classic formulations, and theological issues that are important in the doctrine of Christ. Classical formulations, in ecumenical creeds as well as major patristic, medieval, and early modern (Protestant scholastic) theologians, are studied within their historical contexts, and important movements in modern and contemporary theology are studied against the backdrop of these historic statements.

ST 8221 The Doctrine of the Atonement: Classical Formulations and Contemporary Issues - 3 Hours

A study in the doctrine of the atonement in light of its biblical foundations, classical elaborations, and contemporary appropriations.

ST 8222 Theologies of the Sacraments/Ordinances - 3 Hours

This course introduces a theological approach to a variety of church practices that sometimes fall under the heading of sacraments or ordinances. Central to this course is an examination of the biblical and theological underpinning to such practices as Baptism and the Eucharist. This course also introduces theological resources for addressing additional doctrinal issues touching such topics as ordination, marriage, preaching, and death. Moreover, students will work toward bridge-building from the conceptual theological discussion of these issues to the practical manifestation of these practices in the life of the church.

ST 8223 Theologies of Prayer - 3 Hours

This is a course involving a biblical and theological investigation of prayer. Oftentimes restricted to an issue of òpractical theologyÓ prayer is a provocative locus for discussion of a number of key systematic theological issues such as providence and human responsibility; GodÕs relation to time, creation, and humans; sanctification; worship; and others.

ST 8310 Theology of Augustine - 3-4 Hours

Augustine stands as a foundational thinker in Roman Catholic, Protestant, and Orthodox traditions. He was a critical thinker at a critical time in the life of the Church. This course will consider the life and times of Augustine as informing elements in his theological development. Some of his best known works will be read and discussed to identify particular theological stances. These stances were also affected by what he saw as specific challenges to biblical faith arising from movements, such as Manichaeism, Donatism, and Pelagianism.

ST 8360 Karl Barth - 3 Hours

A critical analysis of the origins, developments, and major contours of Barth's theology from his earliest writings to his later Church Dogmatics through a study of selected primary texts. Special attention will be given to Barth's theological method, hermeneutics, and doctrine of the Word of God, as well as to other central theological topics (e.g., election, providence, the relation of dogmatics to ethics).

ST 8390 Recent & Contemporary Theologians - 3-4 Hours

Lectures or seminar in the work and writing of an important theologian of the present or recent past. Theologians selected for study reflect the special competence of resident and visiting faculty.

ST 8410 Theology in Contemporary Literature - 3 Hours

Works by authors such as Melville, Dostoevsky, Conrad, Shaw, Beckett, Updike, Lewis, Tolkien, Eliot, Auden, Williams, Fry, Buder, Joyce, Camus, Kafka, Faulkner, Salinger, and MacDonald are read and analyzed, and their theological perspective and implications are discussed. Offered on demand.

ST 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for - 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded 'C' or better to receive credit for the paper.)

ST 8985 ThM Thesis - 0-3 Hours

ThM thesis writers register for ST 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

ST 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for ST 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

ST 9000 Issues in Systematic Theology - 1-4 Hours

Topics are chosen to reflect research interests of faculty or program participants or that explore matters of concern to systematic theology. May be repeated.

ST 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

ST 9011 Private Study - 0 Hours

In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

ST 9100 Advanced Theological Prolegomena - 3-4 Hours

A course designed to explore the integrative character of Christian theology, focusing the contributions of the separate theological disciplines on the constructive and creative task of Systematic Theology. Students are encouraged to develop an approach that is integrative, orthodox, and creative, through the critical assessment of the theological proposals of evangelical and nonevangelical theologians. To be taken concurrently ST 9110. Offered fall.

ST 9110 The Theological Scholar - 2 Hours

An orientation to doctoral-level scholarship (the development of an argument, research philosophy and methodology, good writing skills, dissertation preparation), to program specifics, and to the doctoral community life and ethos. It will also include papers presented by four professors, one from each of the THS departments, to illustrate and generate discussion about "theological integration." Must be taken in conjunction with DST 9100 (Advanced Theological Prolegomena) in the first semester after matriculation. Required of all PhD/THS students.

ST 9150 Continuity and Discontinuity Between the Testaments - 3-4 Hours

Investigation of the relation of the Old Testament to the New as foundational to theological discourse. The issue of continuity and discontinuity is treated as it relates to such topics as hermeneutics, salvation, the law of God, the people of God, kingdom promises, and a person's overall theological system. Emphasis on various forms of continuity and discontinuity answers to the question of how the testaments relate.

ST 9222 Principles of Higher Education - 2 Hours

A discussion of the educational process, activities, and the instructional techniques used in higher education. Offered spring.

ST 9600 Philosophy & Theology - 3-4 Hours

Demonstration of the integral relation between philosophy and theological studies. Treatment of the general uses of philosophy in theology as well as the specific ways philosophy and theology interface (e.g., theological discussions that incorporate philosophy and philosophical considerations of theological topics). Topics involve such philosophical fields as ethics, epistemology, metaphysics, philosophy of action, philosophy of science, philosophy of mind, and philosophy of language.

ST 9610 God, Time, and Eternity - 3-4 Hours

An investigation of the biblical, theological, historical, and philosophical issues and arguments surrounding the question of divine eternity as temporal or atemporal. The topic is treated as it relates to an understanding of divine attributes of immutability, simplicity, and omniscience and to the question of how God acts in the world.

ST 9620 Models of God - 3-4 Hours

A course designed to investigate various contemporary evangelical and non-evangelical conceptions of God such as classical Christian theism, process theism, and open theism. Focus will especially be on how each model conceives the divine person (divine attributes in particular) and divine control over and action in the world. The various models will be evaluated not only in terms of their biblical and theological validity, but also their religious adequacy.

ST 9720 Prayer and Providence - 3-4 Hours

An examination of prayer, providence and models of God's relation to the world with particular attention paid to the discussions in classical theism, process thought, the openness of God school and biblical personalism with a view to answering the practical question of what does prayer change. Put another way, does God really answer prayer?.

ST 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/EDS and PhD/ICS program participants may repeat the course twice for a total of three hours. PhD/THS program participants may repeat it once. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ST 9990 Dissertation Proposal Prep - 0-3 Hours

An independent study facilitating student preparation for the dissertation proposal. Only PhD/EDS and PhD/ICS program participants may repeat this course twice for a total of 3 hours. PhD/THS program participants may repeat this course once for a total of 3 hours. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ST 9991 Dissertation Research - 1-4 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ST 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Bioethics

BE 5000 Introduction to Bioethics: Matters of Life and Dignity - 3 Hours

An overview of the ethical issues in healthcare and biotechnology that make up the field of bioethics. Biblical-theological and other prominent contemporary perspectives are developed and assessed. Offered face to face at the Deerfield campus.

BE 5001 Foundations for Integrative Thought in Bioethics - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention to Scriptural applications of ethical thought and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current bioethical issues in the light of biblical principles. Offered face to face at the Deerfield and Florida campuses.

BE 5002 Foundations for Cultural Engagement in Bioethics - 3 Hours

This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working ethical 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 wise interaction with contemporary thought in bioethics. Offered online, and face to face at the Deerfield and Florida campuses.

BE 5100 Intensive Bioethics Institute - 3 Hours

This course is a survey of the field of bioethics, introducing competing ways of addressing bioethical issues from historical, philosophical, and theological perspectives. An international team of top Christian bioethicists will address particular areas of expertise. Offered face to face at the Deerfield campus.

BE 5200 Research Ethics - 2 Hours

The application of critical and ethical thinking to the philosophy and professional practice of scientific research. Students will assess the historical framework as well as the current standards and policies (national and international) for human subject research. Topics covered will include risks and benefits, informed consent, vulnerability, privacy, and confidentiality. Offered online and face to face at the Deerfield campus.

BE 5299 The Clinical Context - 1 Hour

An explanation of basic precepts of clinical medicine and clinical ethics for students not already familiar with them. Designed to be taken concurrently with BE 5300 by students who need to gain this background understanding in order to be able to understand the material covered in BE 5300. Offered as a guided study.

BE 5300 Clinical Issues in Bioethics - 2 Hours

Methods of clinical ethics consultation plus in-depth analysis of specific issues in clinical ethics, including resuscitation, assisted ventilation, management of patients with brain damage, and more. Offered as a two-hour course for students familiar with basic precepts of clinical medicine and clinical ethics. Students lacking this familiarity should take BE 5299 concurrently with this course. Offered online and face to face at the Deerfield campus.

BE 5400 Nursing Ethics - 2 Hours

This course is designed to prepare nurses for the ethical issues they will encounter in daily practice. Good caregiving, the changing face of health care resulting from globalization, increasing diversity, expanding use of technologies, and limited financial and other resources are among the challenges addressed.

BE 5499 The Public Policy Context - 1 Hour

An explanation of basic federal and state governmental structures and legislative processes for students not already familiar with them. Designed to be taken concurrently with BE 5500 by students who need to gain this background understanding in order to be able to understand the material covered in BE 5500. Offered as a guided study. An explanation of basic federal and state governmental structures and legislative processes for students not already familiar with them. Designed to be taken concurrently with BE 5500 by students who need to gain this background understanding in order to be able to understand the material covered in BE 5500. Offered as guided study.

BE 5500 Bioethics and Public Policy - 2 Hours

The interface of bioethics and public policy in North American and international contexts, with special attention to religious perspectives in the public square; important cases and bioethics commissions; and other documents. Students will have the opportunity to create a public policy strategy. Offered as a two-hour course for students familiar with basic federal and state governmental structures and legislative processes. Students lacking this familiarity should take BE 5499 prior to, or concurrently with this course. Offered online and face-to-face at the Deerfield campus.

BE 5600 Law and Bioethics - 2 Hours

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. Offered face to face at the Deerfield campus.

BE 5700 The Right to Life & the Law - 2 Hours

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. Offered face to face at the Deerfield campus.

BE 5800 Bioethics Regional Conference - 2-3 Hours

The regional bioethics conferences held by Trinity in various parts of the U.S. and world provide special opportunities to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and post-conference writing program tailored to the topic of the conference. Class meetings with the professor take place at the conference. Cannot be taken as a Guided Reading Course. May be repeated for credit.

BE 5900 Bioethics National Conference - 2-3 Hours

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 post-conference 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 BE 5100 or BE 6500 offered in conjunction with the conference. Cannot be taken as a Guided Reading Course. May be repeated for credit. Offered face to face at the Deerfield campus.

BE 6100 Bioethics Colloquium - 1-2 Hours

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. May be repeated for credit. Offered face to face at the Deerfield campus.

BE 6300 Bioethics, Human Dignity, and the Church - 2-3 Hours

Issues in bioethics raise fundamental questions of human dignity in the lives of people everywhere, to which the church is uniquely well positioned to speak. This course enables students to understand many of today's bioethical challenges to human dignity and to develop practical ministry resources to address them through the preaching, teaching, worship, counseling, and outreach ministries of the church. Offered face to face at the Deerfield campus.

BE 6400 Readings in Bioethics - 2-3 Hours

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. Offered face to face at the Deerfield campus.

BE 6500 Advanced Bioethics Institute - 3-4 Hours

A methodological investigation of how to do bioethics with a range of approaches critically assessed from a biblical-theological perspective. A national/international team of top Christian bioethicists address special areas of expertise. Cannot be taken as a Guided Reading course. Prerequisite: BE 5000 or BE 5100. Offered face to face at the Deerfield campus.

BE 6600 Classic Cases in Bioethics - 3 Hours

Many of the major issues in bioethics have been shaped by pivotal medical and legal cases. The course examines those cases in detail and uses them as a springboard for understanding the larger ethical issues that they address. Offered face to face at the Deerfield campus.

BE 6700 Personhood in Theological & Philosophical Perspective - 3 Hours

Analysis of the role played by this key concept in bioethical debate against the background of philosophical and theological usage. Offered face to face at the Deerfield campus.

BE 6800 Global Health and Justice - 2-3 Hours

An overview of biblical, theological and philosophical approaches to justice, and an overview of justice issues in global health and medicine. Topics to be explored include, for example: globalization and infectious diseases, pharmaceuticals and justice, women's health, Malthusianism in global health policy, rationing and resource allocation in the low resource environment, cancer and care for an aging world, biotechnologies and hunger, medical and ethical problems in short term missions, bioethics in a world lacking global consensus, and the role of the Church when internal policies fail a population's citizens.

BE 7000 Theological Bioethics and Contemporary Alternatives - 3 Hours

A theological examination of a wide range of bioethical issues, identifying common ground and differences with other competing contemporary outlooks. Case studies will be used to work out concrete implications of theological and alternative perspectives.

BE 7300 Advanced Clinical Ethics - 1-3 Hours

This course will engage students in the process of doing ethical analysis in group discussion and in writing ethics consultation reports on specific cases typically encountered by a consultant in clinical ethics. Two prerequisites: BE 5300; plus either BE 5000 or BE 5100. Students without clinical/medical experience must obtain the professor's permission before registering. Students without BE 5000/5100 can ask the professor to waive that prerequisite. Offered online and face to face at the Deerfield campus.

BE 7476 Bioethics Capstone Exam - 0 Hours

A comprehensive examination scheduled by the student with the program director consisting of broad essay questions that allow the student to demonstrate a grasp of the field as a whole. Students should register for this capstone option in the semester they plan to take the examination.

BE 7478 Bioethics Capstone Project - 0-3 Hours

Independent study culminating in a bioethics-related project, as arranged with the program director or designate. Students should register for this course the semester they start the project.

BE 7480 Bioethics Capstone Integrative or Major Paper - 0-3 Hours

Independent study culminating in a bioethics-related project, as arranged with the program director or designate. Students should register for this course the semester they start the project.

BE 7485 MA Thesis - 0-4 Hours

MA thesis writers register for BE 7485. Prerequisite: Approved thesis proposal, and other department specific prerequisites. Counts as full-time student status. Letter grade or Credit/No Credit as arranged with the department. (Formerly BE 790)

BE 7486 Bioethics Capstone Extension - 0 Hours

This course is taken when an extension has been granted beyond one semester for progress toward completion of the capstone (other than the examination capstone). For the thesis option only, this counts as half-time student status when registrant affirms that a minimum of twenty hours per week is invested in the capstone. Capstone Extension fee required when not enrolled in other courses. No Credit.

BE 7501 Guided Research - 1-4 Hours

Independent study as arranged with a graduate school faculty member.

BE 7700 Bioethics Seminar - 1-4 Hours

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. May be repeated for credit. Cannot be taken as a Reading Course. Offered face to face at the Deerfield campus.

BE 8100 Contemporary Figures in Bioethics - 2-3 Hours

This course includes presentations by several prominent Christian figures in bioethics as well as readings from an array of significant Christian leaders in bioethics. Offered face to face at the Deerfield campus.

Philosophical Theology and Apologetics

PR 5600 Christian Faith and Contemporary Challenges - 2 Hours

An introduction to some intellectual challenges to the Christian worldview and how biblically and theologically responsible Christians might respond to such challenges. Consideration is given to the central themes shaping the Christian faith, contrasting them with themes in other worldviews; to the relation between faith and reason in dealing with intellectual questions; and to some basic logical principles and concepts which are important both for doing theology and responding to critiques of Christian claims. Several specific intellectual challenges to the Christian faith (e.g., the existence of God, the problem of evil/suffering, faith and science, the historicity of the resurrection of Jesus Christ, and religious pluralism) are examined, and possible Christian responses to them are developed.

PR 6000 Current Studies in Philosophy of Religion - 1-4 Hours

Topics selected deal with significant issues related to philosophy of religion.

PR 6410 History of Phil of Religion I - 3 Hours

This course covers ancient and medieval philosophy of religion and ends with discussion of the rationalists Descartes, Spinoza, and, Leibniz.

PR 6411 History of Phil of Religion II - 3 Hours

This course begins with study in the early modern period with the empiricists (Locke, Berkeley, and Hume) and continues with an examination of the contemporary period.

PR 7330 Philosophers of Religion and of Religious Significance - 3-4 Hours

In-depth consideration of the philosophy of an important religious thinker such as Augustine, Aquinas, Kierkegaard, Tillich, and Hartshorne, or of an important nonreligious thinker such as Plato, Aristotle, Descartes, Hume, Leibniz, Kant, Hegel, Nietzsche, Russell, or Wittgenstein, whose thought strongly influenced religious and theological issues. May be repeated for credit.

PR 7480 MA Major Paper - 0-2 Hours

Participants in MA programs requiring a capstone integrative paper register for this course (MA/ICS). Specific paper requirements should be obtained from the department. Counts as half-time academic status. Letter grade or Credit / No Credit as required by the program.

PR 7485 MA Thesis - 0-3 Hours

MA thesis writers register for PR 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

PR 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for PR 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

PR 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

PR 7705 Religious Epistemology - 3-4 Hours

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.

PR 7715 Theism - 3-4 Hours

Study in the existence and nature of God with emphasis on theistic arguments (ontological, cosmological, teleological, and moral) and on the internal coherence of such divine attributes as necessity, omnipotence, and omniscience.

PR 7750 Philosophical Issues in Religious Pluralism - 3-4 Hours

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.

PR 7975 MA/ThM Comp Exam Prep - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

PR 7976 MA or ThM Thesis Proposal Prep - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

PR 7980 MA Major Research Paper - 0-1 Hours

MA participants completing the two capstone research paper option must register for PR 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/PR). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

PR 8000 Seminar: Current Issues - 2-4 Hours

Analyses of selected issues in philosophy of religion and their implications for Christian thought. Examples include the following: questions concerning the concept of God, the nature and possibility of the miraculous, freedom and determinism, religion and science, phenomenology, and the historicity of the resurrection of Christ.

Admissions

General Admission Requirements for Master's Programs

Applicants to master's programs¹ (MA, MDiv, ThM), graduate certificate programs, and visiting student status, must meet the following requirements:

1. Possess an earned bachelor's degree or its equivalent from an accredited college or university (generally at least 120 hours), which normally includes a minimum of 60 hours of liberal arts coursework, with a minimum grade point average (GPA) as stipulated below (on a 4.0 scale):

MA	3.00
MDIV, MA IN MIN, MA/TS	2.50
AP MDiv	3.25
ThM	3.00 (in MDiv program)
Certificate or Visiting Student	2.00
2. Submit official transcripts from all colleges or universities attended (electronic copies directly from the institution or in a sealed envelope from the Records/Registration office of the institution).
 Note: For university coursework done outside the U.S.A., students may need to submit transcripts through a foreign credit evaluation service. The Admissions Office must receive a "course-by-course evaluation" or a "detail report." There are several such services that are acceptable, including the following:
 - a. World Education Services (<http://www.wes.org>)
 - b. Educational Credential Evaluators, Inc. (<http://www.ece.org>)
 - c. International Education Research Foundation (<http://www.ierf.org>)
3. Solicit recommendation forms online from each of the following:
 - a. Applicant's pastor or church leader
 - b. Applicant's employer or a professional acquaintance
 - c. A faculty member or school administrator at an institution previously attended
4. Submit a written three-part statement with (a) your personal testimony and (b) your present spiritual life and Christian service and (c) ministry goals as described in the application.
5. Applicants may be required to submit standardized test results (Graduate Record Exam or Miller Analogies Test) in the following circumstances: if applicant's undergraduate GPA falls below the minimum requirement for their program, applicant attended an unaccredited undergraduate institution, or if the program to which they are applying requires it. All applicants for whom English is not their first language should submit the Test of English as a Foreign Language (TOEFL) as outlined in the following pages. A personal interview or other supplemental materials may also be required.
 See program description in this catalog for additional program-specific admission requirements.

¹ See doctoral sections of the Catalog for admission requirements for doctoral programs.

Application Procedure for Master's & Doctoral Programs

Application Deadlines

Master's Level

Trinity uses a rolling admissions process; thus, master's program applicants may begin their studies during fall, spring, or summer terms unless noted otherwise. We strongly encourage application six to twelve months prior to the expected enrollment date. Applications for admission and all accompanying materials should be submitted by the following preferred deadlines:

U.S. Citizens

Date	Semester
August 1	For fall semester admission
December 1	For spring semester admission
April 1	For summer session admission

International Applicants

Date	Semester
June 1	Fall semester application deadline
July 1	Fall semester deposit deadline
October 1	Spring semester application deadline
November 1	Spring semester deposit deadline

Applications received after these deadlines may not be considered in the term for which originally applied, and no master's program applications will be considered for a given semester after the add/drop period of that semester.

Doctoral Level

Our doctoral programs are on a seasonal review process and therefore adhere to the deadlines outlined below.

Doctor of Ministry (DMin)

Date	Semester
June 15	Fall semester/November seminars
October 15	Spring semester/March seminars
February 15	Summer session/July seminars

Doctor of Philosophy (Educational Studies) (PhD/EDS) and Doctor of Philosophy (Intercultural Studies) (PhD/IDS)

Date	Semester
September 15	Spring semester
January 15	Summer/Fall semester

(EDS/ICS: Late application deadline of April 1 with permission of Program Director)

All elements of the PhD/EDS and PhD/ICS application package (application, personal statements, papers, test scores, recommendations, and transcripts) must be received by the deadline date. Only complete application packages will be sent to the Admissions Committee. Incomplete packages will be held for completion up to two years. Applicants missing the review deadline must contact admissions in order to have their file reviewed for a subsequent term. The Admissions Committee will usually notify applicants of its decision eight weeks from the review date. Students may apply to any semester (fall or spring) to begin the PhD/EDS and PhD/ICS programs.

Doctor of Philosophy (Theological Studies) (PhD/THS)

Date	Semester
September 15	Spring semester (New Testament and Church History Only)
January 15	Fall semester

All elements of the PhD/THS application package (application, personal statements, papers, test scores, recommendations, and transcripts) must be received by the deadline date. Only complete application packages will be sent to the admissions committee. Incomplete packages will be held for completion up to two years. Applicants missing the review deadline must contact admissions in order to have their file reviewed for a subsequent term. The review dates of January 15 and September 15 represent the beginning of the application review process, which normally takes eight weeks. Students are encouraged to apply for the fall session to begin the PhD/THS program.

At the conclusion of the review process, applicants will be notified of the results as soon as possible. The number of applicants chosen for admission to the PhD/THS program depends on many factors, including availability of faculty to serve as readers.

Personal Statements

Personal statements should be submitted with the online application, responding to the questions asked on the application.

Official Transcripts

An official transcript must come from each undergraduate school, seminary or graduate school you have attended, even though the work may appear as transfer credit on another transcript. To be considered official, transcripts must be sent directly to Admissions Operations (Attention: Admissions Operations) in sealed envelopes from each school or electronically from the institution's Registrar or Records Office.

Please send all required admissions pieces to:

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

Note: For university coursework done outside the U.S.A., students may need to submit transcripts through a foreign credit evaluation service. The Admissions Office must receive a "course-by-course evaluation" or a "detail report." There are several such services that are acceptable, including the following:

- World Education Services (<http://www.wes.org>)
- Educational Credential Evaluators, Inc. (<http://www.ece.org>)
- International Education Research Foundation (<http://www.ierf.org>)

Recommendation Forms

All Applicants

Please complete the recommendation requests within the online application that are required for your program:

We will send electronic Recommendation Forms to those individuals requested by the applicant. Please do not request recommendations from persons in your immediate or extended family. Your recommenders should be people who know you well enough to provide specific examples to substantiate their recommendation. Application recommendations may also be used when awarding scholarships.

Master's, Certificate in Christian Studies, and Special Student Applicants

Please have recommendations submitted from the following three people:

1. Pastoral - Pastor or church official
2. Academic - A faculty member or administrator familiar with your academic work (undergraduate or graduate)
3. General - An employer, professional acquaintance, or lay leader in your church
4. MA in Ministry Applicants only: A letter of endorsement on letterhead from your local church, parachurch, or church related ministry which demonstrates church-connectedness and affirms: (a) interest and giftedness for church-related ministry; (b) evident Christian life and character; and (c) the support and prayers of the ministry organization for the course of study. This letter should not merely be a letter from the pastor or a ministry leader, but may be drafted by this individual on the ministry's behalf. As a church-related ministry degree program this requirement is not optional.

Master of Theology (ThM) Applicants

Please have recommendations submitted from the following three people:

1. Pastoral - A pastor or church leader
2. Academic - A teacher or professor who has instructed you in the concentration (OT, PT, ME, etc) to which you are applying
3. General - A ministry supervisor, professional acquaintance, or lay leader in your church

Doctor of Ministry Applicants

Please have recommendations submitted from the following four sources:

1. Pastoral - Ministry supervisor
2. Pastoral - Ministry colleague
3. Pastoral - Lay leader
4. General - Chairman of church board, professor, denominational official OR professional acquaintance.

Doctor of Philosophy (Educational Studies) and Doctor of Philosophy (Intercultural Studies) Applicants

Please have recommendations submitted from the following four people:

1. Pastoral - A ministry supervisor (e.g., a superintendent, senior pastor or church leader, field supervisor, or mission executive)
2. Academic - A professor from your most recent graduate studies
3. General - A professional colleague
4. General - A lay person from your church or organization

Doctor of Philosophy (Theological Studies) Applicants

Please have recommendations submitted from the following four people:

1. Pastoral - A pastor or church official
2. Academic - Three professors familiar with your academic work

Standardized Tests

Master of Arts Applicants

Applicants to all Master of Arts programs may be required to submit test scores from either the GRE or MAT if their undergraduate GPA is lower than the required minimum (see General Admissions Requirements) or if their undergraduate degree is from an unaccredited institution. Admissions can determine this only after transcripts of all previous postsecondary studies have been evaluated.

If you are uncertain as to whether the GRE or MAT will be required, check the admissions requirements for your intended program of study or contact the Admissions Office (800.345.8337). If either the GRE or MAT is required, students should make arrangements to take one of these tests as soon as possible. Trinity's campus counseling center administers the MAT. If you live nearby, you may make an appointment to take the test with the Counseling Center (phone: 847.317.4067).

The following chart reflects the recommended minimum scores for the GRE and MAT. Note that standardized test scores alone will not determine whether an applicant is admitted to a program of study, but will be considered in conjunction with the rest of an applicant's file.

Test	Score	Percentile
GRE	150 (verbal); 4.0 (analytical)	50
MAT	400 (scaled score)	50

Doctor of Ministry Applicants

The Miller Analogies Test (MAT) is required. Scores from the GRE may be accepted from applicants who live in parts of the world in which the MAT is not administered.

Academic Doctoral Program Applicants

Doctor of Philosophy (Theological Studies) applicants, including applicants required to take the TOEFL, must submit GRE scores. Applicants to our Doctor of Philosophy Educational Studies or Intercultural Studies programs may submit scores from either the MAT or the GRE. (Special conditions apply to applicants whose first language is not English; see section on TOEFL below.)

Language Requirements

In addition to the regular application materials, applicants must submit scores from the Test of English as a Foreign Language (TOEFL) if English is not the applicant's first language. See the following chart for required tests and minimum scores:

English Language Test (TOEFL) Requirements ¹

Tests	Format	Cert.	MA	Mdiv	ThM	Dmin	PhD
TOEFL	Internet (iBT)	92 ²	92	92	92	92	100
TOEFL	Computer (CBT)	237 ²	237	237	237	237	250
TOEFL	Paper-based	580 ²	580	580	580	580	600

¹ Students may submit any test format. Degree programs that do not require certain tests are listed as "N/A."

² Includes Certificate in Christian Studies and Visiting students.

Waivers from TOEFL are not normally granted. Failure to submit required TOEFL scores may result in denial of admission or postponement of the application decision to a subsequent semester. If an applicant's score is marginally below the score required, that applicant may still be admitted if they submit a TOEFL Waiver Request that is granted (additional writing sample, English language recommendation, etc.).

Master's Level

Applicants with completed advanced degrees at the master's level or higher may request a waiver from the standardized testing requirement.

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 our Admissions Office from the testing service. Photocopies from the applicant are not acceptable.

	Graduate Record Exam (GRE)	Miller Analogies Test (MAT)	Test of English as a Foreign Language (TOEFL)
Write:	GRE Educational Testing Service PO Box 6000 Princeton, NJ 08451-6000	The Psychological Corporation 555 Academic Court San Antonio, TX 78204	TOEFL Services Educational Testing Service PO Box 6161 Princeton, NJ 08451-6151
Call:	609.774.7670	800.622.3231 210.921.8802	609.771.7100
Fax:	609.774.7906	888.211.8276	609.771.7500
Email:	gre-info@ets.org		toefl@ets.org
Web:	www.gre.org (http://www.gre.org)	www.milleranalogies.com (http://www.milleranalogies.com)	www.toefl.org (http://www.toefl.org)
Trinity Code:	R1797	2068	1797

Tuition Deposits

Master's Level

If you are admitted to Trinity, you must submit a tuition deposit of \$125 to the Admissions Office as a confirmation of your acceptance of our offer of admission. This deposit is refundable only if the Admissions Office receives written notification of cancellation by the following dates: July 1 (Fall semester), December 1 (Spring semester). Students who participate in the deposit match program may not receive a refund for their deposit at any time. Deposits are only good for the academic year for which originally submitted and will be forfeited if applicants postpone to the following academic year.

Doctoral Level

If you are admitted, you must submit a nonrefundable tuition deposit as a confirmation of your acceptance of our offer of admission. Specific information regarding this deposit is detailed in your letter of acceptance from the Admissions Office.

International Applicants, Master's or Doctoral Level (F-1 or J-1 Visa)

If you are an International applicant who will be entering the United States on an F-1 or J-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 partially refundable, with \$1,875 being refundable at any time and the remaining \$125 being refundable if the Admissions Office receives written notification of cancellation by the following dates: July 1 (Fall semester), December 1 (Spring semester). (International students residing in the United States should submit a tuition deposit of \$125 and are subject to the same refund policy described above in "Master's Level".)

Special Instructions

Applicants with Disabilities

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 disabilities and what special attention or arrangements you may need at Trinity. For more information, contact the Associate Dean of Students (telephone: 847.317.4063).

Doctor of Ministry Applicants

Please inform the Doctor of Ministry Office in writing if and when you intend to take up residence in the community to pursue on-campus coursework during the regular academic terms.

Academic Doctoral Applicants

You are required to submit a work that shows evidence of your writing and research ability. All PhD applicants must submit an exemplary research paper or thesis. EDS and ICS applicants may also submit a recently published paper or article. For application purposes, your paper must be in English or translated into English. Writing samples should be submitted electronically (PDF format) to aot@tiu.edu and will be added to the student's electronic admissions file.

Additional Application Considerations for All International Applicants

Trinity welcomes students from all over the world to our campus. International students are valuable members of the Trinity community, and we are committed to serving them through the enrollment process. In addition to the regular application process outlined above, international applicants must also consider the following items: financial requirements and visa requirements.

Financial Requirements

If an international applicant is accepted, formal evidence must then be submitted through Trinity's Certificate of Finance (COF) form that adequate financial resources for both educational and living expenses have been identified by the applicant. The COF is available on the Trinity website.

The Certificate of Finance (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 of around US \$34,000 to satisfy this requirement.

At this time, accepted international applicants living outside the United States must also submit a US \$2,000 tuition deposit (partially refundable) before the Certificate of Eligibility (I-20) for a student visa will be issued (students living in the United States should submit a \$125 deposit).

Visa Requirements

Trinity is authorized under U.S. law to enroll non-immigrant 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. 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 or part time students for credit depending on visas as long as 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 Certificate of Finance
4. Applicant has submitted a US \$2,000 tuition deposit

In accordance with U.S. immigration law, Trinity does not allow non-immigrant 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 International Students & Scholars Office on campus. It is the responsibility of the student to maintain legal immigration status.

Admission Categories

Admission to TEDS is either for program enrollment directly into a degree program, or in one of the following other categories for persons not wishing to pursue a graduate degree.

Program Enrollment Students

Persons applying and enrolling in a master's or doctoral program are considered Program Students and must complete the full application. Such students generally have met all program prerequisites and enroll in good standing. On occasion, a student may be admitted to a program but be assigned to one of the following categories:

Enrollment on Academic Probation

Academic Probation enrollment occurs when the prior academic record is below what is required for program admission. This may be due to a weak academic background as reflected in the student's undergraduate grade point average (GPA) and/or standardized admissions test scores; or a bachelor's degree from a non-accredited institution. In such cases the probationary status is removed by the Records Office when 10 semester hours have been completed in good standing.

Conditional Acceptance

Conditional Acceptance occurs when the application has not yet been completed in full. Students who are accepted conditionally may enroll in courses as though they were a programmed student, but full acceptance into the program is delayed. Such applications must be completed during the first semester of enrollment, at which time the conditional status is removed by the Records and Registration Office.

Acceptance with Deficiencies

Acceptance with Deficiencies occurs when program prerequisites remain outstanding. Prerequisite deficiencies must be removed before program candidacy is granted.

Visiting Students

Persons may apply for visiting student status if they wish to enroll in graduate courses for credit on a part-time basis but not enroll in a degree program. Visiting students must submit the Visiting Student Application and an official transcript indicating a completed bachelor's or higher degree. (Visiting students receive "conditional acceptance" until this transcript is received.)

Visiting students may enroll in a maximum of 9 hours each semester, and it is recommended that they enroll in no more than 12 hours before applying to a degree program. If a Visiting student desires later to enroll in a degree program, the entire program application must be completed, and there is no guarantee of admission. Completed coursework generally applies toward program requirements. A residency requirement (hours that must be completed subsequent to program admission) must be fulfilled in all programs.

Visiting student status in the Doctor of Ministry program is limited to two seminars and is only occasionally granted in the PhD program. Contact the Professional or Academic Doctoral Office for details.

Auditors

Auditors are persons who wish to attend classes but do not wish to complete work for credit. Auditors must complete the Visiting Student

Application, though they need not have completed a bachelor's degree. Auditors may participate in all class functions, but will not be held accountable for tests or assignments, and will not receive a grade or credit, nor are faculty required to review submitted tests or papers.

Auditors may enroll in classes during any open registration period through the first class session; however, their registration is contingent upon available seating after the first class meeting. This ensures that credit students are first seated, with remaining seats available to auditors. Some classes are closed to auditors, and Trinity reserves the right to limit auditors in all courses. Auditors are not permitted in beginning language courses, unless they have already completed and passed the course at Trinity for credit.

Multiple Masters

Students seeking admission simultaneously into two degree programs at Trinity are considered "Multiple Masters" students and must seek advisement from Records and the relevant Program Directors for completing their programs in a timely progression. Multiple Masters and students seeking their second degree at Trinity should complete the Second Degree Program/Multiple Masters Application, found online on the Trinity website.

Special Students

Special student status is assigned by the Admissions Office during the application process to persons who wish to enroll for coursework but are not normal program students (such as ACTS cross-registrants or Trinity College students completing courses for credit). Special student status normally may not exceed one or two semesters.

Scholars-in-Residence

Scholars-in-Residence hold an earned or honorary doctorate and are persons who do not wish to pursue a doctoral degree at Trinity. Such persons may enroll in doctoral courses as an auditor or visiting student upon consultation with the Admissions Office and program director. Regrettably, Trinity is unable to provide stipends, housing, meals, office space, or other benefits to these persons.

Admission and Advanced Program Placement

Upon acceptance applicants may find they are eligible for one of three types of advanced placement in their program: transfer credit, advanced standing, or course substitution.

Transfer Credit

Accepted students may be eligible for transfer credit for graduate study completed at a regionally accredited institution or accredited by the Association of Theological Schools when such course work parallels courses in the TEDS Catalog and has been completed at a "C-" or better grade level. Graduate transfer credit is not granted for undergraduate course work, graduate-level course work applied to an undergraduate degree, or generally for course work taken at unaccredited graduate schools. Online Distance Education credit is limited to Association of Theological School and Higher Learning Commission guidelines. Transfer credit is limited to a maximum of 50 percent of a degree, and rarely does it approach that amount. Coursework older than ten years is not considered current and must be retaken.

Transfer credit is not automatic and is considered upon petition by the student generally at the time of admission. Transfer Credit Request forms are available online from the Records Office who evaluates the request at the direction of the Dean. All Trinity residency requirements must be met.

Students in a TEDS program wishing to substitute a required TEDS course with one from another institution should obtain approval from the Academic Exceptions Committee prior to enrolling in the course.

TEDS students desiring to complete a semester or year abroad should carefully arrange the application of this transfer credit **prior** to their departure. Such coursework is generally applied to electives and may not be equivalent to required TEDS program courses.

Advanced Standing for Credit

Advanced standing is available *only* to students enrolled in the MDiv program. Eligibility is determined by those who have taken undergraduate coursework in excess of a standard bachelor's degree (generally 126 semester hours) and have taken coursework that would be repeated in their master's program. Advanced standing is available only for core courses (not electives). A maximum of 15 semester hours may be granted. These hours are credited on the transcript toward the required number of hours in the program to which the student is admitted as "Advanced Standing." Students accepted into the AP MDiv program are not eligible to receive advanced standing.

Requests for evaluation of advanced standing eligibility must be made to the Records Office subsequent to an accepted student indicating their intention to enroll by submission of the tuition deposit or during the first year of enrollment.

Advanced standing hours are credited after a written or oral assessment has been made by the department in which advanced standing is being considered. The assessment examination evaluates whether a student has the knowledge, competence, and skills provided by the specific course(s) for which advanced standing is being considered. The level of achievement on the examination that constitutes a Pass is determined by the department or department chair and is final. A student may be examined only once for each course. A Pass on the examination results in the posting of advanced standing hours; a Fail requires that the required course or a course substitute be completed. (Consult the "Finances" section of this catalog for the exam fee.)

Course Substitution and Program Modifications

Students who have taken coursework as part of their bachelor's degree that would be repeated in their master's program are encouraged to build on their previous studies by requesting permission to substitute advanced courses in the same department. Such substitutions are granted, without examination, in consultation with faculty. See the *TEDS Academic Handbook* for details.

Program Enrollment Changes

Subsequent to admission, a student may desire, or find it necessary, to defer enrollment, apply for readmission, change their program, or transfer to another school in Trinity International University.

Deferring Enrollment

Master's students may defer enrollment for up to two years from the semester to which they originally applied. Longer deferments

require submission of a complete set of new application materials. A Reactivation Application may also be necessary.

If deferment is necessary, notify the Admissions Office, which will advise the applicant of any special instructions. Applicants are also responsible for contacting the Housing Office and the Office of Student Financial Services, if necessary. The student's required program of studies is governed by the catalog current at the time of enrollment.

Application for Readmission/Reactivation

A Reactivation Application is necessary when a student

- Is admitted but defers admission from the original date of intended matriculation
- Officially or unofficially withdraws
- If more than two years lapse after the original acceptance, withdrawal, or completion of the first program, the applicant will be required to submit a complete set of new application materials. Students who are readmitted are subject to the program requirements of the catalog current at the time they re-enroll.

Active and Inactive Student Status

Students who desire not to register for classes for a period of one to three semesters (twelve months) should request a Leave of Absence (LOA) from the Student Life Office (see "Leave of Absence Policy" in this Catalog). This apprises Trinity of student program plans, and enables appropriate services to be provided. If a student desires to leave TEDS, a Withdrawal must be completed through the Student Life Office (see "Withdrawal" in this Catalog).

If a LOA or Withdrawal has not been completed by students, and students do not register and successfully complete coursework each consecutive semester (fall, spring; summer is exempt), their status is rendered inactive (e.g., active students must register for at least one course each semester). Inactive students must reapply to TEDS with no guarantee of readmission.

Change of Program (COP)

If after initial enrollment the student wishes to be admitted to a different program, the following apply:

1. All possible options should be considered in consultation with a faculty member, Enrollment Counselor, Program Director or Dean, and/or Records Office representative in light of coursework already completed.
2. Admission to one TEDS/TGS program does not guarantee admission to another program. All admission requirements for the new program must be met.
3. At least one semester of TEDS/TGS course work must be completed before a COP application will be considered, together with the review of that semester's grades. No more than one change of program will be permitted within a single semester.
4. The online COP application should be submitted by the following dates: January 15 for the spring semester and September 1 for the fall semester. Changes requested after those dates may be recognized in the next academic term.
5. The catalog current at the time of admission to the degree program, not the catalog in effect at the time of original enrollment, will govern the student's new program.

6. If COP is denied, applicants may submit a written appeal within thirty days to the Director of Admissions.

Interschool Transfer

Contact the Admissions Office for detailed information about transferring from one school to another within Trinity International University (e.g., transferring from the Divinity School to the Graduate School).

Concluding Remarks

If you need further information or have any questions concerning any part of the application process, please feel free to call the Admissions Office at 800.345.TEDS or 847.317.8000. You also may e-mail us at gradadmissions (gradadmissions@tiu.edu)@ (tedsadm@tiu.edu)tiu (tedsadm@tiu.edu). (tedsadm@tiu.edu)edu (tedsadm@tiu.edu) or visit our website (<http://divinity.tiu.edu/admissions-financial-aid>). We reserve the right to request from any applicant to the divinity school additional materials or an interview with a representative of Trinity.

Preparing for Seminary Studies

Persons anticipating enrollment in seminary are encouraged to incorporate the following ideas if still completing undergraduate work.

1. A **broad undergraduate liberal arts background** in the humanities and in the natural and social sciences will assist in understanding and relating to persons in all walks of life and in various cultures.
2. A **developed ability to think independently and critically** and to communicate effectively is necessary for graduate work. Effective communication, including excellent English writing skills, will enable the student to engage well the issues and ideas of graduate education. If writing skills are particularly weak, a student may be asked to complete additional study in English composition.
3. **Biblical language study**, particularly biblical Hebrew and Greek, is a distinctive of TEDS and is required in several TEDS programs; modern language study is essential for those anticipating intercultural ministry or pursuing advanced academic degrees. Language requirements are often the aspect of the program curricula that either facilitates or delays timely program completion. Students are well advised to exercise careful discernment in following the counsel of faculty and department members related to these requirements. See the "Biblical Languages" in the Academic Life section in this catalog, as well as the Program section of the catalog, for specific requirements.
4. A strong **understanding of English Bible content** through personal study or formal coursework will provide an adequate background for Bible and theology courses. If an applicant's undergraduate program includes courses that parallel required TEDS courses, opportunities for course substitution or advanced standing are possible.
5. **Program-specific undergraduate prerequisites**, particularly in the Master of Arts programs, often call for particular coursework. Completion of these courses will enable admission without deficiency. Otherwise, additional coursework at Trinity to remove deficiencies may be required.
6. In addition, the following **reading list for seminary preparation** represents a selection of basic Bible, theology, and writing works that provide excellent background for the incoming seminary student. These volumes are particularly helpful for those who do not have a Christian college background.

Bible Study

- The New International Version Study Bible.
- Newbigin, Lesslie. *A Walk Through the Bible*.

Christian Living and Worldview

- Bonhoeffer, Dietrich. *The Cost of Discipleship*.
- Brother Lawrence. *The Practice of the Presence of God*.
- Carson, Don, and John Woodbridge. *Letters Along the Way*.
- Forsyth, P. T. *The Soul of Prayer*.
- Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*.
- Kempis, Thomas. *The Imitation of Christ*.
- Law, William. *A Serious Call to a Devout and Holy Life*.
- Lewis, C. S. *Mere Christianity*.
- Nouwen, Henri. *The Wounded Healer and Reaching Out*.
- Sire, James. *The Universe Next Door*.
- Tozer, A. W. *Knowledge of the Holy*.

- Wilberforce, William. *Real Christianity*.
- Wolters, Albert. *Creation Regained: Biblical Basics for a Reformational Worldview*.

Theological Education

- Cetuk, Virginia Samuel. *What to Expect in Seminary: Theological Education as Spiritual Formation*.
- Dykstra, Craig R. *Growing in the Life of Faith: Education and Christian Practices*.

Theology

- Augustine. *Confessions*.
- Chesterton, G. K. *Orthodoxy*.
- Grenz, Stanley J., et al. *Pocket Dictionary of Theological Terms*.
- Demaray, Donald E. *Basic Beliefs: An Introductory Guide to Christian Theology*.
- Oswalt, John. *Called to Be Holy*.
- Packer, James I. *Knowing God*.
- Packer, J. I. and Thomas C. Oden. *One Faith*.
- Phillips, Timothy, and Dennis Okholm. *A Family of Faith: An Introduction to Evangelical Christianity*.
- Stott, John. *Basic Christianity*.
- Thielicke, Helmut. *A Little Exercise for Young Theologians*.
- VanGemeren, Willem. *The Progress of Redemption*.

Writing and Research

- Booth, William. *The Craft of Research*.
- Hacker, Diane. *The Pocket Style Manual*.
- Turabian, Kate. *A Style Manual for Writers*.
- Zinsser, William. *On Writing Well*.

GRADUATE SCHOOL

A Message from the Dean

We are delighted that you have chosen to grow professionally through a program of Trinity Graduate School. Trinity Graduate School offers professional programs in athletic training, bioethics, education, leadership, and mental health counseling.

One of the things that makes a Trinity Graduate School education distinctive is that, at Trinity, you will learn not only the content of your discipline but also will consider your discipline through the lens of a biblical worldview. Trinity Graduate School is part of Trinity International University, a Christian institution affiliated with the Evangelical Free Church of America. Trinity is Christ-centered and committed to biblical faith. We believe in unity in the essentials but welcome Christ-followers from a variety of different backgrounds in this learning community.

Your faculty will include the outstanding teachers and scholars of our full-time faculty, as well as active practitioners in the field who teach part time at Trinity. I encourage you to take time to read their biographies in this catalog to learn more about them before you meet them in class. All faculty are committed Christians who embrace Trinity's distinctives and are committed to the learning of their students.

The Graduate School's programs are delivered in ways that are convenient for busy professionals, including online, modular, face to face, summer institute, and cohort groupings. (Note, though, that not all programs are offered in all delivery modes.)

Regardless of the program you select, you can be confident that Trinity Graduate School's programs will give you a transformative understanding of your discipline so that you can engage culture from a biblical worldview.

Welcome to the Trinity community. We look forward to walking alongside you in your graduate school journey.

Cordially,

Karen A. Wrobbel, EdD

Dean of Trinity College and Graduate School

About Trinity Graduate School

Trinity Graduate School Purpose

Trinity Graduate School equips students with a transformative understanding of their disciplines so that they can engage culture from a biblical worldview.

Trinity Graduate School Programs

Deerfield Campus

- Master of Arts in Athletic Training (MA/AT)
- Master of Arts in Bioethics (MA/BE)
- Master of Arts in Leadership (MA/L)
- Master of Arts in Teaching (MA/T)
- Master of Education (MEd)

Many courses are available in accelerated, online, modular, summer, and/or independent study formats to accommodate professionals unable to relocate to the Deerfield Campus. The MA/T program is offered in an accelerated, cohort-based format.

South Chicago Regional Center

- Master of Arts in Leadership (MA/L)

TIU - Florida

- Master of Arts in Mental Health Counseling (MA/MHC)
- Master of Arts in Leadership (MA/L)

Affiliated Programs

The Center for Bioethics & Human Dignity (CBHD)

<https://cbhd.org> | info@cbhd.org

The Center for Bioethics & Human Dignity is a bioethics research center at Trinity International University that explores the intersection of medicine, technology, and our individual and common humanity. Established in 1994, CBHD brings distinctly Christian reflection to bear on current and emerging bioethical challenges that is both academically rigorous and broadly accessible. Such issues include end-of-life concerns, euthanasia and physician-assisted suicide, infertility and reproductive technologies, genetic interventions, biotechnologies (e.g., stem cell research, cloning, synthetic biology), emerging technologies (e.g., nanotechnology, neuroscience, artificial intelligence, robotics), and disability ethics, among many other issues. Working within a Judeo-Christian Hippocratic framework, CBHD fosters rigorous research, theological and conceptual analysis, charitable critique, and thoughtful engagement, to bring clarity to these complex issues of our day.

In short, the Center articulates Christian bioethics within the academy and provides credible, current, and comprehensive resources from a distinctly Christian perspective to assist in making wise decisions for ethical dilemmas that arise in medicine, science, and technology.

In addition to its annual summer conference, the Center has hosted a number of consultations, and regional and international conferences, and has produced a wide range of print publications and electronic

resources. As an early provider of online resources, CBHD's websites host a spectrum of resources on a wide diversity of topics from introductory materials to scholarly resources for a global audience. As a leading voice in Christian bioethics, CBHD staff and fellows have appeared in a wide range of print, radio, and television media, provided congressional testimony, and are regular speakers at universities, conferences, and churches. In this regard, CBHD serves as a visible expression of TIU's emphasis on cultural engagement.

Primary Websites:

- CBHD.org (CBHD's flagship site, providing scholarly resources in Christian bioethics as well as updates on the Center's latest work and initiatives.)
- EverydayBioethics.org (Accessible resources for pastors, church leaders, and everyday individuals looking for introductory resources.)
- Bioethics.com (Global news site, provides the latest updates in bioethics news, issues, and events.)

Conferences on the Trinity Campus:

- 2020: Bioethics & the Body
- 2019: Taking Care: Perspectives for the End of Life
- 2018: Bioethics & Being Human
- 2017: Genetic & Reproductive Technologies

Office of Extension and Affiliated Education

The Office of Extension and Affiliated Education is committed to assisting the church 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 or the Office of Extension and Affiliated Education 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.

Personnel

Trinity Graduate School Academic Administration

Gregory C. Carlson, PhD
Associate Dean for Leadership Studies

Don P. Hedges, PhD
Dean of Strategic Initiatives, Trinity College and Graduate School

Ruby L. Owiny, PhD
Director, Graduate Programs in Education

Elizabeth Skjoldal, PhD
Director, Master of Arts in Mental Health Counseling (Florida locations)

Michael J. Sleasman, PhD
Director, Master of Arts in Bioethics Program

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

Full-Time Faculty and Administration

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 date that follows the listing of each faculty member indicates the beginning year of service at Trinity.

Gregory C. Carlson, 2007
Associate Dean for Leadership Studies
Professor of Leadership
BA, Grace University (Omaha)
MACE, Biola University Talbot School of Theology
PhD, University of Nebraska, Lincoln

Before Trinity, Dr. Carlson served as a pastor (13 years); dean of graduate studies and Christian education professor at Grace University (Omaha); and global training director for Awana Clubs International. Areas of research and teaching interest include leadership, teaching the Bible, educational ministry and family ministry. He has authored and edited a variety of books including *Understanding Teaching Creatively Prompting Biblical Life-Change* (Evangelical Training Association) and *Rock Solid Teacher: Discover the Joy of Teaching Like Jesus* (Bethany). Dr. Carlson is an associate instructor with *Walk Thru the Bible* and often speaks in ministry and leadership settings. Dr. Carlson is the Academic Director of the Emerging Leaders program and faculty mentor for the Advance BA/MDiv program.

Susan Corapi, 2015
Associate Professor of Education
BA, Wheaton College
MA, Denver Seminary
DipCS, Regent College (Vancouver)
MLS, Texas Woman's University
PhD, University of Arizona

Dr. Susan Corapi teaches literacy classes in the Division of Education. Her work is influenced by the years she spent teaching K-12 students in

public and private schools, her experience as a youth services librarian in a public library, the networking she did to generate community support for literacy development, and the international perspectives she gained while living in four countries on three continents. Her research interests center around the use of global children's and adolescent literature to support the development of intercultural competence. She is also interested in teacher study groups as a form of professional development.

Bruce L. Fields, 1988
Professor of Faith and Culture
Joint Appointment at Trinity Evangelical Divinity School
BA, University of Pennsylvania
MDiv, ThM, Trinity Evangelical Divinity School
PhD, Marquette University

Dr. Fields has served on the staff of Cru in the Native American Ministry, with Athletes in Action, and on campus staff at the University of Michigan. His areas of expertise include the book of Philippians, liberation theology, and Black theology. He is the author of *Introducing Black Theology: Three Crucial Questions for the Evangelical Church*. He has taught theology and chaired the Biblical and Systematic Theology Department at TEDS and has taught New Testament and theology at Trinity College.

Kristin Lindholm, 1994
Associate Professor of Communication
BA, MA, University of Illinois
MA, Trinity Evangelical Divinity School
PhD, University of Illinois

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

Annette Monk, 2019
Visiting Assistant Professor
BS, Illinois State University
MS, University of Illinois

Annette Monk has experience as a clinician practicing as an athletic trainer in a variety of settings since 2006. She has taught in the athletic training program at University of Illinois where she received a master's degree in kinesiology. Her professional experience includes being the first athletic trainer at the Naval Special Warfare Preparatory program, a physical training course for Navy SEAL candidates. She also has experience working as an athletic trainer at the international level as well in the industrial and secondary school settings. Annette brings her clinical experience to teaching health science courses with hopes of inspiring future professionals to serve as leaders where God calls them forth. Her research interests include tactical athlete health and human performance and clinical athletic training education

Ruby L. Owiny, 2013
Associate Professor of Education
BA, MA, Asbury University
PhD, University of Kentucky

Dr. Owiny worked for thirteen years in both private Christian schools and public schools in Lexington, KY. She served as an elementary classroom teacher and as a special educator. Her passion for teaching lies in the

inner city where she spent 11 years of her career and worked to help create higher quality inclusive settings for students with disabilities. Her dissertation was based on virtual coaching of general education and special education teachers in Guatemala to train them in the use of specific praise. Her current research interests include identifying methods for improving the quality of inclusive settings, including strategies teachers use in their general education inclusive classrooms, evidence-based practice, high leverage practice, and the implementation of Universal Design for Learning in K-12 settings. Dr. Owiny is Director of Graduate Programs in Education.

Joyce A. Shelton, 1988

University Assessment Officer

Professor of Biology

Director of the Division of Science Technology and Health

BS New Mexico State University

PhD, University of New Mexico School of Medicine

Dr. Shelton's pre-doctoral research was in immunology and developmental biology. Prior to coming to Trinity she did postdoctoral research at Northwestern University in biochemistry, immunology, and reproductive biology. She also has interests in the field of bioethics. She is the academic advisor for the MA in Bioethics/BA dual degree. She has served as the director of The Bioethics Institute for Undergraduates and Professionals at the annual Bioethics Conference for many years and is on the editorial board of two bioethics journals. While at Trinity she has been Chair of the Health Sciences Department, Associate Dean of Trinity Graduate School, and Interim Dean of Trinity Graduate School and REACH/EXCEL. She currently teaches biology and bioethics and serves as the Director of the Division of Science, Technology, and Health.

Elizabeth Y. Skjoldal, 1994

Associate Professor of Counseling Psychology

Director, Master of Arts in Mental Health Counseling Psychology (Florida Regional Center)

BS, Florida Southern College

MS, PhD, University of Miami

Prior to assuming her position at Trinity International University, Dr. Skjoldal served as supervising psychologist at the University of Miami Medical Pain and Rehabilitation Center and in the Department of Behavioral Health at 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. Dr. Skjoldal often speaks to women's, youth, and parenting groups. Her areas of interest include multicultural issues in counseling, group process, behavioral medicine, assessment of bilingual students, and the provision of counseling to cancer patients and their families as well as underserved populations. She is a member of the American Psychological Association (APA) and the American Association of Christian Counselors. Dr. Skjoldal has started and directed the first Christian Counseling Center in the Southern portion of Miami in partnership with Christ Fellowship Church and is consulting to develop a similar Christian counseling center in the northern part of the county in Little Haiti with The Brook Church Miami.

Michael Sleasman, 2019

Director of Bioethics Programs

Associate Professor of Bioethics

BA, Malone College

MDiv, PhD, Trinity Evangelical Divinity School

Prior to joining the Trinity faculty full-time, Dr. Sleasman was the managing director and research scholar at The Center for Bioethics & Human Dignity for 12 years where he oversaw the Center's research agenda and online resource development. He also served as an affiliate professor, adjunct instructor, and online course tutor at the college and graduate level in the areas of philosophy, theology, ethics, and cultural engagement. His particular area of research interest focuses on the theological engagement of bioethical issues with particular emphasis on biotechnologies, other emerging technologies, and human futures, as well as the intersection of technology, ethics, and culture in general. He is a co-editor of *Everyday Theology: How to Read Cultural Texts and Interpret Trends* with Kevin J. Vanhoozer and Charles A. Anderson (Baker Academic). He has authored and co-authored a number of essays, book chapters, and articles in the areas of theology, emerging technology, and bioethics. Dr. Sleasman serves on the Board of Reference for the Christian Institute on Disability for Joni & Friends, as a consulting editor for the Journal of the Christian Institute on Disability, and as co-chair of the editorial board for *Ethics & Medicine: An International Journal of Bioethics*. He has been interviewed on a range of bioethical issues by print and radio media, and has delivered workshops, lectures, and presentations for churches, universities, and at several professional societies.

Karen A. Wrobbel, 2003

Dean, Trinity College and Trinity Graduate School

Professor of Education

BA, Biola University

MA, Wheaton Graduate School

EdD, University of Minnesota

Dr. Wrobbel brings many years of experience to the dean's role, having served at Trinity both as a teaching faculty member and as a recognized leader on the campus through responsibilities including director of the Division of Education, Associate Dean, and chair of faculty councils, committees and task forces. Before joining Trinity's faculty, Wrobbel taught missionary kids (MKs) and other international students in Christian schools in Spain and Venezuela; she speaks Spanish fluently.

Dr. Wrobbel continues to be actively involved internationally with Christian education through conference speaking, accreditation work, and as a volunteer with two educationally-focused international groups.

Her expertise and research interests include the education of MKs and other global nomads, languages and education, and intercultural communication. Dr. Wrobbel's articles have appeared in several publications, including *Missiology*, *Evangelical Missions Quarterly*, and *Christian School Education*.

Affiliate Faculty

Paige Cunningham

Adjunct Professor of Law and Bioethics

Affiliate Professor of Law and Bioethics, Trinity Graduate School

Affiliate Faculty, Trinity Law School

Executive Director of The Center for Bioethics & Human Dignity

BA, Taylor University

MA, Trinity Graduate School

JD, Northwestern University School of Law

PhD, Trinity Evangelical Divinity School

Russell D. Moore

Affiliate Professor of Ethics

BS, University of Southern Mississippi

MDiv, New Orleans Baptist Theological Seminary
PhD, The Southern Baptist Theological Seminary

Professors Emeriti

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

Jeanette L. Hsieh

Provost Emerita and Dean Emerita

Trinity International University,
Trinity College and Graduate School, 1997-2015

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

Carol L. Kennett

Professor Emerita of Education, 1996-2012

BA, Eastern College
MA, Immaculata College
PhD, University of Pennsylvania

John F. Kilner

Professor Emeritus of Bioethics and Contemporary Culture, 1994-2019

BA, Yale University
MDiv, Gordon-Conwell Theological Seminary
AM, PhD, Harvard University

Endowed Faculty Chairs

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

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

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

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

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

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

The **William Washington Chair of Student Leadership** was given in honor of Dr. Washington's outstanding leadership in Student Life. The Senior Vice President for Student Life will occupy this chair.

Adjunct Faculty

Susan Alford

Adjunct Professor of Education

BS, Wheaton College
MS, PhD, University of Nebraska

Kimberly Bacalla

Adjunct Professor of Health Science

BS, Indiana Wesleyan University
MBA, Olivet Nazarene University

Paul J. Brown

Adjunct Instructor of Biblical Studies & Theology

BM, State University of New York at Potsdam
MM, State University of New York at Potsdam
MDiv, Gordon-Conwell Theological Seminary
PhD, Trinity International University

David L. Cook

Adjunct Instructor of Leadership

BA, MA, Wheaton College
EdD, Nova Southeastern University

Benjamin P. Dockery

Adjunct Instructor of Leadership

BA, Union University
MDiv, The Southern Baptist Theological Seminary
PhD, The Southern Baptist Theological Seminary

Russell DiSilvestro

Adjunct Professor of Bioethics

BA, Indiana University
MA, Biola University
MA, Bowling Green State University
PhD, Bowling, Green State University

John Dunlop

Adjunct Professor of Bioethics

BS, Wheaton College
MA, Trinity Graduate School
MD, Johns Hopkins University

Matthew Eppinette

Adjunct Professor of Bioethics

BS, Louisiana State University
MBA, Louisiana Tech University
MA, Trinity International University
MAT, PhD, Fuller Seminary

David B. Fletcher

Adjunct Professor of Bioethics

BA, Trinity College
MA, Loyola University
PhD, University of Illinois, Champaign

Clarke D. Forsythe

Adjunct Professor of Bioethics

BA Allegheny College
MA, Trinity Graduate School
JD, Valparaiso University School of Law

Evan Jasper

Lecturer in Education, 2017

BA, Dordt College
MA, Western Washington University

Nancy Jones

Adjunct Professor of Bioethics

BS, Virginia Polytechnical Institute and State Univ.
MA, Trinity Graduate School

PhD, WFUSM

Patti Krusa

Lecturer in Education (Clinical Supervisor)

BA, Trinity International University

MA, National Louis University

Adam Mearse

Adjunct Professor of Leadership

BA, MM Oklahoma Christian University

MA, Wheaton College

PhD, Trinity Evangelical Divinity School

Cheyn D. Onarecker

Adjunct Professor of Clinical Ethics

BS, Oral Roberts University

MA, Trinity Graduate School

MD, Oral Roberts University

Cooper Smith

Adjunct Instructor of Biblical Studies and Theology

BA, Liberty University

MDiv, Trinity Evangelical Divinity School

PhD, Wheaton College

David K. Smith

Adjunct Instructor of Leadership

CE, BA, Taylor University

MA, Trinity International University

EdD, The Southern Baptist Theological Seminary

Jeff Stevenson, 2017

Adjunct Associate Professor of Education

BS, BA, MA, Central Washington University

MA, Pontificia Universidad Católica de Chile

MA, PhD, University of Washington

Felix Theonugraha

Adjunct Instructor of Leadership

BA, University of California, Berkeley

MDiv, PhD, Trinity International University

Sally Thomson

Adjunct Instructor of Education

BS, Western Illinois University

MSEd, Illinois State University

MSEd, Northern Illinois University

EdD, Aurora University

Christian Vercler

Adjunct Professor of Clinical Ethics

BS, Wheaton College

MA, Wheaton College

MD, University of Illinois at Chicago

Tiffany White

Adjunct Professor of Health Science

BS, MS, University of Illinois, Chicago

Academic Life

Academic Information

Academic Counseling

Students will be assigned a faculty advisor at the beginning of their 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 Associate Registrar in the Records Office is also available by appointment to discuss program completion requirements.

Academic Handbook

Detailed information related to the MA/BE, MA/CP, MA/L, MA/T, and MEd programs of the Graduate School is contained in the *Academic Handbook*. Students enrolled in degree programs are responsible for the contents of this document, which can be found online at MyTIU (<https://my.tiu.edu>) > Academic Resources > Student Handbooks.

Academic Load

To be considered full time, master's-level students must enroll in at least 10 credit hours each semester (9 credit hours for students on our Florida campus). Students will be considered part time if they are enrolled in 1-9 credit hours (1-8 credit hours in Florida). However, for financial aid purposes "half time" is defined as 5-9 credit hours (5-8 credit hours in Florida).

Students may not register for more than 18 credit hours in any semester without approval in advance by the Dean's 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. 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 in Deerfield and by Director of Academic Operations at the Florida Regional Center.

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/BE (modular), MA/L (blended) or MA/T or MEd (cohort based), have course starts and class

configurations that vary from the traditional semester format. Course credits for these classes are expressed in semester hour equivalents.

Active and Inactive Student Status

Program students are expected to register at the beginning of each semester for coursework (including short-term modular courses) or other program requirements (Internship, Thesis, Extensions of capstones, etc.) that they intend to complete during the semester. The status of such students is considered **active**, and campus services, such as library, e-mail, and faculty, are available to them. Student accounts must also be in good standing for a student to remain active and able to register for the next semester.

Students who desire not to register for classes for a period of one to three semesters (a maximum of twelve months) should request a **Leave of Absence (LOA)** from the Graduate Student Life Office (see "Leave of Absence Policy" in this Catalog). This apprises Trinity of student program plans and enables appropriate services to be provided. If a student desires to leave TGS, a **Withdrawal** must be completed through the Graduate Student Life Office (see "Withdrawal" in this Catalog).

If an LOA or Withdrawal has not been completed by students and they do not register and successfully complete coursework each consecutive semester (fall, spring; summer is exempt), their status is rendered **inactive** (e.g., active students must register for at least one course each semester).

Inactive students wishing to reenroll must reapply to TGS with no guarantee of readmission. At the time that **inactive** students reapply, they are subject to a **reactivation fee**. Students who withdraw appropriately and reapply are not subject to a reactivation fee.

Catalog

Students admitted to Trinity Graduate School will be subject to the program 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 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 licensure 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 licensed 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. Some 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 sixty to one-hundred 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-around courses. They generally require pre- and post-coursework.

The MA/T program has classes that meet one night per week and some Saturdays for the duration of the program.

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 the 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 documented 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 — 7501 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.

NR: Not Reported. (A special grade designation is posted when a student grade is not submitted by a faculty instructor. The student will see an "NR" designation posted on the web Grade Report on the myTIU dashboard, which indicates that the Records Office is waiting for the grade to be submitted. Students should contact their faculty instructor with questions regarding any pending grades posted with an "NR" designation.) An NR designation on a student's record that remains for longer than three consecutive semesters will be administratively changed to an "F" (failing grade).

EX: Official Extension granted.

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 first class meeting.
- Cohort-based courses (MA/T) 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"

NOTE: 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. 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

In case of any dispute involving a grade or other academic policy, students should first attempt resolution by discussing the issue with the faculty/staff member involved.

Initial Appeal: If the student is unable to resolve the issue to her/his satisfaction by conversing with the faculty/staff member, the student should address her/his appeal in writing to the director of the office enacting the policy or decision (Registrar, Director of Admissions, Program Director, etc.), who will attempt to resolve the appeal in consultation with the Dean of the Graduate School. In the Division of Education, initial appeals are considered by the Teacher Education Council, which is chaired by the Director of the Division of Education.

Secondary Appeal: If a student is dissatisfied with the outcome of the initial appeal, the student should appeal the decision in writing, to the Trinity Graduate School Council, following the procedure detailed in the *TGS Academic Handbook* (https://my.tiu.edu/ICS/icsfs/TGS_Academic_Handbook_2015-16_Final_6.18.15.pdf)

target=fc8b8a58-6b6b-4707-978f-a09a03297567). This formal, written appeal to the Graduate School Council must be initiated within sixty days of receipt of the grade or interpretation/implementation of academic policy that is in question. The Graduate School Council will act on the appeal.

Final Appeal: If still dissatisfied, the student has the right of final appeal to the Dean of the Graduate School. This appeal must be initiated in writing no later than ten days after the communication of the TGS Council's decision.

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 non-accredited institution accompanied by marginal standardized admissions test scores

In such cases, the probationary status will be removed after successful academic performance in 12 hours of academic coursework at Trinity.

A student will be placed on academic probation at the conclusion of any semester in which that student's cumulative GPA in their current degree program falls below graduation requirements in the respective degree program. The student will remain on probation as long as the cumulative average remains below the required level. It is expected that, if on academic probation, all activities outside of regular studies would be curtailed until such time as the probationary status is removed.

The minimum cumulative GPA for all Trinity Graduate School MA degree programs is 3.0. Students whose cumulative GPA falls below 3.0 but remains above 2.3 after 12 hours of academic coursework in their current degree program will be placed on academic probation. Probationary status will be maintained until the cumulative GPA is raised to a 3.0 or above. The probationary period cannot exceed the six-year statute of limitations for the MA degree. Following completion of 12 hours of academic coursework, a student will be dismissed from Trinity Graduate School if the cumulative GPA falls below 2.3.

Students who have either been placed on academic probation or have been dismissed have the right to appeal to the TGS Academic Standing Appeals Committee. They must do so in writing within fourteen calendar days of the postmarked notice of their academic standing. Letters of appeal may be sent to the Office of the Dean of the 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. Upon 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 20 semester hours of graduate study** with a minimum program grade point average of 3.0 (on a 4.0 scale) and removal of 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. Candidacy must be approved by a vote of the faculty. Failure to achieve candidacy results in dismissal from the program.

Individual programs may have additional candidacy requirements. For example, in the MA/MHC program, students are required to participate in and successfully complete the requirements of a group counseling experience. MA/T students must be accepted into the Division of Education. The student should consult with the academic advisor or program director as to the specific requirements for his or her program.

For students enrolled in any of the dual degree options, candidacy in the MA is not awarded until the BA degree is complete.

Capstone Experience

TGS programs all require a capstone experience: professional project, major or integrative paper, internship, comprehensive exam, thesis, or a combination of these. Students should note carefully the requirement in their program curricula and consult with a program advisor as to the precise guidelines for that experience.

Capstone event writers (papers, theses) should note carefully the University writing requirements outlined in the *TIU Style and Format Manual* and avail themselves of the counsel of the Research Document Assistant or assigned Capstone Reader in their writing.

Capstone Extensions and Fees

Some capstone events are regularly completed during the semester of enrollment; however, others often extend one or more semesters beyond the original semester of enrollment. These Capstones also have a Capstone Extension course (– 7476, – 7478, – 7480, – 7485) in which students must enroll in order to maintain their active student status (see “Active and Inactive Student Status” elsewhere in this Catalog). If a student is enrolled in a capstone extension course and in no other courses, a minimal capstone extension course fee is charged for the student to maintain his or her active status and Trinity services. Students who fail to register for a Capstone Extension course to maintain their active status are charged the extension course fee plus late registration fees for *each* semester in which they failed to register and may be rendered inactive in their program, requiring readmission and payment of the reactivation fee (see “Active and Inactive Student Status”).

Changes in Registration and Course Withdrawals

Changes in Registration

For all Add/Drop changes in registration, the student must make the changes on the myTIU dashboard. 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 (second through fifth weeks for quad courses) of classes must be recorded with a grade of “W” (see “Grading”) 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 first meeting day of the class. For the MA/T, 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. Withdrawal is not permitted after the last class session. At that point, students will receive the grade earned.

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 reduced class time in modular classes, attendance at all sessions is required. Students who miss a session will be requested to withdraw from the course.

Because of the accelerated and collaborative nature of the MA/T and MEd 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 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 class, and a grade of “F” will be recorded. The course must then be retaken in order to receive credit.

If an MA/T or MEd 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 program director 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. No hours can be applied from a first or second degree to a third. Students may be allowed to do advanced substitutions for required courses already taken.

Students accepted in BA/MA Dual Degree programs are allowed to take coursework toward an MA simultaneously with their undergraduate coursework; however, they are considered undergraduate students until all requirements are met for the BA. If the coursework for the MA is finished simultaneously with BA coursework, the MA will be awarded in the semester following the awarding of the BA. Even if the MA coursework is finished first, in no case will the MA be awarded until the BA is completed.

Course Extensions

During any given semester faculty may change due dates for an entire class for a given assignment or exceptionally grant individual emergencies; however, any extensions beyond the last day of final exam week are granted only by the Dean of Students (or by the Dean at TIU - Florida). Course extensions must be requested by Friday of exam week.

Coursework is due no later than the scheduled time of the final examination for each course (including Reading, Guided Research, Field Education, and Internship). Extensions for unforeseen emergencies (illness, death) may be requested from the Dean of Students. Vacations, ministry or work responsibilities, and travel plans are not considered emergencies, and such requests will generally be denied.

Note that only the Dean of Students (or the Dean at TIU - Florida), not faculty members, grants course extensions. The Dean of Students (or Dean at TIU - Florida) will notify the students and faculty member of the disposal of the request and may recommend that

1. no grade penalty be given provided the extension deadline is met or
2. a grade reduction of one full letter grade be given for each week the extension is effective.

Grading and the duration of the extension will depend on the severity of the emergency. Course extensions will not exceed four weeks from the end of Final Exam Week or from the last session of a course. All work must be submitted by the assigned deadline, or a failing grade (F) will be permanently recorded.

Course extensions beyond four weeks occur only in the event of the most serious extenuating circumstances. A written request accompanied by the support of the faculty member should be filed with the Dean of Students (or Dean at TIU - Florida).

Course Registration: Trinity College Undergraduates into TGS

Trinity College students may register for one TGS course each fall or spring semester at no additional charge (summers not included). Such coursework may be counted for either undergraduate or graduate credit (not both) and may not be used to fulfill General Education requirements.

Registrants must be a full-time undergraduate student with junior or senior status with a minimum GPA of 3.0. The requisite form, which must be accompanied by the College Dean's signature in the case for juniors, is available from the Records Office. Undergraduate students registering for graduate classes are subject to all deadlines, grading policies, and late fees of TGS.

General Graduation Requirements

The following graduation requirements apply to all master's candidates at Trinity Graduate School:

- Completion of all prescribed coursework for the program
- Completion of at least 24 hours in graduate-level TIU coursework. Some programs may require additional hours.
- A minimum cumulative GPA of 3.0 in program coursework 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
- Approval of the faculty

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 via the Academic Appeals process 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 Participation in Commencement Ceremonies

A student may graduate in May, August, or December of any academic year; commencement ceremonies are held in May and December. Degree completion requires submitting the Application for Graduation (https://tiu_forms.formstack.com/forms/tgs_teds_application_for_graduation) form.

For each academic year, there are three completion semesters: fall, spring, and summer. Students who complete their program at any session are eligible to participate in the May or December commencement ceremony. Participation includes both walking in the ceremony and being listed in the program.

Fall applications are due by July 15, preceding the intended graduation semester. Spring and summer applications are due by December 15, preceding the intended graduation semester.

After completing the Application for Graduation form, students must indicate their plans to participate in commencement by completing the Commencement Participation (https://tiu_forms.formstack.com/forms/tgs_teds_commencement_participation_form) form. This must be done between August 1 and October 15 for the December ceremony, and between January 1 and March 15 for the May ceremony. (Note: Submissions after these dates are moved to the following commencement ceremony.) These students will be informed of the details of the upcoming ceremony by a Commencement Coordinator. Additional ceremony information will be available on the TIU commencement website.

Participation in commencement ceremonies does not imply graduation. Graduands should note the following special requirements for participation in commencement:

- Program requirements of 6 or less hours remaining, student has registered for those requirements to be completed in the subsequent semester (spring for December participants, summer or fall for May participants)
- The capstone experience, internship, and/or clinical practice, are completed and passed during the regular semester deadlines.
- No other program requirements remain outstanding.
- Completion of the online Commencement Participation Form between August 1 and October 15 for December ceremony; and between January 1 and March 1 for the spring ceremony.

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

Leave of Absence or Withdrawal from the University

Leave of Absence

A student who desires not to register for classes for a period of one to three semesters (a maximum of twelve months) should request a Leave of Absence (LOA) via the Academic Withdrawal/Leave of Absence form available from the Graduate Student Life Office (studentservices@tiu.edu). The student should schedule an appointment with the Dean of Students at the time of submission of the form to ensure that all matters are in proper order. An LOA may be granted for personal, financial, or other reasons, but the expectation is that students will return to their program within a twelve-month period.

During the LOA, the student is considered "Active" but "On Leave" and should maintain contact with TGS, ensuring that address information and other relevant data are kept current through the Records Office. At the end of the leave, arrangements for course registration and returning to school should be made directly with the Records Office. During the LOA, the program Statute of Limitation clock keeps ticking; however, the students remain in their program of admission, and no continuation fees are assessed. (Exception: MA/T students on LOA may be placed in a new cohort and are subject to any changes in the educational program's requirements for licensure.) LOA status is not intended to merely delay program deadlines or other program responsibilities but is rather a genuine absence from the TGS community.

If during the LOA students find that they must withdraw from the University or needs further extended leave beyond what was originally filed, they must communicate their intentions with the Student Services Office. LOA beyond twelve months is considered withdrawal from the university, and the student must reapply with no guarantee of readmission. If readmitted, students will be subject to the catalog current to their readmission date and may face programmatic or course requirement changes.

Withdrawal from the University

Complete a Withdrawal from the University form available from the Graduate Student Life Office (studentservices@tiu.edu). The student should schedule an appointment with the Dean of Students at the time of submission of the form to ensure that all matters are in proper order. Withdrawal is not complete until final settlements have been made with the Office of Student Financial Services and Records Office. Grade accountability, if students withdraw from Trinity after the start of a semester, is the same as that of dropping a class. Withdrawal from the University deactivates the students' file, and if they desire to return at a future date, the students must reapply with no guarantee of readmission

All students who have withdrawn from Trinity and desire to return for study must apply for readmission through the Admissions Office. The readmitted student will then be subject to the catalog requirements in effect at the time of reenrollment, rather than the catalog in effect at the time of the student's previous enrollment.

MA/T students who withdraw and apply for readmission will be reassigned to a new cohort upon readmission and will be subject to the academic requirements, as well as to the tuition rates, that apply at the time of their reentry.

Withdrawal for Students Called to Active Military Duty

Trinity students called to active military duty have the following options:

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

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

Statute of Limitation for Program Completion, Program Extension, and Program Readmission

Program Completion

The Statute of Limitation, which is the maximum length of time permitted for completion of a program, is six years from the date of admission for all MA programs in the Trinity Graduate School. When the statute of limitation is reached, the student is administratively withdrawn from the program and a hold is placed on further registration unless a program extension request is granted and is on file with the Records Office.

Program Extension

A program extension request is considered by petition to the TGS Council and generally does not add more than two years to a program's statute of limitation. Petitions should be filed at least one semester before the statute of limitation ends and show consistent evidence of program progress and a definitive plan for program completion. Students granted program extension will be required to pay continuation fees (see "Continuation Fees" elsewhere in this catalog).

Program Readmission

Students who withdraw from Trinity without completing their program and desire to reapply may make application for readmission under the current catalog. Readmission is not guaranteed. A written statement outlining plans for program completion must accompany application materials. Readmission is solely for the program to which the applicant is making application.

Students who are readmitted to a program two years or more beyond their original statute of limitation date can expect to complete additional program hours and may have to retake a significant portion of the coursework for the program. The conditions for readmission and program requirements will be determined on a case-by-case basis by the

department or program director as applicable. These conditions will be outlined in the letter of readmission.

Transcripts and Records Retention

Admissions documents are retained for accepted students who do not enroll for two years and for those who enroll for a period of five years beyond the date of last attendance.

Academic records are retained permanently. Official student transcripts bear the seal of the school and are distributed in a sealed envelope. Students may request their academic transcript by presenting or mailing a Transcript Request Form to the Records Office or submitting a signed letter requesting the transcript. Official transcripts will be sent directly to an institution upon request or may be picked up in the Records Office. Downloadable forms and complete instructions for these options are available at www.tiu.edu/tiu/records/transcriptinfo (<http://www.tiu.edu/tiu/records/transcriptinfo>). Unofficial transcripts are also available and may be faxed.

Allow ten business days for completion of transcript requests. Transcripts are not issued for students who have outstanding accounts unless payment arrangements have been made. Consult the Catalog or the Records Office for fees for transcripts.

Formal Student Complaint Policy

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

Master's Programs

Deerfield Campus

Trinity Graduate School currently offers five master's-level degrees at the Deerfield location.

The Master of Arts in Bioethics (MA/BE) is a 30-semester-hour degree that has many courses available in short-term, summer, or online, and/or independent study formats to accommodate professionals unable to relocate to the Deerfield Campus. The MA/BE is for those who wish to develop expertise in analyzing, addressing, and engaging contemporary ethical issues of life and health that face our current culture.

The MA in Leadership (MA/L), with emphases in nonprofit, organizational, and international leadership, equips students to assume leadership roles in marketplace, community, or ministry organizations.

Trinity Graduate School also offers two education degree programs on the Deerfield campus. The Master of Arts in Teaching (MA/T) is an accelerated, cohort-based program (offered one night per week) designed

to meet the needs of adult, independent learners. The MA/T leads to teacher licensure in either elementary or secondary education. The Master of Education (MEd) helps practicing teachers further their skills in meeting the needs of the various learners in their classrooms. This program is offered in hybrid format, with some class sessions in a face-to-face format in the evening and other sessions conducted online.

The Master of Arts in Athletic Training (MA/AT) degree consists of 75 credits of course work, and meets or exceeds all of the competencies and requirements set forth by the Commission on Accreditation of Athletic Training Education (CAATE) and the National Athletic Trainers' Association (NATA). Upon completion of the program, students will be eligible to sit for the national board certification examination administered by the Board of Certification (BOC).

Florida Regional Center

The Master of Arts in Mental Health Counseling Psychology (MA/MHC), a 54- or 60-credit-hour degree (depending on the concentration selected), is offered through Trinity Graduate School at the Florida Regional Center. This degree program 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. Courses in the Master of Arts in Leadership (MA/L, see above) are also offered at the Florida Regional Center.

South Chicago Regional Center

The MA in Leadership (MA/L) degree program is also offered at the South Chicago Regional Center; with emphases in nonprofit, organizational, and international leadership, it equips students to assume leadership roles in marketplace, community, or ministry organizations.

Master's Programs

- Master of Arts in Athletic Training (MA/AT) (p. 453)
- Master of Arts in Bioethics (MA/BE) (p. 459)
- Master of Arts in Mental Health Counseling (MA/MHC) (p. 463)
- Master of Arts in Leadership (MA/L) (p. 466)
- Master of Arts in Teaching (MA/T) (p. 469)
- Master of Education (MEd) (p. 473)

Master of Arts in Athletic Training (MA/AT)

Trinity Graduate School (TGS) offers a Master of Arts in Athletic Training (MA/AT) degree. This degree program allows two routes of entry. The first option includes the dual degree option that allows students to take graduate coursework toward the MA/AT while completing their BA in Exercise Science with Pre-Athletic Training Emphasis at Trinity. This dual degree program is an accelerated program where an undergraduate student, during their junior year at Trinity, may apply to the MA/AT program at TGS. Trinity BA-Exercise Science with Pre-Athletic Training Emphasis students admitted to the MA/AT program will complete their BA degree upon completion of the first 21 credits of the MA/AT program (completion of the Summer and Fall Year 1 courses).

The second option applies to individuals applying to TGS that have met the MA/AT pre-requisite admission requirements outlined below. Students earning a Bachelor's degree from another university are encouraged to apply. Students applying to the MA/AT program with a bachelor's degree from TIU or from another university, assuming adequate completion of admission requirements, can complete the MA/AT program in two calendar years.

Program Outcomes:

Students completing a Master of Arts degree in *Athletic Training* will be able to:

- be a servant leader in the professional workplace
- serve the patients they treat based upon their Christian worldview of service and discipleship
- demonstrate the skills and knowledge of the Athletic Training discipline
- use critical thinking skills in the clinical practice of Athletic Training
- practice lifelong learning in the discipline of Athletic Training
- understand how athletic training principles are applied in a variety of clinical environments with diverse patient populations
- demonstrate an understanding of and practice ethical decision-making strategies in their professional clinical practice

The curriculum consists of 75 credits to MA degree, and meets or exceeds all of the competencies and requirements set forth by the Commission on the Accreditation of Athletic Training Education (CAATE) and the National Athletic Trainers' Association (NATA). At the completion of the program, students will be eligible to sit for the national board certification examination, administered by the Board of Certification (BOC). MA/AT program students completing the Trinity BA-Exercise Science with Pre-Athletic Training Emphasis will not be required to complete HS 5001 or HS 5002, as their 12 credits of undergraduate bible and theology courses will count towards this requirement. That will decrease their MA/AT program credit requirement to 69 credits. Students completing the dual degree (BA-Exercise Science and MA/AT) do not need to take BE 474 or BE 476, as BE 5100 (MA/AT curriculum) can substitute for BE 474. Students are advised to discuss this route with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

In addition to general requirements for admission to TGS, specific MA/AT admission criteria and prerequisites are listed below. The MA/AT program uses a secondary admission process. Students earning a Bachelor's degree from another university are encouraged to apply. Any student applying to the MA/AT program can complete the MA/AT program in two calendar years.

1. Bachelor's degree with a minimum 3.0 GPA
2. Current CPR for the Professional Rescuer and Healthcare Provider certification
3. Human anatomy and Physiology with lab (8 hours)
4. Introduction to Psychology
5. Statistics
6. Chemistry with lab (4 hours)
7. Physics with lab (4 hours)
8. Psychology of Sport and Exercise
9. Exercise Physiology
10. Biomechanics
11. Introduction to Nutrition
12. 75 hours of clinical observation under the supervision of a Certified Athletic Trainer (AT)
13. MA/AT Athletic Training Program Application
14. Two professional letters of recommendation (one from AT supervising observation hours)

Athletic Training Program: Technical Standards for Admission

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

The following abilities and expectations must be met by all students admitted to the MA-AT Program. In the event that a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Candidates for selection to the MA-AT Program will be required to verify that they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam. Candidates for selection to the MA-AT Program must demonstrate the following:

- The mental capacity to assimilate, analyze, synthesize, integrate concepts, and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm
- Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients
- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively
- Students must be able to understand and speak the English language at a level consistent with competent professional practice
- The ability to record the physical examination results and a treatment plan clearly and accurately
- The capacity to maintain composure and continue to function well during periods of high stress
- The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations
- Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Certification Information

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

Code	Title	Hours
Health Sciences Courses		
HS 5001	Foundations for Integrative Thought in Health Sciences	3
HS 5002	Foundations for Cultural Engagement in Health Sciences	3
HS 5111	Athletic Training Clinical I	1
HS 5112	Athletic Training Clinical II	2
HS 5168	Prevention and Care of Emergent and Musculoskeletal Injuries and Illnesses	3
HS 5202	Nutritional Considerations in Healthcare	3
HS 5261	Clinical Examination and Diagnosis I - Lower Extremity	3
HS 5262	Clinical Examination and Diagnosis II - Upper Extremity	3
HS 5263	Clinical Examination and Diagnosis III - Head, Spine, and Pelvis	3
HS 5271	Therapeutic Interventions I - Lower Extremity	2
HS 5272	Therapeutic Interventions II - Upper Extremity	2
HS 5273	Therapeutic Interventions III - Head, Spine, and Pelvis	2
HS 5311	Athletic Training Clinical III	2
HS 5312	Athletic Training Clinical IV	2
HS 5410	Athletic Training Seminar ¹	6
HS 6285	Statistics and Research in Healthcare	3
HS 6401	Pharmacology and Ergogenic Aids	3
HS 6430	General Medical Conditions	3
HS 6450	Leadership and Professional Development in Healthcare	3
HS 6456	Healthcare Administration	3
HS 6470	Psychosocial Aspects and Behavioral Change	3
HS 6511	Athletic Training Clinical Capstone I	2
HS 6512	Athletic Training Clinical Capstone II	2
Biology Courses		
BIO 5340	Gross Anatomy	4
BIO 6340	Pathophysiology	3
Bioethics Courses		

BE 5100	Intensive Bioethics Institute	3
BE 5299	The Clinical Context	1
BE 5300	Clinical Issues in Bioethics	2
Total Hours		75

¹ 1 credit-hour course taken during each of 6 semesters

Overview

Trinity College (TC) and Trinity Graduate School (TGS) offer a dual degree Bachelor of Arts in Exercise Science / Master of Arts in Athletic Training option that allows students to take graduate course work toward the MA in Athletic Training while completing their BA in Exercise Science with Pre-Athletic Training Emphasis. This dual degree program is an accelerated program where an undergraduate student, during their junior year, may apply to the MA/Athletic Training program at TGS. Both degrees can be completed in a total of five years. BA-Exercise Science with Pre-Athletic Training students admitted to the MA/AT program will complete their BA degree upon completion of the first 21 credits of the MA/AT program (completion of the Summer and Fall Year 1 courses). The curriculum consists of 75 credits to MA degree, and meets or exceeds all of the competencies and requirements set forth by the Commission on the Accreditation of Athletic Training Education (CAATE) and the National Athletic Trainers' Association (NATA). At the completion of the program, students will be eligible to sit for the national board certification examination, administered by the Board of Certification (BOC). MA/AT program students completing the Trinity BA-Exercise Science with Pre-Athletic Training Emphasis will not be required to complete HS 5001 or HS 5002, as their 12 credits of undergraduate bible and theology courses will count towards this requirement. That will decrease their MA/AT program credit requirement to 69 credits. Students completing the dual degree (BA-Exercise Science and MA/AT) do not need to take BE 474 or BE 476, as BE 5100 (MA/AT curriculum) can substitute for BE 474. Students are advised to discuss this route with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

In addition to general requirements for admission to TGS, specific MA/AT Athletic Training admission criteria and prerequisites are listed below. The MA/AT Athletic Training program uses a secondary admission process. Any student applying to the MA/AT program can complete the MA/AT program in two calendar years.

1. Bachelor's degree with a minimum 3.0 GPA
2. Current CPR for the Professional Rescuer and Healthcare Provider certification
3. Human anatomy and Physiology with lab (8 hours)
4. Introduction to Psychology
5. Statistics
6. Chemistry with lab (4 hours)
7. Physics with lab (4 hours)
8. Psychology of Sport and Exercise
9. Exercise Physiology
10. Biomechanics
11. Introduction to Nutrition
12. 75 hours of clinical observation under the supervision of a Certified Athletic Trainer (AT)
13. MA/Athletic Training Program Application
14. Two professional letters of recommendation (one from AT supervising observation hours)

Athletic Training Program: Technical Standards for Admission

The MA-AT Program at Trinity International University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the MA-AT Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE). The following abilities and expectations must be met by all students admitted to the MA-AT Program. In the event that a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Candidates for selection to the MA-AT Program will be required to verify that they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam. Candidates for selection to the MA-AT Program must demonstrate the following:

- The mental capacity to assimilate, analyze, synthesize, integrate concepts, and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm
- Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients

- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively
- Students must be able to understand and speak the English language at a level consistent with competent professional practice
- The ability to record the physical examination results and a treatment plan clearly and accurately
- The capacity to maintain composure and continue to function well during periods of high stress
- The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations
- Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Certification Information

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

Curriculum for the BA/MA Dual Degree

BA - Exercise Science With Pre-Athletic Training Emphasis (70 credits). 32 credits Exercise Science & 19 hours Pre-AT Emphasis; 19 hours satisfy general education requirements.

Undergraduate Courses

Code	Title	Hours
Health Sciences Courses		
HS 161	Medical Terminology	1
HS 162	Introduction to Interprofessional Health Sciences	1
HS 165	Responding to Emergencies and Sport Safety Training	3
HS 168	Prevention and Care of Athletic Injury	3
HS 201	Physiology of Exercise	3
HS 202	Nutrition ¹	3
HS 251	Kinesiology	3
HS 454	Measurement, Research, Statistics and Technology	3
HS 490	Seminar in Interprofessional Health Sciences	1
Biology		
BIO 111	General Biology ¹	4
BIO 340	Human Anatomy and Physiology I	4
BIO 341	Human Anatomy and Physiology II	4
Math		
MA 285X	Statistics ¹	4
Bioethics		
BE 474X or BE 476X	Introduction to Bioethics Undergraduate Bioethics Institute	3
Psychology		
PSY 140	Introduction to Psychology ¹	3
HPW 228X	Sport and Wellness Psychology	3
Total Hours		46
Pre-Athletic Training Emphasis		
Code		Hours
Pre-Athletic Training Emphasis		
CH 103	Introduction to Chemistry ¹	4
CH 203	Essentials of Organic Biochemistry	4
PHY 111	General Physics I	4
PHY 112	General Physics II	4
MA 121	Calculus and Analytic Geometry I	4
HS 351	Biomechanics	3

HS 480 or HS 5111	Professional Rotation in Health Sciences ¹ Athletic Training Clinical I	1
Highly Recommended Athletic Training courses		
BIO 310	Microbiology	4
HS 365	Motor Learning and Lifespan Development	3
HS 370	Introduction to Therapeutic Modalities and Rehabilitation	3
HS 380	Advanced Functional Anatomy	3
Choose one:		3
PSY 335	Child Development	
PSY 337	Psychology of Adolescence	
PSY 339	Adult Development	

¹ Fulfills a general education requirement

² Total hours required for dual degree: 175

- -70 credits undergraduate degree program
- -36 credits additional undergraduate general education requirements
- -69 credits master's degree program

Graduate Courses

Code	Title	Hours
Health Science Courses		
HS 5001	Foundations for Integrative Thought in Health Sciences	3
HS 5002	Foundations for Cultural Engagement in Health Sciences	3
HS 5111	Athletic Training Clinical I	1
HS 5112	Athletic Training Clinical II	2
HS 5168	Prevention and Care of Emergent and Musculoskeletal Injuries and Illnesses	3
HS 5202	Nutritional Considerations in Healthcare	3
HS 5261	Clinical Examination and Diagnosis I - Lower Extremity	3
HS 5262	Clinical Examination and Diagnosis II - Upper Extremity	3
HS 5263	Clinical Examination and Diagnosis III - Head, Spine, and Pelvis	3
HS 5271	Therapeutic Interventions I - Lower Extremity	2
HS 5272	Therapeutic Interventions II - Upper Extremity	2
HS 5273	Therapeutic Interventions III - Head, Spine, and Pelvis	2
HS 5311	Athletic Training Clinical III	2
HS 5312	Athletic Training Clinical IV	2
HS 5410	Athletic Training Seminar ¹	1
HS 6285	Statistics and Research in Healthcare	3
HS 6401	Pharmacology and Ergogenic Aids	3
HS 6430	General Medical Conditions	3
HS 6450	Leadership and Professional Development in Healthcare	3
HS 6456	Healthcare Administration	3
HS 6470	Psychosocial Aspects and Behavioral Change	3
HS 6511	Athletic Training Clinical Capstone I	2
HS 6512	Athletic Training Clinical Capstone II	2
Biology Courses		
BIO 5340	Gross Anatomy	4
BIO 6340	Pathophysiology	3
Bioethics Courses		
BE 5100	Intensive Bioethics Institute	3
BE 5299	The Clinical Context	1
BE 5300	Clinical Issues in Bioethics	2
Total Hours		75

¹ 1-credit hour course taken during each of 6 semesters

Trinity provides the opportunity for students to earn multiple masters degrees without substantially lengthening their stay. Multiple Masters options include:

- MA in Bioethics / MA in Athletic Training

Master of Arts in Bioethics (MA/BE)

Mission Statement

The MA in Bioethics (MA/BE) equips students to analyze bioethical issues in healthcare and biotechnology and to engage bioethical challenges in relevant contexts.

Program Objectives & Outcomes:

Students graduating from the MA/BE program will be able to:

- Understand the current and emerging bioethical issues in healthcare and biotechnology
- Discern the differences among competing contemporary approaches to ethics and bioethics
- Engage bioethical challenges in public policy, clinical healthcare, and biomedical research contexts
- Employ culturally-sensitive biblical and theological frameworks for addressing issues in bioethics
- Think integratively, seeing beyond individual bioethical issues to deeper questions that underlie the bioethics field as a whole

The MA in Bioethics (MA/BE) is designed with various groups of students in mind, including those who are presently—or aspire to be—physicians, nurses, and other healthcare professionals; lawyers; people with political, public policy, social service, and ministry interests in pro-life and related areas; teachers in related university, college, or high school fields; and those involved in educating and engaging various constituencies through nonprofit organizations. The program is particularly well suited for those with professional or other responsibilities who need a flexible 30-semester-hour program. There is also a multiple masters degree option for Trinity Evangelical Divinity School students and for Trinity Graduate School students, as well as a dual degree option for Trinity College undergraduates. By enrolling in online courses, mentored and independent study work, and as few as two several-day campus courses, the program can be completed without relocating near the Deerfield, Illinois campus. Alternatively, a complete on-campus program is also available.

Program of Study

Code	Title	Hours
Common Core Courses		6
BE 5001	Foundations for Integrative Thought in Bioethics	3
BE 5002	Foundations for Cultural Engagement in Bioethics	3
Required Courses		15
BE 5000 or BE 5100	Introduction to Bioethics: Matters of Life and Dignity Intensive Bioethics Institute	3
BE 5200	Research Ethics	2
BE 5300	Clinical Issues in Bioethics ¹	2
BE 5500	Bioethics and Public Policy ¹	2
BE 6200	Ethical Theory	3
BE 6500	Advanced Bioethics Institute ²	3-4
Bioethics Capstone		
Select one of the following:		0-4
BE 7476	Bioethics Capstone Exam	0
BE 7478	Bioethics Capstone Project	0-3
BE 7480	Bioethics Capstone Integrative or Major Paper	0-3
BE 7485	MA Thesis ³	0-4
ID 6910	Research Methods (required with Thesis) ³	1
Bioethics Electives		5-9
Students choose 5-9 hours from any of the courses listed below, depending on how many hours they earn for their capstone. Students should consult with an academic advisor in planning their individual programs of study.		
BE 5299	The Clinical Context ²	1
BE 5400	Nursing Ethics	2
BE 5499	The Public Policy Context ²	1
BE 5600	Law and Bioethics	2
BE 5700	The Right to Life & the Law	2
BE 5800	Bioethics Regional Conference	2-3
BE 5900	Bioethics National Conference	2-3

BE 6100	Bioethics Colloquium	1-2
BE 6300	Bioethics, Human Dignity, and the Church	2-3
BE 6400	Readings in Bioethics	2-3
BE 6500	Advanced Bioethics Institute ¹	3-4
BE 6600	Classic Cases in Bioethics	3
BE 6700	Personhood in Theological & Philosophical Perspective	3
BE 6800	Global Health and Justice	2-3
BE 7300	Advanced Clinical Ethics	1-3
BE 7700	Bioethics Seminar	1-4
Total Hours		30

¹ Students relatively unfamiliar with clinical-medical and/or public policy settings should take the background courses BE 5299 and/or BE 5499. These courses can count for elective credit.

² 3 hours fulfill requirement; 4th hour is elective.

³ BE 7485 requires ID 6910, a research methods course, as a prerequisite.

Required Capstone Experience (0-4 hours)

Preparation for work in the field of bioethics should include at least one endeavor that is not merely focused on a particular bioethical issue but is integrative in nature, encompassing multiple issues. The capstone course can involve taking a comprehensive exam in which broad essay questions allow the student to demonstrate a grasp of the field as a whole. Or it can involve writing an integrative paper, or developing a special project such as a bioethics curriculum, a sermon/talk series, or a written reflection on a clinical, public policy, or other bioethics-related internship experience. The paper or project can be done to fulfill an assignment in a non-capstone course, in which case the student registers for a 0-hour capstone course in the same semester as the other course. Alternatively, students may write a formal master's-level thesis after obtaining approval and instructions from the Bioethics Program Director.

However students choose to meet the capstone experience requirement, those not doing a thesis must register for course credit under one of the following course numbers: BE 7476; BE 7478; or BE 7480. Students should register for BE 7476, BE 7478, BE 7480 in the semester they intend to start the project or paper or take the comprehensive exam. Students making progress toward completion of a capstone (other than the comprehensive examination) but unable to finish in a single semester, can apply for a capstone extension. They must then register for BE 7486. A capstone extension fee will be assessed.

The capstone experience must be completed subsequent to candidacy and is supervised by a faculty member. (A list of approved faculty members is available in the Records Office and on MyTIU.) An Independent Study & Capstone Registration form (available on MyTIU) must be completed to register for all capstone and guided research (BE 7501) courses. All capstones involving research with human subjects must be approved by the TIU IRB prior to the beginning of that research, with the application for approval due by the end of the semester that precedes the semester in which the research is to take place.

Course Sequencing

Either BE 5000 or BE 5100 must be taken before BE 6500. When the elective BE 7300 is offered, only those who have clinical/medical experience (or permission from the professor) and have completed BE 5300 can take it. It is recommended that the four foundational courses—BE 5001, BE 5002, and either BE 5000 or BE 5100—be taken before other bioethics courses. Professors teaching other bioethics courses will assume that all students in those courses either will have taken these four courses or will at least have read a relevant text for each of those courses not yet taken. A list of relevant texts (https://my.tiu.edu/ICS/Campus_Life/Campus_Groups/Bioethics) for these courses may be found in the TGS Bioethics Department section of MyTIU.

Trinity provides the opportunity for students to earn multiple masters degrees without substantially lengthening their stay. Multiple Masters options include:

- MA in Bioethics / MA in Athletic Training
- MA in Bioethics / MA in Chaplaincy and Ministry Care (p. 476)
- MA in Bioethics / Master of Divinity (p. 484)
- MA in Bioethics / MA in Leadership (p. 478)
- MA in Bioethics / MA in Ministry (p. 480)
- MA in Bioethics / MA - Theological Studies Concentration (p. 482)

Bachelor of Arts/Master of Arts in Bioethics

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, pre-health, psychology, philosophy, law, public policy, communications, theology, business, Christian ministries, and education.

In this program, an undergraduate student may earn a graduate degree as early as the summer following the senior year by taking graduate-level courses beginning the junior year. Nine hours of coursework from the MA count toward the BA. These 9 overlapping hours are taken as part of the undergraduate load. (See the dual degree curriculum (p. 260)) Students begin graduate coursework in the summer after their junior year, so it is possible for them to complete both the BA and the MA as early as the following summer.

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

Model Curricular Plan for the Dual Degree

The following is a *sample course plan* for the dual degree. Plans may vary for individual students. Students are expected to consult with their undergraduate and graduate advisors to make individual adjustments to the curricular plan as necessary. During the fall and spring semesters, as students complete their course requirements for general education and major and take graduate coursework toward the MA, they are reminded that a full academic course load must include at least 12 hours of combined graduate and undergraduate courses per semester.

Recommended undergraduate courses to be completed before starting the MA coursework:

Code	Title	Hours
BI 101 or BI 111	Understanding the Old Testament ¹ Understanding the New Testament	3
BI 210	Biblical Interpretation	3
PH 180	Introduction to Philosophy	3
BIO 111 or BIO 103	General Biology Introductory Biology	4

Other general education courses and required major courses

¹ Note: BE 5001 substitutes for one of these courses

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

- **BI 101 or BI 111:** BE 5001 replaces either BI 101 or BI 111 in general education category *Foundations of Christian Thinking and Living*.
- **Religious and Ethnic Diversity:** BE 5002 replaces one course in the *Religious and Ethnic Diversity* subcategory under *Foundations of Cultural and Global Perspective*.
- **Any approved undergraduate major, general education, or elective course:** (3 hours) of graduate credit can replace 3 hours of undergraduate credit. Students should check with advisors to determine if there are courses in their major that can be replaced with graduate coursework.

Students should note that BE courses are offered in several formats: traditional (15 week), modular (meets two weekends in a semester), online, summer conference associated courses, and independent study courses.

At least two courses must be taken in residency at the Deerfield, IL campus:

Code	Title	Hours
BE 5100	Intensive Bioethics Institute	3
BE 6500	Advanced Bioethics Institute	3-4

BE 5100 and BE 6500 are offered during the summer at the time of the annual National Bioethics Conference on the Deerfield campus. BE 5100 can be replaced by BE 5000 – a 15-week course offered in the fall semester on the Deerfield campus.

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

Service Learning Requirement

Students can fulfill Trinity College's Service Learning requirement by working with The Center for Bioethics & Human Dignity during the summer National Bioethics Conference, with optional free attendance at the conference in the summers following the freshman and sophomore years.

Application to the Dual Degree Program

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

Code	Title	Hours
First Summer		
BE 5100	Intensive Bioethics Institute	3
BE 5900	Bioethics National Conference (elective)	2-3
Fall Semester		
BE 5001	Foundations for Integrative Thought in Bioethics	3
BE 5002	Foundations for Cultural Engagement in Bioethics	3
BE 5200	Research Ethics	2
BE 5499	The Public Policy Context (optional) ¹	1
BE 5500	Bioethics and Public Policy	2
Spring Semester		
BE 5299	The Clinical Context (optional) ¹	1
BE 5300	Clinical Issues in Bioethics	2
BE 6200	Ethical Theory	3
Second Summer		
BE 5900	Bioethics National Conference	2-3
BE 6500	Advanced Bioethics Institute	3-4
Capstone		
(0-4 hours of the following)		
BE 7476	Bioethics Capstone Exam	0
BE 7478	Bioethics Capstone Project	0-3
BE 7480	Bioethics Capstone Integrative or Major Paper	0-3
BE 7485	MA Thesis ²	0-4
Total Hours		30

¹ Students relatively unfamiliar with clinical-medical and/or public policy settings will need to use one or two of their elective hours in order to take the background courses BE 5299 and/or BE 5499 either concurrently or during the previous semester.

² BE 7485 requires ID 6910, a research methods course, as a prerequisite.

Master of Arts in Mental Health Counseling

Mission Statement

The MA in Mental Health Counseling (MA/MHC) equips students to integrate professional counseling with a biblical worldview to serve all peoples.

Program Outcomes:

Students graduating with a Master of Arts degree in *Mental Health Counseling* will be able to:

- demonstrate the integration of a Biblical worldview with counseling theory & practice
- articulate a faith-praxis involving the need for service to underserved client populations
- demonstrate knowledge of and adherence to cultural competency standards when working with diverse clients
- demonstrate sufficient knowledge in the field's core competency areas
- assess, deliver, and document interventions consistent with current standards of care in the counseling profession
- demonstrate personal and professional growth as evidenced by critical self-reflection

Program Objectives

Students graduating from the MA/MHC program will be able to:

- Integrate a biblical worldview in counseling theory and practice
- Apply their faith in areas of service to underserved client populations
- Adhere to cultural competency standards when working with the needs of diverse clients
- Display thorough content knowledge in core competency areas in the field of counseling psychology
- Assess, deliver, and document appropriate interventions that are consistent with current standards of care in the counseling profession
- Critically reflect upon their personal growth and refine their counseling skills in order to provide ethical and professional care for clients

Additional Admissions Requirements

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

Candidacy

In addition to the candidacy requirements outlined in "Academic Policies," MA/MHC students are **required to participate in one semester of group counseling while in residence**. This group experience is offered in the summer.

A separate fee is charged for this counseling.

Program Prerequisites

The following courses are program prerequisites for the MA/MHC:

9 semester hours of psychology, including

- General Psychology (3 hours)
- Statistics (3 hours)
- any clinical psychology elective, including therapeutic, personality, or abnormal psychology or any developmental elective (3 hours).

Program of Study

Code	Title	Hours
Common Core Courses		6
ID 5001	Foundations for Integrative Thought	3
ID 5002	Foundations for Cultural Engagement	3
Required Counseling Courses		27
MH 5210	Counseling Skills Training	3
MH 5310	Counseling Theories	3
MH 6110	Career Counseling	3
MH 6130	Group Counseling	3
MH 6520	Human Growth and Development	3
MH 6710	Psychology and Theology	3

MH 6720	Ethics & Issues in Counseling	3
MH 7210	Psychological Testing	3
MH 7900	Psychological Research Methods	3
Concentration		21-27

Select one of the two concentrations listed below:

Total Hours	60
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Concentrations

Mental Health Counseling (60 credits)

Code	Title	Hours
Required Courses		21
MH 5120	Substance Abuse Counseling	3
MH 6015	Community Counseling	3
MH 6610	Human Sexuality	3
MH 6650	Multicultural Issues in Counseling	3
MH 7450	Psychopathology	3
Participation in Group Counseling Experience		0
MH 7961	Internship in Counseling I	3
MH 7962	Internship in Counseling II	3
Concentration Electives		6
Select 2 courses:		
MH 5140	Principles of Guidance and Counseling	3
MH 6530	Child & Adolescent Counseling	3
MH 6625	Theoretical Foundations of Marriage & Family Therapy	3
MH 7140	Crisis Counseling	3
MH 7950	Counseling Practicum	3
MH 7963	Advanced Counseling Practicum	3
MH 8000	Current Studies in Counseling and Psychology	1-3
Total Hours		46-48

¹ The State of Florida requires 1,000 internship hours for licensure, a percentage of which may be specified as face-to-face. Students unable to meet this requirement in two semesters of internship can enroll in further onsite work using MH 7950 or MH 7963 as one of the Mental Health Counseling concentration electives.

Guidance and Counseling (54 credits)

Code	Title	Hours
Required Courses		18
MH 5140	Principles of Guidance and Counseling	3
MH 5145	School Consultation Procedures	3
MH 6140	Counseling Exceptional and At-Risk Children	3
MH 6530	Child & Adolescent Counseling	3
Participation in Group Counseling Experience		0
MH 6911	Guidance & Counseling Practicum I	3
MH 6912	Guidance & Counseling Practicum II	3
Concentration Electives		3
Select one of the following:		
MH 5120	Substance Abuse Counseling	3
MH 6015	Community Counseling	3
MH 6610	Human Sexuality	3
MH 6625	Theoretical Foundations of Marriage & Family Therapy	3
MH 6650	Multicultural Issues in Counseling	3
Total Hours		54

Capstone Options for Students Not Pursuing Licensure

Code	Title	Hours
MH 7480	Counseling Psychology Capstone Integrative Paper	3
MH 7478	Counseling Psychology Capstone Project	3
MH 7985	Counseling Psychology Thesis	3
MH 7910	Advanced Research Methods	3
MH 7969	International Counseling Experience	3

Required Capstone Experience

Students in the MA in Counseling Psychology with a Mental Health Counseling concentration must meet internship requirements in order to be licensed in the state of Florida. In addition, students in the Guidance and Counseling Concentration must meet the practicum requirements for state certification. Students not pursuing licensure/certification may opt to complete the degree by choosing among three other capstone options: Capstone Project, Capstone Thesis or the International Counseling Experience with the program director's approval. Students completing the capstone options will need 60 credit hours for graduation in the Mental Health Counseling concentration and 54 hours in the Guidance and Counseling concentration.

However the student chooses to meet the capstone experience requirement, all students must register for course credit for their selected capstone experience in the semester in which they start the capstone. Students making progress toward completion of a capstone but unable to finish in a single semester can apply for a capstone extension. They must then register for MH 7486. Capstone extension fees will be assessed. Students who opt to fulfill the capstone by writing a thesis must also take MH 7910.

The capstone experience must be completed subsequent to candidacy and is supervised by a faculty member. Students opting to write a formal master's thesis should consult the Counseling Psychology Program Director for details.

Adult Bachelor of Arts in Psychology/Master of Arts in Mental Health Counseling

The Trinity College Excel Program and Trinity Graduate School (TGS) offer a dual degree Bachelor of Arts/Master of Arts in Mental Health Counseling option at Trinity Florida that allows students to take graduate coursework toward the MA in Mental Health Counseling while completing their BA in Psychology. With this accelerated option, students can apply to the MA/MHC program at TGS while still completing an undergraduate degree through Excel. Interested students are advised to discuss the program with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Students may apply for the dual degree program upon completion of 70 credit hours with a 3.0 cumulative GPA. A positive recommendation from a TIU instructor capable of assessing their suitability for graduate work is required. This instructor must have had substantial interaction with the student, per the final approval of Excel's Director of Academic Operations. Transfer students may apply for the program if they have 70 hours of undergraduate course work, a positive recommendation from a psychology instructor, and a 3.0 GPA for all transferred college work, including a 3.0 GPA in Trinity coursework.

Approved students will take nine (graduate) credits in the MA/MHC, which, upon completion of those nine credits, will reduce the number of (undergraduate) credits required to complete a bachelor's degree from 124 to 115. This can be accomplished in one or more of the following ways:

1. ID 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in the general education category Biblical Studies.
2. ID 5002 Foundations of Cultural Engagement (3 hours) replaces the general education requirement in the category Intercultural Study.
3. One graduate MHC course (3 hours) replaces 3 hours of undergraduate elective credit.

Or, if a student does not take ID 5001 and/or ID 5002 as an undergraduate, one or two additional MHC courses (3 or 6 credits) replace an additional 3 or 6 hours of undergraduate elective credit.

Thus on completion of the undergraduate degree, students will be approximately a full semester ahead as they continue graduate studies in the MA/MHC program.

Master of Arts in Leadership (MA/L)

Program Purpose

The MA in Leadership (MA/L) equips students to lead adaptively to meet the challenges of the business, community, international and nonprofit organization.

Program Outcomes:

Students graduating with a Master of Arts degree in *Leadership* will be able to:

- integrate Christian faith with their thoughts, feelings, and actions (*Ethical Character*)
- become lifelong agents of ethical conduct, influence, and organizational participation (*Contextual Relationships*)
- employ leadership skills and tools to manage the operational aspects within the specialized context of their occupational and/or academic discipline (*Managerial Skills*)
- demonstrate increased proficiency in leadership theory and practice, research, life-long learning, and discernment of current and emerging issues in leadership (*Academic Capability*)

Program of Study (32 Credits)

Code	Title	Hours
Leadership Studies Core Courses		13
LR 5010	Introduction to Leadership: Definition and Perspectives	
LR 5020	Ethical Foundations and Integration of Leadership	
LR 6020	Contextualization, Worldview & Communication	
LR 6720	Followership	
LR 6850	Organizational Dynamics	
LR 6380	Assessment and Innovation	
Electives		6
Electives may be from any TGS or TEDS program as deemed appropriate.		
Recommended:		
LR 5460	Change and Conflict Management	
LR 6030	Leadership and Finances	
LR 6811	Social and Cultural Understanding for Leadership	
Emphases Courses (9 hours)		
Choose one of the following three emphases:		
Emphasis: Nonprofit Leadership (9 hours)		
LR 6920	Human Resource Management	
LR 6940	Essentials of Nonprofit Operational Management	
LR 6960	Nonprofit Organizational Dynamics	
Emphasis: Organizational Leadership (9 hours)		
LR 5570	Group and Organizational Communication	
LR 6520	Coaching and Mentoring	
LR 6920	Human Resource Management	
Emphasis: International Leadership (9 hours)		
LR 5820	Globalization for Leadership	
LR 5890	International Practicum	
ME 8210	Intercultural Communications	
Emphasis Total:		9
Capstone or Class & Comprehensive Exam (4 hours)		
Choose one of the following two options:		
Capstone Process (4 hours)		
LR 7468	Leadership Capstone Literature Review	
May be taken for 1 or 2 hours		
LR 7478	Leadership Capstone Project	
May be taken for 2 or 3 hours		

- LR 7468 & LR 7478 should total 4 credits, but can be spread differently over 2 semesters.
- LR 7468 should be taken prior to LR 7478, with LR 7468 coursework completed before students take LR 7478.

Additional Coursework and Comprehensive Examination Process (4 hours)

LR Coursework from the Leadership catalog offerings.

LR 7400 Leadership Comprehensive Examination

- Students doing a Capstone (see process above) do not need to take a comprehensive examination.
- Students should take the Comprehensive Examination during the last semester before graduation.

Capstone/Comprehensive Exam Total

4

Other Program Requirements

- Cumulative GPA at 3.0 or above, with all grades at least a "C" or above.
- Advising plan & Capstone/Comprehensive Examination sequence established.
- Applied for graduation (Check due dates from Student Handbook).
- Capstone or Comprehensive Examination

Total Hours

32

Bachelor of Arts/Master of Arts in Leadership

Trinity Graduate School and Trinity College offer a dual Bachelor of Arts/Master of Arts degree that pairs an MA in Leadership (MA/L) 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: business, organizational leadership, Christian ministries, and psychology.

Approved students will take nine credits in the MA/L, which, upon completion of those nine credits, will reduce the number of required credits from 124 to 115 in order to graduate with a bachelor's degree. This can be accomplished in one or more of the following ways:

1. ID 5001 / LR 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in the general education category Biblical Studies.
2. ID 5002 / LR 5002 Foundations of Cultural Engagement (3 hours) replaces the general education requirement in the category Intercultural Study.
3. One LR course (3 hours) replaces 3 hours of undergraduate elective credit.

Or, if a student does not take ID/LR 5001 and/or ID/LR 5002 as an undergraduate, one or two additional LR courses (3 or 6 credits) replace an additional 3 or 6 hours of undergraduate elective credit.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale, 70 hours of undergraduate coursework, and demonstrated leadership potential. Students may apply for acceptance to the Dual Degree program through Trinity Graduate School. A positive recommendation from a TIU instructor capable of assessing their performance in an ongoing or recent leadership role is required. This instructor must have had substantial interaction with the student, per the final approval of the Excel academic directors.

Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a TIU instructor (per the final approval of Excel academic director), a 3.0 GPA for all transferred college work, and a 3.0 in Trinity coursework, in addition to demonstrated leadership potential. Students interested in the dual degree are advised to notify their advisors as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Curricular Plan for the Traditional BA/MA in Leadership Dual Degree

Freshman, Sophomore, and Junior Years

Undergraduate Coursework:

Code	Title	Hours
BI 101 or BI 111	Understanding the Old Testament Understanding the New Testament	3
BI 210	Biblical Interpretation	3
PH 180	Introduction to Philosophy	3
Other general education courses and required major courses		

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

- **BI 101 or BI 111:** LR 5001 replaces either BI 101 or BI 111 in general education category Foundations of Christian Thinking and Living.
- **Religious and Ethnic Diversity:** LR 5002 replaces one course in the Religious and Ethnic Diversity subcategory under Foundations of Cultural and Global Perspective.
- **One LR course** (3 hours) replaces 3 hours of undergraduate elective credit.

Junior Year

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

Summer Before Senior Year

- Optional: Student takes some courses during summer sessions.

Senior Year

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

Summer After Senior Year

- Student takes some courses during summer sessions.
- Student completes coursework for MA program.
- Student completes requirements for MA graduation.

Program Purpose

The MA in Leadership (MA/L) equips students to lead adaptively to meet the challenges of the business, community, international and nonprofit organization.

Program Outcomes:

Students graduating with a Master of Arts degree in *Leadership* will be able to:

- integrate Christian faith with their thoughts, feelings, and actions (*Ethical Character*)
- become lifelong agents of ethical conduct, influence, and organizational participation (*Contextual Relationships*)
- employ leadership skills and tools to manage the operational aspects within the specialized context of their occupational and/or academic discipline (*Managerial Skills*)
- demonstrate increased proficiency in leadership theory and practice, research, life-long learning, and discernment of current and emerging issues in leadership (*Academic Capability*)

Trinity provides the opportunity for students to earn multiple masters degrees without substantially lengthening their stay. Multiple Masters options include:

- MA in Bioethics / MA in Leadership (p. 478)

Master of Arts in Teaching (MA/T)

Mission Statement

The MA in Teaching (MA/T) seeks to develop highly qualified Christian teachers who view teaching as a mission; they nurture students, reflect critically on practice, and facilitate classroom experience to maximize the potential of all learners.

Program Objectives

Candidates graduating from the MA/T program will:

- Display thorough content knowledge and understanding of human development necessary to teach in their respective fields
- Plan, deliver, and assess effective instructional experiences that align with learning standards, educational theory, and knowledge of student development
- Exhibit appropriate professional dispositions that reflect the personal, professional, and practical components of teaching
- Evidence Christian values in their personal and professional practice while respecting the exercise of individual moral decisions
- Address the differing needs of a diverse student population with professional competence, respect and fairness
- Apply educational theory to a real school setting

Program Prerequisites

In addition to the general requirements for admission to Trinity Graduate School 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 licensure requirements. Advisors are available in Trinity's Division of Education (847.317.8144).
- Secondary candidates are urged to take the appropriate Illinois Content Area test prior to the start of the cohort program (Science: Biology, English with Language Arts, Social Science: History, or Mathematics).
- Candidates whose undergraduate coursework does not fully meet Illinois state standards or program requirements will be required to take additional courses to augment their content knowledge. These will be determined in consultation with the education advisor at the time of application.

Candidacy

In addition to the Graduate School's candidacy requirements, outlined in Academic Policies (p. 448), MA/T students must be officially admitted into the Division of Education (Gate 1). In order to be admitted to the Division of Education (Gate 1), students must meet the following requirements:

- Complete 12 program hours with a GPA of 3.0 or above
- Earn grades of C or better in ED 5200 and ED 5201
- Complete the Division of Education Handbook requirement
- Pass the appropriate Illinois Licensure Testing System content-area test (secondary candidates only)
- Pass the Professional Skills Assessment (part of ED 5201)
- Receive approval from the Division of Education

Once admitted to the Division of Education, the student is considered a teacher candidate. Continuation of candidates in the education program is evaluated prior to Pre-clinical Experiences (Gate 2), Clinical Experiences/Student Teaching (Gate 3), and Licensure (Gate 4). Each of these gates requires candidates to:

1. complete all state and institutional requirements as articulated in the Division of Education Handbook,
2. earn grades of "C" or better in all licensure-related coursework, and
3. maintain a minimum cumulative GPA of 3.0 overall, with grades of "C" or better in all education coursework.

Licensure Only

College graduates with a bachelor's degree from a regionally accredited institution who want to be licensed to teach elementary or secondary school in Illinois may enroll in the education courses in the MA/T program that lead to licensure without finishing the full master's degree. Licensure only candidates will complete all of the listed MA/T coursework with the exception of ED 5001, ED 5002, ED 6970 and ED 7478. Additional credits may be required to meet the specific general education requirements. The Division of Education will review college transcripts to determine if any additional course requirements must be met for licensure. Candidates must pass the appropriate content-area test and the appropriate teacher performance assessment (edTPA) in order to be eligible for licensure. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure. No coursework for which a candidate earns a grade below C (2.0 on 4.0 scale) will be accepted for meeting program requirements in an entitlement or endorsement area.

Pre-clinical Experiences (School Practica)

Participants will be required to complete pre-clinical experiences during the school day prior to clinical practice, which may result in missed days from work (depending on the individual's job). Participants may remain in their current employment until the final professional semester at which time they will be required to complete clinical practice through a full time, semester-long placement in a school classroom.

Additional Licensure Requirements

Candidates must pass the appropriate content-area test and the teacher performance assessment (edTPA) in order to complete their program. **Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure.**

Credit from Other Institutions

A maximum of six (6) hours of applicable education coursework, taken at the graduate level at a regionally accredited institution, may be accepted to fulfill program requirements. Coursework will be evaluated by the program director on a case by case basis; the coursework must fulfill a specific requirement of the MA in Teaching.

Program Outcomes:

Students graduating with a Master of Arts degree in *Teaching – Elementary Education* will be able to:

- display thorough content knowledge required to teach in their respective fields
- plan, deliver and assess effective instructional experiences that align with learning standards, educational theory, and knowledge of student development
- exhibit appropriate professional dispositions that reflect the personal, professional, and practical components of teaching
- evidence Christian values in their personal and professional practice, while respecting the exercise of individual moral decisions
- address the differing needs of a diverse student population with professional competence, respect, and fairness
- apply educational theory to a real school setting

Program of Study

Code	Title	Hours
Common Core Courses		6
ED 5001	Foundations for Integrative Thought in Education	3
ED 5002	Foundations for Cultural Engagement in Education	3
Educational Foundations Courses		15
ED 5100	Understanding the Classroom Environment Pre-clinical Experience	0
ED 5200	History and Philosophy of Education	3
ED 5201	Professional Skills in Teaching	1
ED 5350	Advanced Educational Psychology	3
ED 5400	Foundations of Special Education	3
ED 5551	Teaching in Diverse Settings I	1
ED 6400	Foundations of Teaching English as a Second Language	3
ED 6930	Educational Assessment	1
Methods Courses		15
ED 5552	Teaching in Diverse Settings II	1
ED 5553	Diversity Field Experience	1
ED 6690	General Teaching Methods	3
ED 6702	Literacy Methods for Emerging Readers	3
ED 6703	Methods of Teaching Mathematics in the Elementary School	2
ED 6705	Literacy Methods for Upper Elementary Grades	2
ED 6706	Integrating Science, Social Studies, and the Arts in Instruction	2
ED 7001	Field Experience Practicum	1
Professional Semester		9
ED 7450	Clinical Practice for Elementary Licensure	6
ED 7449	Classroom Management	1
ED 7460	Advanced Seminar in Education	2
Capstone Research Project/Thesis		2

ED 6970	Educational Research	1
ED 7478	MA/T Capstone Project	1
Total Hours		47

Required Capstone Experience

The capstone experience in the Master of Arts in Teaching program involves a research project that explores an issue in diversity in education and is closely tied to coursework in the program. All students must register for ED 7478 during their clinical practice semester. Students making progress toward completion of a capstone but unable to finish in a single semester can apply for a capstone extension by registering for ED 7486.

Program Outcomes:

Students graduating with a Master of Arts degree in *Teaching – Secondary Education* will be able to:

- display thorough content knowledge to teach in their respective fields
- plan, deliver and assess effective instructional experiences that align with learning standards, educational theory, and knowledge of student development
- exhibit appropriate professional dispositions that reflect the personal, professional, and practical components of teaching
- evidence Christian values in their personal and professional practice, while respecting the exercise of individual moral decisions
- address the differing needs of a diverse student population with professional competence, respect, and fairness
- apply educational theory to a real school setting

Program of Study

Code	Title	Hours
Common Core Courses		6
ED 5001	Foundations for Integrative Thought in Education	3
ED 5002	Foundations for Cultural Engagement in Education	3
Educational Foundations Courses		15
ED 5100	Understanding the Classroom Environment Pre-clinical Experience	0
ED 5200	History and Philosophy of Education	3
ED 5201	Professional Skills in Teaching	1
ED 5350	Advanced Educational Psychology	3
ED 5390	Adolescent Psychology	3
ED 5400	Foundations of Special Education	3
ED 5551	Teaching in Diverse Settings I	1
ED 6930	Educational Assessment	1
Methods Courses		13
ED 5553	Diversity Field Experience	1
ED 5552	Teaching in Diverse Settings II	1
ED 6260	Reading and Writing Across the Curriculum	3
ED 6690	General Teaching Methods	3
ED 6750	Middle School Methods	2
Select one of the following:		2
ED 6810	Teaching Biology in the Middle and High School	
ED 6820	Teaching Language Arts & Literature in the Middle and High School	
ED 6830	Teaching History & Social Studies in the Middle and High School	
ED 6840	Teaching Mathematics in the Middle and High School	
ED 7001	Field Experience Practicum	1
Professional Semester		9
ED 7455	Clinical Practice for Secondary Licensure	6
ED 7449	Classroom Management	1
ED 7460	Advanced Seminar in Education	2
Capstone Research Project/Thesis		1
ED 6970	Educational Research	1

Required Capstone Experience

The capstone experience in the Master of Arts in Teaching program involves a research project that explores an issue in diversity in education and is closely tied to coursework in the program. All students must register for ED 7478 during their clinical practice semester. Students making progress toward completion of a capstone but unable to finish in a single semester can apply for a capstone extension by registering for ED 7486.

Master of Education

Program Purpose

The Master of Education (MEd) is an advanced course of study for licensed teachers who wish to become more effective in helping all learners find success in the general education curriculum. Recognizing the variety of learner differences in the inclusive classroom, this program helps teachers build upon their existing pedagogical knowledge and expand their knowledge, skills, and dispositions, with a focus on the needs of the diverse learner. Special attention is given to students who are learning English as a second language (ESL), have a disability, or are gifted. After successful completion of the degree coursework, teachers will be able to apply for an endorsement to their Illinois Professional Educator License in both ESL and special education (Learning Behavior Specialist 1) per the guidelines listed below. Evidence-based teaching methods will be implemented in the teacher's classroom to allow for immediate practice of instructional skills being learned. Assessment of the diverse learner will be conducted in the teacher's classroom or school.

Note: It is possible for someone to pursue this degree without currently teaching in a classroom; however, due to the practical nature of assignments and course objectives, he or she would need to have access to a classroom setting for the duration of the program.

Program Outcomes:

Students graduating with a Master of Education degree will be able to:

- identify the diverse needs of each of their students and plan instruction to meet those needs.
- modify their assessments to differentiate for the diverse needs of their students.
- embrace a biblical perspective of their students as individuals who are uniquely created by God, and apply this in their vocation as a motivation for actively differentiating for the needs of their students.
- demonstrate cultural competence, understanding and responding appropriately to their students' unique cultural backgrounds.

Program Objectives

After successfully finishing the degree coursework, teachers will have completed:

- The coursework required by the Illinois State Board of Education (ISBE) to apply for an **endorsement in ESL** (English as a second language). Out-of-state candidates should contact their state agency to determine the requirements for ESL credentials in their state.
- The courses needed to apply for the Illinois **Learning & Behavior Specialist (LBS1) endorsement**, provided they have previously taken an "Introduction to Special Education" course at the undergraduate or graduate level. In addition, teachers need to pass the Illinois "Learning Behavior Specialist 1" licensure test in order to apply for the LBS1 endorsement. This endorsement will allow educators to teach students with disabilities at the grade levels of their existing license. The Learning Behavior Specialist 1 is a teacher of children and youth with one or more of the following documented disabilities as specified in the Individuals with Disabilities Education Act (IDEA): specific learning disabilities, emotional disturbance, mental retardation, autism, traumatic brain injury, orthopedic or other health impairment. Teachers licensed in other states should contact their state agency to determine the requirements for special education credentials in their state.

Credit from Other Institutions

A maximum of nine (9) hours of education coursework, taken at the graduate level at a regionally accredited institution, may be accepted to fulfill program requirements. Coursework will be evaluated by the program director on a case by case basis; the coursework must fulfill specific requirements of the MEd.

Program of Study

Code	Title	Hours
Required Courses		33
ED 5500	Differentiating Instruction for All Learners	3
ED 5580	Cultural Diversity in the Classroom	3
ED 5800	Characteristics and Identification of Learners with Disabilities	3
ED 5830	Psychoeducational Assessment of Learners with Disabilities	3
ED 5850	Methods of Teaching Learners with Disabilities	3
ED 6300	Differentiating Instruction for Learners who are Gifted	3
ED 6400	Foundations of Teaching English as a Second Language	3
ED 6420	Linguistics for the Classroom Teacher	3
ED 6450	Assessment of Learners who are Bilingual	3
ED 6470	Methods and Materials for Teaching English as a Second Language	3

ED 7410	Practicum in Teaching English as a Second Language	3
Total Hours		33

Multiple Masters Programs

Overview

Trinity provides the opportunity for students to earn multiple masters degrees without substantially lengthening their stay. Multiple Masters options include:

- MA in Bioethics / MA in Athletic Training
- MA in Bioethics / MA in Chaplaincy and Ministry Care (p. 476)
- MA in Bioethics / Master of Divinity (p. 484)
- MA in Bioethics / MA in Leadership (p. 478)
- MA in Bioethics / MA in Ministry (p. 480)
- MA in Bioethics / MA - Theological Studies Concentration (p. 482)

MA in Bioethics paired with MA in Chaplaincy and Ministry Care

Basic Idea

Six hours automatically double-count in both degrees; and up to eight more hours can also double-count if the right courses are selected. In sum: only 16 hours beyond the 48-hour MA/CMC degree are required in order to earn the MA-Bioethics degree as well; however, students can choose to take anywhere from 64 to 78 hours to complete their two degree programs.

Description

Today's world is full of challenges to human life and dignity, from beginning-of-life issues such as abortion, use of reproductive technologies, and prenatal genetic testing to end-of-life issues such as euthanasia, assisted suicide, and withholding/withdrawing life-sustaining healthcare. In between, questions regarding such matters as access to healthcare, genetic interventions, drug use, and sexuality loom large. People trained both in bioethics and in chaplaincy and ministry care are vitally needed to provide the counseling and support that so many desperately need. The MA/CMC degree involves 48 semester hours of study. However, board certification with the Association of Professional Chaplains requires 72 hours from a graduate theological institution. Adding 24 hours of bioethics study—or as few as 16 bioethics hours plus 8 hours of any other biblical-theological courses—fulfills that requirement. Meanwhile, there is a societal movement toward requiring a credential, such as a bioethics Master's degree, for individuals involved in bioethical decision making in many arenas where chaplains, counselors, and other caregivers work. In light of Trinity's global leadership role in bioethics, the ability of students to add the MA/BE degree/credential to their MA/CMC degree is an attractive option for Trinity students.

Features

- Only 16 hours of Master's-level coursework in bioethics beyond the MA/CMC degree are required.
- Students can participate in the May Commencement for both degrees at the end of their final academic year (assuming no more than 6 non-capstone hours remain to be completed in the summer that follows).
- The capstone course in the MA/CMC degree program will fulfill the capstone requirement for the MA/BE degree as well, as long as bioethical issues play a significant role in it (as certified to the Records Office by the professor overseeing the course). The course will count as 2 elective hours in the MA/BE program.
- Students do not need to take either BE 5001 or BE 5002 in their MA/BE program because that ground is covered by the required biblical and theological courses in the MA/CMC program.
- Students can double-count up to 6 other hours of courses taken in the MA/BE program as elective hours in their MA/CMC program.
- If 6 such hours are not completed in the MA/CMC degree program, then the missing hours must be added to the 16 hours needed to complete the MA/BE degree.
- The following courses **must be taken** either within the MA/CMC degree program or as part of the additional 16 hours for the MA/BE degree program:

Code	Title	Hours
BE 5000 or BE 5100	Introduction to Bioethics: Matters of Life and Dignity Intensive Bioethics Institute	3
BE 5200	Research Ethics	2
BE 5300	Clinical Issues in Bioethics	2
BE 5500	Bioethics and Public Policy	2
BE 6200	Ethical Theory	3
BE 6500	Advanced Bioethics Institute	3
Total Hours		15

Model Curricular Plan

The actual curricular plan will vary with individuals. In this model curricular plan, students would take the following courses (in addition to MA/CMC courses including 6+ hours of Bible/theology courses and the capstone):

Code	Title	Hours
Any fall or summer before the final year of MA/CMC studies:		
BE 5000 or BE 5100	Introduction to Bioethics: Matters of Life and Dignity Intensive Bioethics Institute	3
Any fall of MA/CMC studies after completing BE 5000 or BE 5100:		
BE 5200	Research Ethics	2
BE 5499	The Public Policy Context ¹	1
BE 5500	Bioethics and Public Policy	2

Any spring of MA/CMC studies after completing BE 5000 or BE 5100:

BE 5299	The Clinical Context ¹	1
BE 5300	Clinical Issues in Bioethics	2
BE 6100	Bioethics Colloquium	1
BE 6200	Ethical Theory	3
Any fall, spring, or summer of MA/CMC studies after completing BE 5000 or BE 5100:		
Any bioethics elective(s)		4
Near the end of MA/BE studies:		
BE 6500	Advanced Bioethics Institute	3
Total Hours		22

¹ These two courses provide remedial background understanding for BE 5300 and BE 5500. If either or both are not needed, an extra hour can be added to either or both BE 6100 and BE 6500—or the 2-hour BE 5900 (Bioethics National Conference course) can be taken any summer.

MA in Bioethics paired with MA in Leadership

Basic Idea

Up to nine hours can double-count if the right courses are selected. In summary: only 23 hours beyond the MA-Leadership degree are required in order to earn the MA-Bioethics degree as well.

Description

Students in either the MA in Bioethics (p. 459) (MA/BE) or the MA in Leadership (p. 466) (MA/L) degree program can add the other degree without substantially lengthening their stay at Trinity. There is a rapidly growing need in society for leadership to address bioethical challenges in the lives of individuals, families, communities, and the larger world. Such leaders ideally need more training in leadership (for example, non-profit, organizational, or international leadership) than a bioethics degree alone can provide, and they need more training in bioethics than a leadership degree can provide. Moreover, there is a societal movement toward requiring a credential, such as a bioethics Master's degree, for individuals involved in bioethical decision making in many arenas where people with leadership training work. In light of Trinity's global leadership role in bioethics, the ability of students to add the MA/BE degree/credential to their MA/L degree is an attractive option for Trinity students.

Features

- Only 15 hours of Master's-level coursework in bioethics beyond the MA/L degree are required.
- Students can participate in the May Commencement for both degrees at the end of their final academic year (assuming no more than 6 non-capstone hours remain to be completed in the summer that follows).
- Students complete a single 3-hour capstone course on a topic in the realm of "Leadership and Bioethics," which counts as 3 hours in each of the two degree programs. If a bioethics professor oversees the course it should be registered as a bioethics capstone, and if a leadership professor oversees the course it should be registered as a leadership capstone.
- Students can take the required foundations courses either as BE 5001 + BE 5002 or as LR 5001 + LR 5002. Either way they will count as 6 hours in each of the two degree programs.
- Students can double-count 6 other hours of courses taken in the MA/BE program as elective hours in their MA/L program.
- If 6 such hours are not completed in the MA/L degree program, then the missing hours must be added to the 15 hours needed to complete the MA/BE degree.
- The following courses **must be taken** either within the MA/L degree program or as part of the additional 15 hours for the MA/BE degree program:

Code	Title	Hours
BE 5000 or BE 5100	Introduction to Bioethics: Matters of Life and Dignity Intensive Bioethics Institute	3
BE 5200	Research Ethics	2
BE 5300	Clinical Issues in Bioethics	2
BE 5500	Bioethics and Public Policy	2
BE 6100	Bioethics Colloquium	1
BE 6200	Ethical Theory	3
BE 6500	Advanced Bioethics Institute	3
Total Hours		16

Model Curricular Plan

The actual curricular plan will vary with individuals. In this model curricular plan, students would take the following courses (in addition to the MA/L courses including 5001, 5002, and the capstone):

Code	Title	Hours
Any fall or summer before the final year of MA/L studies:		
BE 5000 or BE 5100	Introduction to Bioethics: Matters of Life and Dignity Intensive Bioethics Institute	3
Any fall of MA/L studies after completing BE 5000 or BE 5100:		
BE 5200	Research Ethics	2
BE 5499	The Public Policy Context ¹	1
BE 5500	Bioethics and Public Policy	2
Any spring of MA/L studies after completing BE 5000 or BE 5100:		
BE 5299	The Clinical Context ¹	1
BE 5300	Clinical Issues in Bioethics	2

BE 6100	Bioethics Colloquium	1
BE 6200	Ethical Theory	3
Any fall, spring, or summer of MA/L studies after completing BE 5000 or BE 5100:		
Any bioethics elective(s)		3
Near the end of MA/BE studies:		
BE 6500	Advanced Bioethics Institute	3
Total Hours		21

¹ These two courses provide remedial background understanding for BE 5300 and BE 5500. If either or both are not needed, an extra hour can be added to either or both BE 6100 and BE 6500—or the 2-hour BE 5900 (Bioethics National Conference course) can be taken any summer.

MA in Bioethics paired with MA in Ministry

Basic Idea

Six hours automatically double-count in both degrees; and nine more hours also double-count if the right courses are selected. In sum: only 15 hours beyond the TEDS MA in Ministry degree are required in order to earn the MA-Bioethics degree as well.

Description

Students in the MA in Ministry (p. 349) (MA in Min) degree program can add an MA in Bioethics (p. 459) (MA/BE) degree without substantially lengthening their stay at Trinity. There is a rapidly growing need in the church for leadership to address bioethical challenges in the lives of individuals, families, communities, and the larger world. Such leaders ideally need more theological preparation than a bioethics degree alone can provide, and they need more training in bioethics than the MA in Min degree can provide. Moreover, there is a societal movement toward requiring a credential, such as a bioethics Master's degree, for individuals involved in bioethical decision making in healthcare (including chaplains and pastors), public policy, education, and other public arenas. In light of Trinity's global leadership role in bioethics, the ability of students to add the MA/BE degree/credential to their MA in Min degree is an attractive option for Trinity students.

Features

- Only 15 hours of master's-level coursework in bioethics beyond the MA in Min are required.
- Students can participate in the May Commencement for both degrees at the end of their final TEDS year (assuming no more than 6 BE hours remain to be completed in the summer that follows).
- The capstone course in the MA in Min degree program will fulfill the capstone requirement for the MA/BE degree as well, as long as bioethical issues play a significant role in it (as certified to the Records Office by the professor overseeing the course).
- MA in Min students will not need to take BE 5001 and BE 5002 in their MA/BE program.
- Students should take enough BE course hours as electives in their MA in Min degree program that those hours plus the hours earned for their bioethics-related capstone course total 9 hours.
- If 9 such hours are not completed in the MA in Min degree program, then the missing hours must be added to the 15 hours needed to complete the MA/BE degree.
- The following courses **must be taken** either within the MA in Min degree program or as part of the additional 15 BE hours for the MA/BE degree program:

Code	Title	Hours
BE 5000 or BE 5100	Introduction to Bioethics: Matters of Life and Dignity Intensive Bioethics Institute	3
BE 5200	Research Ethics	2
BE 5300	Clinical Issues in Bioethics	2
BE 5500	Bioethics and Public Policy	2
BE 6200	Ethical Theory	3
BE 6500	Advanced Bioethics Institute	3
Total Hours		15

Model Curricular Plan

The actual curricular plan will vary with individuals. In this model curricular plan, students would take the following courses:

Code	Title	Hours
Any fall or summer before the final year of MA in Ministry studies:		
BE 5000 or BE 5100	Introduction to Bioethics: Matters of Life and Dignity Intensive Bioethics Institute	3
Any fall of MA in Min studies after completing BE 5000 or BE 5100:		
BE 5200	Research Ethics	2
BE 5499	The Public Policy Context ¹	1
BE 5500	Bioethics and Public Policy	2
Any spring of MA in Min studies after completing BE 5000 or BE 5100:		
BE 5299	The Clinical Context ¹	1
BE 5300	Clinical Issues in Bioethics	2
BE 6100	Bioethics Colloquium	1
BE 6200	Ethical Theory	3

Near the end of MA in Min Studies:	
Bioethics-related capstone in the MA in Min degree program - plus BE hours	6
Near the end of MA/BE studies:	
BE 6500 Advanced Bioethics Institute	3
Of the 24 total BE hours here, 9 also count toward the MA in Min degree	
Total Hours	24

¹ These two courses provide remedial background understanding for BE 5300 and BE 5500. If either or both are not needed, an extra hour can be added to either or both BE 6100 and BE 6500--or the 2-hour BE 5900 (Bioethics National Conference course) can be taken any summer.

MA in Bioethics paired with MA (Theological Studies Concentration)

Basic Idea

Six hours automatically double-count in both degrees; and nine more hours also double-count if the right courses are selected. In sum: only 15 hours beyond the MA/TS degree are required in order to earn the MA-Bioethics degree as well.

Description

Students in the MA Concentration in Theological Studies (MA/TS) (p. 323) degree program can add an MA in Bioethics (p. 459) (MA/BE) degree without substantially lengthening their stay at Trinity. There is a rapidly growing need in the church for leadership to address bioethical challenges in the lives of individuals, families, communities, and the larger world. Such leaders ideally need more theological preparation than a bioethics degree alone can provide, and they need more training in bioethics than the MA/TS degree can provide. Moreover, there is a societal movement toward requiring a credential, such as a bioethics Master's degree, for individuals involved in bioethical decision making in healthcare (including chaplains and pastors), public policy, education, and other public arenas. In light of Trinity's global leadership role in bioethics, the ability of students to add the MA/BE degree/credential to their MA/TS degree is an attractive option for Trinity students.

Features

- Only 15 hours of Master's-level coursework in bioethics beyond the MA/TS degree are required.
- Students can participate in the May Commencement for both degrees at the end of their final TEDS year (assuming no more than 6 BE hours remain to be completed in the summer that follows).
- The capstone course in the MA/TS degree program will fulfill the capstone requirement for the MA/BE degree as well, as long as bioethical issues play a significant role in it (as certified to the Records Office by the professor overseeing the course).
- MA/TS students will not need to take BE 5001 and BE 5002 in their MA/BE program.
- Students should take enough BE course hours as electives in their MA/TS degree program that those hours plus the hours earned for their bioethics-related capstone course total 9 hours.
- If 9 such hours are not completed in the MA/TS degree program, then the missing hours must be added to the 15 hours needed to complete the MA/BE degree.
- The following courses **must be taken** either within the MA/TS degree program or as part of the additional 15 BE hours for the MA/BE degree program:

Code	Title	Hours
BE 5000 or BE 5100	Introduction to Bioethics: Matters of Life and Dignity Intensive Bioethics Institute	3
BE 5200	Research Ethics	2
BE 5300	Clinical Issues in Bioethics	2
BE 5500	Bioethics and Public Policy	2
BE 6200	Ethical Theory	3
BE 6500	Advanced Bioethics Institute	3
Total Hours		15

Model Curricular Plan

The actual curricular plan will vary with individuals. In this model curricular plan, students would take the following courses:

Code	Title	Hours
Any fall or summer before the final year of MA/TS studies:		
BE 5000 or BE 5100	Introduction to Bioethics: Matters of Life and Dignity Intensive Bioethics Institute	3
Any fall of MA/TS studies after completing BE 5000 or BE 5100:		
BE 5200	Research Ethics	2
BE 5499	The Public Policy Context ¹	1
BE 5500	Bioethics and Public Policy	2
Any spring of MA/TS studies after completing BE 5000 or BE 5100:		
BE 5299	The Clinical Context ¹	1
BE 5300	Clinical Issues in Bioethics	2
BE 6100	Bioethics Colloquium	1
BE 6200	Ethical Theory	3

Near the end of MA/TS Studies:		
Bioethics-related capstone in the MA/TS degree program - plus BE hours		6
Near the end of BE studies:		
BE 6500	Advanced Bioethics Institute	3
Of the 24 total BE hours here, 9 also count toward the MA/TS degree		
Total Hours		24

¹ These two courses provide remedial background understanding for BE 5300 and BE 5500. If either or both are not needed, an extra hour can be added to either or both BE 6100 and BE 6500--or the 2-hour BE 5900 (Bioethics National Conference course) can be taken any summer.

MA in Bioethics paired with Master of Divinity

Basic Idea

Nine credit hours automatically double-count in both degrees; and six more hours also double-count if the right courses are selected. In sum: only 15 hours beyond the MDiv degree are required in order to earn the MA-Bioethics degree as well.

Description

Students in the Master of Divinity (p. 355) (MDiv) degree program can add an MA in Bioethics (p. 459) (MA/BE) without substantially lengthening their stay at Trinity. There is a rapidly growing need in the church for leadership to address bioethical challenges in the lives of individuals, families, communities, and the larger world. Such leaders ideally need more theological preparation than a bioethics degree alone can provide, and they need more training in bioethics than the MDiv degree can provide. Moreover, there is a societal movement toward requiring a credential, such as a bioethics Master's degree, for individuals involved in bioethical decision making in healthcare (including chaplains and pastors), public policy, education, and other public arenas. In light of Trinity's global leadership role in bioethics, the ability of students to add the MA/BE degree/credential to their MDiv is an attractive option for Trinity students.

Features

- Only 15 hours of Master's-level coursework in bioethics beyond the MDiv (including AP MDiv) are required.
- Students can participate in the May Commencement for both degrees at the end of their final TEDS year (assuming no more than 6 BE hours remain to be completed in the summer that follows).
- The capstone or internship course in the MDiv degree program will fulfill the capstone requirement for the MA/BE degree as well, as long as bioethical issues play a significant role in it (as certified to the Records Office by the professor overseeing the course).
- MDiv students will not need to take BE 5001, BE 5002, and BE 6200 in their MA/BE program.
- Students should take enough BE course hours as electives in their MDiv degree program that those hours plus the hours earned for their bioethics-related capstone or internship course total 6 hours.
- If 6 such hours are not completed in the MDiv degree program, then the missing hours must be added to the 15 hours needed to complete the MA/BE degree.
- The following courses **must be taken** either within the MDiv degree program or as part of the additional 15 BE hours for the MA/BE degree program:

Code	Title	Hours
BE 5000 or BE 5100	Introduction to Bioethics: Matters of Life and Dignity Intensive Bioethics Institute	3
BE 5200	Research Ethics	2
BE 5300	Clinical Issues in Bioethics	2
BE 5500	Bioethics and Public Policy	2
BE 6500	Advanced Bioethics Institute	3
Total Hours		12

Model Curricular Plan

The actual curricular plan will vary with individuals. In this model curricular plan, students would take the following courses:

Code	Title	Hours
Any fall or summer before the final year of MDiv studies:		
BE 5000 or BE 5100	Introduction to Bioethics: Matters of Life and Dignity Intensive Bioethics Institute	3
Any fall of MDiv studies after completing BE 5000 or BE 5100:		
BE 5200	Research Ethics	2
BE 5499	The Public Policy Context ¹	1
BE 5500	Bioethics and Public Policy	2
Any spring of MDiv studies after completing BE 5000 or BE 5100:		
BE 5299	The Clinical Context ¹	1
BE 5300	Clinical Issues in Bioethics	2
BE 6100	Bioethics Colloquium	1
Near the end of MDiv Studies:		
Bioethics-related capstone or internship course in the MDiv degree program - plus BE hours		6

Near the end of BE studies:

BE 6500	Advanced Bioethics Institute	3
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Of the 21 total BE hours here, 6 also count toward the MDiv degree

Total Hours		21
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¹ These two courses provide remedial background understanding for BE 5300 and BE 5500. If either or both are not needed, an extra hour can be added to either or both BE 6100 and BE 6500--or the 2-hour BE 5900 (Bioethics National Conference course) can be taken any summer.

Dual Degree Options

Trinity Graduate School, in conjunction with Trinity College (including Excel adult education program), offers four dual degree options: Bachelor of Arts/Master of Arts in Athletic Training, Bachelor of Arts/Master of Arts in Bioethics, Bachelor of Arts/Master of Arts in Leadership, and Bachelor of Arts in Psychology/Master of Arts in Mental Health Counseling. Students can be admitted to these programs when they have completed 70 hours of undergraduate coursework, maintaining a 3.0 cumulative GPA or higher (including transfer coursework). Following admission, they may begin taking graduate courses as a part of their undergraduate course load. For students in the Bioethics, Mental Health Counseling, or Leadership degrees, 9 hours of overlapping master's-level coursework allows dual degree students to finish both the BA and MA in reduced time. BA-Exercise Science with Pre-Athletic Training students admitted to the MA/AT will complete their BA degree upon completion of the first 21 credits of the MA/AT program.

Dual Degree Programs

- Traditional BA / MA in Athletic Training Dual Degree (p. 455)
- Traditional BA / MA in Bioethics Dual Degree (p. 460)
- Adult B (p. 465)A in Psychology / MA in Mental Health Counseling (p. 465)
- Traditional BA / MA in Leadership Dual Degree (p. 467)
- Adult BA / MA in Leadership Dual Degree (p. 468)

TGS Course Descriptions

Athletic Training Courses

BIO 5340 Gross Anatomy - 4 Hours

This course will involve primarily human cadaver dissection. Dissection will be supplemented with classroom lectures. The course is designed for graduate students to learn basic and advanced dissection skills along with developing a deep appreciation of human gross anatomy from a whole systems approach with the intent of practical application. Emphasis will be placed on the musculoskeletal, articular, and neurovascular systems of the human body. The role of anatomical structures as they relate to athletic injury mechanisms, evaluation, and rehabilitation will be emphasized. Prerequisite: Admission to graduate program in Health Sciences Department or consent of instructor. Health Sciences laboratory fee. Offered face to face at the Deerfield campus.

BIO 6340 Pathophysiology - 3 Hours

This course provides an in-depth exploration of altered structural and physiological adaptation processes and how they apply to assessment and treatment of disease and injury with an emphasis on conditions encountered in health care. Additional topics include pathological mechanisms underlying disease states, diagnosis and treatment of disorders, cell injury, inflammation, immunopathology, genetic disorders, neoplasms, nervous system, bones, joints, skeletal muscle, cardiovascular, respiratory, blood and lymphoid systems, and diabetes. Prerequisite: Admission to graduate program in Health Sciences Department or consent of instructor. Offered face to face at the Deerfield campus.

HS 5001 Foundations for Integrative Thought in Health Sciences - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention to Scriptural applications of ethical thought and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current health sciences issues in the light of biblical principles. Offered online, and face to face at the Deerfield and Florida campuses.

HS 5002 Foundations for Cultural Engagement in Health Sciences - 3 Hours

This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working ethical 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 wise interaction with contemporary thought in health sciences. Offered online, and face to face at the Deerfield and Florida campuses.

HS 5111 Athletic Training Clinical I - 1 Hour

The first course in a series of four clinical practicum courses designed to provide the athletic training students with guided instruction, supervision and assessment of the Athletic Training Education Competencies, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. Each student will be assigned to a clinical assignment(s). Prerequisite: Admission to MA-Athletic Training Program or consent of instructor. Health Sciences laboratory fee.

HS 5112 Athletic Training Clinical II - 2 Hours

The second course in a series of four clinical practicum courses designed to provide the athletic training students with guided instruction, supervision and assessment of the Athletic Training Education Competencies, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. Each student will be assigned to a clinical assignment(s). Prerequisite: HS 5111; Admission to MA-Athletic Training Program or consent of instructor. Health Sciences laboratory fee.

HS 5168 Prevention and Care of Emergent and Musculoskeletal Injuries and Illnesses - 3 Hours

A lecture/laboratory approach providing foundation for pursuing a career in athletic training. A systematic approach to conditioning principles, emergency preparation, protective taping/wrapping skills, injury mechanism, resulting pathology, and care of injuries by participation of the physically active population. Policy, procedures, and observation of the athletic training clinic are included. Prerequisites: Admission to MA-Athletic Training Program or consent of instructor. Health Sciences laboratory fee.

HS 5202 Nutritional Considerations in Healthcare - 3 Hours

Effects of nutrition on performance and health emphasizing various methods of nutritional analysis, effects of current dietary practices, basic behavior modification techniques, nutritional needs of competitive and special populations and referral resources. Prerequisite: Admission to graduate program in Health Sciences Department or consent of instructor.

HS 5261 Clinical Examination and Diagnosis I - Lower Extremity - 3 Hours

The first course in a series of three lecture/laboratory courses designed to assess injuries that are associated with the physically active. On-site and clinical assessment of injuries and illnesses, proper referral, and an understanding of diagnostic equipment utilized in the medical field are included. Critical thinking in realistic scenarios is emphasized. Prerequisites: Admission to MA-Athletic Training Program or consent of instructor. Laboratory fee.

HS 5262 Clinical Examination and Diagnosis II - Upper Extremity - 3 Hours

The second course in a series of three lecture/laboratory courses designed to assess injuries that are associated with the physically active. On-site and clinical assessment of injuries and illnesses, proper referral, and an understanding of diagnostic equipment utilized in the medical field are included. Critical thinking in realistic scenarios is emphasized. Prerequisites: HS 5261; Admission to MA-Athletic Training Program or consent of instructor. Laboratory fee.

HS 5263 Clinical Examination and Diagnosis III - Head, Spine, and Pelvis - 3 Hours

The third course in a series of three lecture/laboratory courses designed to assess injuries that are associated with the physically active. On-site and clinical assessment of injuries and illnesses, proper referral, and an understanding of diagnostic equipment utilized in the medical field are included. Critical thinking in realistic scenarios is emphasized. Prerequisites: HS 5262; Admission to MA-Athletic Training Program or consent of instructor. Laboratory fee.

HS 5271 Therapeutic Interventions I - Lower Extremity - 2 Hours

The first course is a series of three courses examining the scientific basis for progression in rehabilitation and therapeutic exercise. Specific techniques for numerous anatomical and physiological dysfunction will be critiqued and applied. In addition, theory and application of therapeutic modalities, will be addressed. The class will emphasize the development of critical thinking skills and application of scientific principles to the critique and use of therapeutic interventions and products currently on the market. Prerequisites: HS 5261 (concurrent); Admission to MA-Athletic Training Program or consent of instructor. Health Sciences laboratory fee.

HS 5272 Therapeutic Interventions II - Upper Extremity - 2 Hours

The second course is a series of three courses examining the scientific basis for progression in rehabilitation and therapeutic exercise. Specific techniques for numerous anatomical and physiological dysfunction will be critiqued and applied. In addition, theory and application of therapeutic modalities, will be addressed. The class will emphasize the development of critical thinking skills and application of scientific principles to the critique and use of therapeutic interventions and products currently on the market. Prerequisites: HS 5271; HS 5262 (concurrent); Admission to MA-Athletic Training Program or consent of instructor. Health Sciences laboratory fee.

HS 5273 Therapeutic Interventions III - Head, Spine, and Pelvis - 2 Hours

The third course is a series of three courses examining the scientific basis for progression in rehabilitation and therapeutic exercise. Specific techniques for numerous anatomical and physiological dysfunction will be critiqued and applied. In addition, theory and application of therapeutic modalities, will be addressed. The class will emphasize the development of critical thinking skills and application of scientific principles to the critique and use of therapeutic interventions and products currently on the market. Prerequisites: HS 5272; HS 5263 (concurrent); Admission to MA-Athletic Training Program or consent of instructor. Health Sciences laboratory fee.

HS 5311 Athletic Training Clinical III - 2 Hours

The third course in a series of four clinical practicum courses designed to provide the athletic training students with guided instruction, supervision and assessment of the Athletic Training Education Competencies, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. Each student will be assigned to a clinical assignment(s). Prerequisite: HS 5112; Admission to MA-Athletic Training Program or consent of instructor. Health Sciences laboratory fee.

HS 5312 Athletic Training Clinical IV - 2 Hours

The fourth course in a series of four clinical practicum courses designed to provide the athletic training students with guided instruction, supervision and assessment of the Athletic Training Education Competencies, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. Each student will be assigned to a clinical assignment(s). Prerequisite: HS 5311; Admission to MA-Athletic Training Program or consent of instructor. Health Sciences laboratory fee.

HS 5410 Athletic Training Seminar - 1 Hour

This course includes presentations and discussions of selected papers, topics of current interest in the field, research projects by students, and invited speakers. For students in the MA-Athletic Training Program, this course must be taken each semester until graduation. Prerequisite: Admission to MA-Athletic Training Program. Taken each semester during the MA-AT curriculum. Offered every semester.

HS 6285 Statistics and Research in Healthcare - 3 Hours

This course seeks to better understand medical statistics as it pertains to practicing evidence based medicine, communicating treatment outcome probability to patients and interpreting the results of studies and scientific papers, and in turn improving quality of patient care. This applies to all specialties in various settings of practice. Research methods in health sciences and healthcare research are explored. Topics include measurement of health-related quality of life, case mix and comorbidity, quality of health care and analysis of variations in health care practice. Advanced methods in analysis and interpretation of health care outcomes are addressed. This includes application of traditional research designs (e.g., randomized trials) to address health care research questions. Prerequisite: Admission to graduate program in Health Sciences Department or consent of instructor.

HS 6401 Pharmacology and Ergogenic Aids - 3 Hours

This course is an introduction to the general concepts and principles of pharmacology as it relates to the profession of athletic training and disciplines within the health sciences. An explanation of pharmacokinetic and pharmacodynamic principles will be presented. The course will cover the indications, contraindications, precautions, dose information, allergies, and adverse side effects of prescription and non-prescription drugs as they relate to injuries or illnesses commonly acquired by the physically active person. The potential problematic interaction of medications will also be addressed. The governing regulations relevant to treating and caring for injuries and illnesses, including storing, transporting, dispensing, and recording of medication will be revealed. Performance-enhancing substances and an introduction to the process of drug testing in sports will also be expressed. Prerequisites: Admission to MA-Athletic Training Program or consent of instructor.

HS 6430 General Medical Conditions - 3 Hours

This course covers the knowledge, skills, and values that the certified athletic trainer must possess to recognize, treat, and refer when appropriate the general medical conditions of athletes and other physically active individuals. Major areas of study include various body systems, common illnesses and ailments, and athletic implications for common medical conditions, such as diabetes, asthma, and weather-related illnesses. Prerequisite: Admission to MA-Athletic Training Program or consent of instructor.

HS 6450 Leadership and Professional Development in Healthcare - 3 Hours

This course will allow for the development of a variety of professional development behaviors and leadership qualities necessary in healthcare, from a Christian perspective. Topics include service learning, group dynamics, conflict resolution, professional engagement and advocacy, volunteerism, professional service, and strategic planning. Prerequisite: Admission to MA-Athletic Training Program or consent of instructor.

HS 6456 Healthcare Administration - 3 Hours

An interprofessional course covering theories, procedures, and decision-making skills for management of various institutions and agencies in the fields of health sciences and healthcare. Topics include organization, personnel, facilities and equipment, legal issues, insurance, reimbursement, budget and accounting, ethics, and meeting the needs of the consumer. Prerequisites: Admission to graduate program in Health Sciences Department or consent of instructor.

HS 6470 Psychosocial Aspects and Behavioral Change - 3 Hours

This course will survey the distribution, determinants, and psychological and behavioral aspects of health, mental health and wellness across the life span, particularly from a Christian perspective. Social, economic, environmental, cultural, and spiritual variations in and determinants of health, mental health, disease, and quality of life will be addressed. This course will also examine relationships between psychological function and participation in sport and exercise. Topics also include motivation, stress, group dynamics, performance enhancement, examination of diversity and social inequality as they relate to health and physical activity. Prerequisite: Admission to MA-Athletic Training Program or consent of instructor.

HS 6511 Athletic Training Clinical Capstone I - 2 Hours

The first course in a series of two courses including supervised clinical experience in one or more professional environment(s) which demonstrates the student's ability to relate knowledge and skills developed in previous courses to practical tasks in the workplace or clinical setting. It is designed as an internship with a healthcare professional and may include observation, practicum, and research in health sciences and healthcare. Prerequisites: HS 5312; Admission to MA-Athletic Training Program. Health Sciences laboratory fee.

HS 6512 Athletic Training Clinical Capstone II - 2 Hours

The second course in a series of two courses including supervised clinical experience in one or more professional environment(s) which demonstrates the student's ability to relate knowledge and skills developed in previous courses to practical tasks in the workplace or clinical setting. It is designed as an internship with a healthcare professional and may include observation, practicum, and research in health sciences and healthcare. Prerequisites: HS 6511; Admission to MA-Athletic Training Program. Health Sciences laboratory fee.

Bioethics Courses

BE 5000 Introduction to Bioethics: Matters of Life and Dignity - 3 Hours

An overview of the ethical issues in healthcare and biotechnology that make up the field of bioethics. Biblical-theological and other prominent contemporary perspectives are developed and assessed. Offered face to face at the Deerfield campus.

BE 5001 Foundations for Integrative Thought in Bioethics - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention to Scriptural applications of ethical thought and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current bioethical issues in the light of biblical principles. Offered face to face at the Deerfield and Florida campuses.

BE 5002 Foundations for Cultural Engagement in Bioethics - 3 Hours

This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working ethical 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 wise interaction with contemporary thought in bioethics. Offered online, and face to face at the Deerfield and Florida campuses.

BE 5100 Intensive Bioethics Institute - 3 Hours

This course is a survey of the field of bioethics, introducing competing ways of addressing bioethical issues from historical, philosophical, and theological perspectives. An international team of top Christian bioethicists will address particular areas of expertise. Offered face to face at the Deerfield campus.

BE 5200 Research Ethics - 2 Hours

The application of critical and ethical thinking to the philosophy and professional practice of scientific research. Students will assess the historical framework as well as the current standards and policies (national and international) for human subject research. Topics covered will include risks and benefits, informed consent, vulnerability, privacy, and confidentiality. Offered online and face to face at the Deerfield campus.

BE 5299 The Clinical Context - 1 Hour

An explanation of basic precepts of clinical medicine and clinical ethics for students not already familiar with them. Designed to be taken concurrently with BE 5300 by students who need to gain this background understanding in order to be able to understand the material covered in BE 5300. Offered as a guided study.

BE 5300 Clinical Issues in Bioethics - 2 Hours

Methods of clinical ethics consultation plus in-depth analysis of specific issues in clinical ethics, including resuscitation, assisted ventilation, management of patients with brain damage, and more. Offered as a two-hour course for students familiar with basic precepts of clinical medicine and clinical ethics. Students lacking this familiarity should take BE 5299 concurrently with this course. Offered online and face to face at the Deerfield campus.

BE 5400 Nursing Ethics - 2 Hours

This course is designed to prepare nurses for the ethical issues they will encounter in daily practice. Good caregiving, the changing face of health care resulting from globalization, increasing diversity, expanding use of technologies, and limited financial and other resources are among the challenges addressed.

BE 5499 The Public Policy Context - 1 Hour

An explanation of basic federal and state governmental structures and legislative processes for students not already familiar with them. Designed to be taken concurrently with BE 5500 by students who need to gain this background understanding in order to be able to understand the material covered in BE 5500. Offered as a guided study. An explanation of basic federal and state governmental structures and legislative processes for students not already familiar with them. Designed to be taken concurrently with BE 5500 by students who need to gain this background understanding in order to be able to understand the material covered in BE 5500. Offered as guided study.

BE 5500 Bioethics and Public Policy - 2 Hours

The interface of bioethics and public policy in North American and international contexts, with special attention to religious perspectives in the public square; important cases and bioethics commissions; and other documents. Students will have the opportunity to create a public policy strategy. Offered as a two-hour course for students familiar with basic federal and state governmental structures and legislative processes. Students lacking this familiarity should take BE 5499 prior to, or concurrently with this course. Offered online and face-to-face at the Deerfield campus.

BE 5600 Law and Bioethics - 2 Hours

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. Offered face to face at the Deerfield campus.

BE 5700 The Right to Life & the Law - 2 Hours

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. Offered face to face at the Deerfield campus.

BE 5800 Bioethics Regional Conference - 2-3 Hours

The regional bioethics conferences held by Trinity in various parts of the U.S. and world provide special opportunities to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and post-conference writing program tailored to the topic of the conference. Class meetings with the professor take place at the conference. Cannot be taken as a Guided Reading Course. May be repeated for credit.

BE 5900 Bioethics National Conference - 2-3 Hours

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 post-conference 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 BE 5100 or BE 6500 offered in conjunction with the conference. Cannot be taken as a Guided Reading Course. May be repeated for credit. Offered face to face at the Deerfield campus.

BE 6100 Bioethics Colloquium - 1-2 Hours

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. May be repeated for credit. Offered face to face at the Deerfield campus.

BE 6200 Ethical Theory - 3 Hours

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. Offered online and face-to-face at the Deerfield campus.

BE 6300 Bioethics, Human Dignity, and the Church - 2-3 Hours

Issues in bioethics raise fundamental questions of human dignity in the lives of people everywhere, to which the church is uniquely well positioned to speak. This course enables students to understand many of today's bioethical challenges to human dignity and to develop practical ministry resources to address them through the preaching, teaching, worship, counseling, and outreach ministries of the church. Offered face to face at the Deerfield campus.

BE 6400 Readings in Bioethics - 2-3 Hours

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. Offered face to face at the Deerfield campus.

BE 6500 Advanced Bioethics Institute - 3-4 Hours

A methodological investigation of how to do bioethics with a range of approaches critically assessed from a biblical-theological perspective. A national/international team of top Christian bioethicists address special areas of expertise. Cannot be taken as a Guided Reading course. Prerequisite: BE 5000 or BE 5100. Offered face to face at the Deerfield campus.

BE 6600 Classic Cases in Bioethics - 3 Hours

Many of the major issues in bioethics have been shaped by pivotal medical and legal cases. The course examines those cases in detail and uses them as a springboard for understanding the larger ethical issues that they address. Offered face to face at the Deerfield campus.

BE 6700 Personhood in Theological & Philosophical Perspective - 3 Hours

Analysis of the role played by this key concept in bioethical debate against the background of philosophical and theological usage. Offered face to face at the Deerfield campus.

BE 6800 Global Health and Justice - 2-3 Hours

An overview of biblical, theological and philosophical approaches to justice, and an overview of justice issues in global health and medicine. Topics to be explored include, for example: globalization and infectious diseases, pharmaceuticals and justice, women's health, Malthusianism in global health policy, rationing and resource allocation in the low resource environment, cancer and care for an aging world, biotechnologies and hunger, medical and ethical problems in short term missions, bioethics in a world lacking global consensus, and the role of the Church when internal policies fail a population's citizens.

BE 7000 Theological Bioethics and Contemporary Alternatives - 3 Hours

A theological examination of a wide range of bioethical issues, identifying common ground and differences with other competing contemporary outlooks. Case studies will be used to work out concrete implications of theological and alternative perspectives.

BE 7300 Advanced Clinical Ethics - 1-3 Hours

This course will engage students in the process of doing ethical analysis in group discussion and in writing ethics consultation reports on specific cases typically encountered by a consultant in clinical ethics. Two prerequisites: BE 5300; plus either BE 5000 or BE 5100. Students without clinical/medical experience must obtain the professor's permission before registering. Students without BE 5000/5100 can ask the professor to waive that prerequisite. Offered online and face to face at the Deerfield campus.

BE 7476 Bioethics Capstone Exam - 0 Hours

A comprehensive examination scheduled by the student with the program director consisting of broad essay questions that allow the student to demonstrate a grasp of the field as a whole. Students should register for this capstone option in the semester they plan to take the examination.

BE 7478 Bioethics Capstone Project - 0-3 Hours

Independent study culminating in a bioethics-related project, as arranged with the program director or designate. Students should register for this course the semester they start the project.

BE 7480 Bioethics Capstone Integrative or Major Paper - 0-3 Hours

Independent study culminating in a bioethics-related project, as arranged with the program director or designate. Students should register for this course the semester they start the project.

BE 7485 MA Thesis - 0-4 Hours

MA thesis writers register for BE 7485. Prerequisite: Approved thesis proposal, and other department specific prerequisites. Counts as full-time student status. Letter grade or Credit/No Credit as arranged with the department. (Formerly BE 790)

BE 7486 Bioethics Capstone Extension - 0 Hours

This course is taken when an extension has been granted beyond one semester for progress toward completion of the capstone (other than the examination capstone). For the thesis option only, this counts as half-time student status when registrant affirms that a minimum of twenty hours per week is invested in the capstone. Capstone Extension fee required when not enrolled in other courses. No Credit.

BE 7501 Guided Research - 1-4 Hours

Independent study as arranged with a graduate school faculty member.

BE 7700 Bioethics Seminar - 1-4 Hours

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. May be repeated for credit. Cannot be taken as a Reading Course. Offered face to face at the Deerfield campus.

BE 8100 Contemporary Figures in Bioethics - 2-3 Hours

This course includes presentations by several prominent Christian figures in bioethics as well as readings from an array of significant Christian leaders in bioethics. Offered face to face at the Deerfield campus.

Counseling Psychology Courses

CP 5120 Substance Abuse Counseling - 3 Hours

The 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. Offered at the Florida campus.

CP 5120R Substance Abuse (Reading) - 3 Hours

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. Offered at the Florida campus.

CP 5140 Principles of Guidance and Counseling - 3 Hours

A course covering the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools. Offered at the Florida campus.

CP 5145 School Consultation Procedures - 3 Hours

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. Offered at the Florida campus.

CP 5145R School Consultation Procedures (Reading) - 3 Hours

School Consultation Procedures (Reading)

CP 5210 Counseling Skills Training - 3 Hours

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. Offered at the Florida campus.

CP 5310 Counseling Theories - 3 Hours

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. Offered at the Florida campus.

CP 6015 Community Counseling - 3 Hours

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. Offered at the Florida campus.

CP 6015R Community Counseling (Reading) - 3 Hours

Community Counseling (Reading)

CP 6110 Career Counseling - 3 Hours

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. Offered at the Florida campus.

CP 6130 Group Counseling - 3 Hours

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 5210. Offered at the Florida campus.

CP 6140 Counseling Exceptional and At-Risk Children - 3 Hours

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. Offered at the Florida campus.

CP 6520 Human Growth and Development - 3 Hours

A consideration of human growth and development from conception to death emphasizing research, personality, and counseling implications at each stage. Offered at the Florida campus.

CP 6530 Child & Adolescent Counseling - 3 Hours

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. Offered at the Florida campus.

CP 6610 Human Sexuality - 3 Hours

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. Offered at the Florida campus.

CP 6625 Theoretical Foundations of Marriage & Family Therapy - 3 Hours

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. Offered at the Florida campus.

CP 6650 Multicultural Issues in Counseling - 3 Hours

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. Offered at the Florida campus.

CP 6710 Psychology and Theology - 3 Hours

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. Offered at the Florida campus.

CP 6710R Psychology & Theology (Reading) - 3 Hours

Psychology & Theology (Reading)

CP 6720 Ethics & Issues in Counseling - 3 Hours

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. Offered at the Florida campus.

CP 6911 Guidance & Counseling Practicum I - 3 Hours

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. This course counts as half-time status. Offered at the Florida campus.

CP 6912 Guidance & Counseling Practicum II - 3 Hours

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 6911; Program candidacy and permission of department. This course counts as half-time status. Offered at the Florida campus.

CP 7140 Crisis Counseling - 3 Hours

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. Offered at the Florida campus.

CP 7210 Psychological Testing - 3 Hours

Principles and techniques of test administration and interpretation, including measures of aptitude, personality, and psychopathology. Prerequisite: Undergraduate statistics course. Offered at the Florida campus.

CP 7450 Psychopathology - 3 Hours

An advanced course on the etiology, classification, and treatment of human psychopathology. Offered at the Florida campus.

CP 7478 Counseling Psychology Capstone Project - 3 Hours

Independent study culminating in a counseling psychology-related project, as arranged with the program director or designate. Students should register for this course the semester that they start the project. This course counts as half-time status. Offered at the Florida campus.

CP 7480 Counseling Psychology Capstone Integrative Paper - 3 Hours

Independent study culminating in an integrative paper. Students should register for this course the semester they start the paper. Offered at the Florida campus.

CP 7486 Counseling Psychology Capstone Extension - 0 Hours

This course is taken when an extension has been granted beyond one semester for progress toward completion of the capstone (other than the internship capstones). Counts as half-time student status when registrant affirms that a minimum of twenty hours per week are invested in the capstone. Capstone Extension fee required when not in enrolled in other courses. Offered at the Florida campus.

CP 7501 Guided Research in Counseling Psychology - 1-3 Hours

Independent study as arranged with a graduate school faculty member. Offered at the Florida campus.

CP 7900 Psychological Research Methods - 3 Hours

Critical review of basic research techniques and examination of the methods and conclusions of some representative research. Prerequisite: undergraduate course in statistics. Offered at the Florida campus.

CP 7910 Advanced Research Methods - 3 Hours

This course will consider more complex research designs and techniques. It will include information about statistics and statistical computer packages. Required for students who write a thesis. Prerequisite: CP 7900 Psychological Research Methods. Offered at the Florida campus. Three hours.

CP 7950 Counseling Practicum - 3 Hours

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 20+ hours per week onsite. This course may be repeated for credit. This course counts as half-time credit. Prerequisites: Program candidacy and permission of department. Offered at the Florida campus.

CP 7961 Internship in Counseling I - 3 Hours

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. This course counts as half-time status. Offered at the Florida campus.

CP 7962 Internship in Counseling II - 3 Hours

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 7961; program candidacy and permission of department. This course counts as half-time status. Offered at the Florida campus.

CP 7963 Advanced Counseling Practicum - 3 Hours

This practicum is designed to provide post-internship counseling experience for advanced students. Students will average 20+ hours per week on site. This course may be repeated for credit. Prerequisites: CP 7961 and CP 7962, permission of department. This course counts as half-time status. Offered at the Florida campus.

CP 7969 International Counseling Experience - 3 Hours

This course is designed for those participating in non-licensure counseling experience, primarily in international settings. International students and others who are not seeking U.S. licensure but who may benefit from a supervised international counseling experience may apply. Individual onsite supervision is required. Prerequisites: MA in CP candidacy and consent of the department. Offered at the Florida campus.

CP 7985 Counseling Psychology Thesis - 3 Hours

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. Prerequisites: CP 7910 Advanced Research Methods, program candidacy, and permission of program director. Offered at the Florida campus.

CP 8000 Current Studies in Counseling and Psychology - 1-3 Hours

Topics selected deal with significant issues related to counseling and psychology. Recent titles include Adjunctive Treatment Topics and Domestic Violence: Abuse Across the Lifespan. Offered at the Florida campus.

Education Courses

ED 5001 Foundations for Integrative Thought in Education - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention given to Scriptural applications of pedagogical thought and ramifications for godly stewardship in the classroom. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current educational issues in the light of biblical principles. Offered online, and face to face at the Deerfield and Florida campuses.

ED 5002 Foundations for Cultural Engagement in Education - 3 Hours

This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working assumptions of contemporary culture in regard to teaching and education. 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 wise interaction with contemporary educational thought. Offered online, and face to face at the Deerfield and Florida campuses.

ED 5200 History and Philosophy of Education - 3 Hours

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. Offered face to face at the Deerfield campus.

ED 5201 Professional Skills in Teaching - 1 Hour

A course that intentionally focuses on the skills necessary to be a teacher, including oral and written communication as well as dispositions. Also emphasizes the requirements of the Illinois State Board of Education as implemented by TIU's Division of Education. Offered face to face at the Deerfield campus.

ED 5350 Advanced Educational Psychology - 3 Hours

An integrated examination of learning theory, including the physical, cognitive, social, and psychological development of children and adolescents. This course addresses the Social and Emotional Learning Standards set forth by PA93-0495. Offered face to face at the Deerfield campus.

ED 5390 Adolescent Psychology - 3 Hours

An interdisciplinary study of human development from puberty to early adulthood. Physical, cognitive, and personality development will be examined, both from the social and research point of view while application will be encouraged for candidates who will be teaching adolescents. Offered face to face at the Deerfield campus.

ED 5400 Foundations of Special Education - 3 Hours

A survey of the history, practices, and challenges of special education, including an overview of the court cases and laws leading to IDEA and how these laws affect children with disabilities. Consideration of the cognitive, emotional, physical, and sensory needs of students with disabilities. Emphasis is placed on identification of individual needs, including tiered support systems and appropriate resources, collaborative teams, concerns of families and appropriate planning for the Individualized Education Program. Includes methods of instruction for cross-categorical special education environments and the use of assistive technology and digital tools to address student needs and maximize learning. Includes a minimum of 12 clock hours of special education field experience. Prerequisite: Admission to Field Experience (Gate 2). Offered face to face at the Deerfield campus.

ED 5500 Differentiating Instruction for All Learners - 3 Hours

Rooted in an awareness of the values and challenges inherent within a diverse school community, this course examines concepts of Universal Design for Learning (UDL) and differentiation, 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. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

ED 5551 Teaching in Diverse Settings I - 1 Hour

This course offers the opportunity to connect theory with experience as candidates consider effective educational practice for all students, including those from diverse ethnic, racial, gender, linguistic, and socioeconomic groups. The relationship between both the teacher's and students' prior life experiences with learning is considered. Concurrent registration with ED 5552 and ED 5553. Offered face to face at the Deerfield campus.

ED 5552 Teaching in Diverse Settings II - 1 Hour

A continuation of ED 5551. 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 under-resourced K-12 settings, candidates consider ways to integrate a culturally relevant and equitable curriculum for all students. Concurrent registration with ED 5551 and ED 5553. Offered face to face at the Deerfield campus.

ED 5553 Diversity Field Experience - 1 Hour

Candidates apply relevant knowledge and skills to actual classroom practice through 18 clock hours of pre-clinical (school) experience with children from diverse ethnic, racial, gender, linguistic, and socioeconomic groups. The experience seeks to expose students to the inequities of educational delivery in America. Concurrent registration with ED 5551 and ED 5552, Prerequisite: Admission to Field Experience (Gate 2). Offered from the Deerfield campus.

ED 5580 Cultural Diversity in the Classroom - 3 Hours

Founded in a theology of justice and social responsibility, this course provides historical, social, political and cultural background for the unique challenges of the culturally diverse classroom. An emphasis will be placed on practical pedagogical methods for addressing the culturally diverse needs of today's students, including race, ethnicity, gender and language. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

ED 5800 Characteristics and Identification of Learners with Disabilities - 3 Hours

This course focuses on the characteristics and identification of students with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, orthopedic or other health impairment. Also considered are current legal issues and the impact of disabilities on learning and behavior. Emphasis is placed on the development of the IEP. Registration limited to students in the MEd or by permission of the education (TGS) department. Offered from the Deerfield campus.

ED 5830 Psychoeducational Assessment of Learners with Disabilities - 3 Hours

This course covers current issues in assessment of learners with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, orthopedic or other health impairment. Candidates will develop competencies in administration, interpretation and reporting of norm-referenced academic tests. Candidates will also examine the progress monitoring of scientifically based instructional interventions based on tiered support systems. Registration limited to students in the MEd or by permission of the education (TGS) department. Offered from the Deerfield campus.

ED 5850 Methods of Teaching Learners with Disabilities - 3 Hours

This course covers the development of specialized instruction for learners with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, orthopedic or other health impairment for the purposes of encouraging cognitive and skill growth development through active engagement. Consideration will be given to evidence-based interventions that meet students' educational needs in supportive learning environments. Also included will be the appropriate uses of assistive technology, the principles of Universal Design for Learning (UDL), and strategies for the improvement of the social and emotional functioning of students. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

ED 6000 Topics in Education - 1 Hour

Select and specialized topics relevant to educational ministry. Offered face to face at the Deerfield campus.

ED 6260 Reading and Writing Across the Curriculum - 3 Hours

Examines theory and best practice in content area reading, writing, and oral communication for middle grade and high school students including factors related to reading comprehension strategies, vocabulary development, and motivation. Emphasis is upon interactive teaching methods that support the strategic reading of content materials and that address academic, linguistic and cultural diversity. Prerequisite: Admission to the Division of Education (Gate 1).

ED 6300 Differentiating Instruction for Learners who are Gifted - 3 Hours

This course focuses on the unique needs of students who are gifted, whether or not they have been formally identified as such. Emphasis will be on using differentiating with pedagogical methods in the classroom to accommodate their needs as well as creating authentic and challenging assessments for the gifted. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

ED 6400 Foundations of Teaching English as a Second Language - 3 Hours

This course provides an introduction to the historical, philosophical, political, and social issues that have contributed to public policy regarding services for language minority students. Historical trends and legal issues specifically related to bilingual education in the United States will be discussed. A comprehensive focus will be placed on the theoretical foundations of English as a second language, both linguistic as well as non-linguistic factors. Registration limited to students in the MEd or by permission of the education (TGS) department. Offered from the Deerfield campus.

ED 6420 Linguistics for the Classroom Teacher - 3 Hours

This course provides an introduction to the nature and functions of written and oral language; phonetics and phonology, morphology, syntax, semantics, and variation. The relationship of language to culture and application in meeting educational goals will be explored. Registration limited to students in the MEd or by permission of the education (TGS) department. Offered from the Deerfield campus.

ED 6450 Assessment of Learners who are Bilingual - 3 Hours

This course will provide participants with a comprehensive knowledge foundation in the selection, administration and interpretation of measurement instruments appropriate for English Language Learners (ELLs). Participants will investigate a variety of language assessment tools used to identify, place, and monitor students receiving services in bilingual and ESL programs. Emphasis will be placed on instruments and approaches used to determine and monitor ELLs' English proficiency and academic development in English. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

ED 6470 Methods and Materials for Teaching English as a Second Language - 3 Hours

Methodologies and current approaches for teaching English as a Second Language in the areas of reading, writing, listening, and speaking will be covered in this course. Review of published materials and selection, adaptation, and creation of appropriate ESL materials for various levels of proficiency will be included. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

ED 6690 General Teaching Methods - 3 Hours

A research-based, comprehensive, and practical introduction to pedagogical methods. Areas of focus include: aligning curriculum, instruction, and assessment; writing objectives tied to Illinois Learning Standards and the Common Core Standards; planning effective lessons that scaffold instruction; differentiating instruction for the individual needs of students; creating authentic assessments; and integrating technology. Prerequisite: Admission to the Division of Education (Gate 1). Offered face to face at the Deerfield campus.

ED 6702 Literacy Methods for Emerging Readers - 3 Hours

First of a two-course sequence that examines and applies the basic theories, issues, methods, and materials for an effective developmental, constructivist, balanced literacy approach for emerging readers. Included are the methods used to assess reading and writing, with a focus on the needs of at-risk students caused by cultural/linguistic, economic and developmental diversity. Parent/community involvement is reviewed. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 6703 Methods of Teaching Mathematics in the Elementary School - 2 Hours

Methods for teaching elementary mathematics, focused on concept development and a problem-solving approach. Additionally, candidates will explore effective learning environments for mathematics, teaching mathematics to the English Language Learner, the development of mathematical dispositions, and current issues in math education. Integration of appropriate technology in teaching and learning mathematics is emphasized. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 6705 Literacy Methods for Upper Elementary Grades - 2 Hours

Second of a two-course sequence that examines the basic theories, issues, methods, and materials for an effective upper elementary language arts program. Emphasis is placed on comprehension strategies, and the development of vocabulary and fluency. Course continues to address cultural, linguistic, economic, and developmental diversity of students and teacher methods used to assess and address students' needs. Prerequisite: ED 6702. Offered face to face at the Deerfield campus.

ED 6706 Integrating Science, Social Studies, and the Arts in Instruction - 2 Hours

A study of the methods of integrating science, health, social science, physical education and the arts in the elementary school with particular emphasis on infusing these subjects into the language arts and mathematics curriculum. Effective use of current and emerging technologies and digital tools to support research and learning appropriate to the discipline is included. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 6750 Middle School Methods - 2 Hours

A study of the pedagogy unique to teaching in middle schools with particular emphasis on middle school philosophy, curriculum, and instructional methods for designing and teaching developmentally appropriate programs in the middle grades. Prerequisite: ED 6690.

ED 6810 Teaching Biology in the Middle and High School - 2 Hours

A course focusing on standards-aligned biology content being taught in today's middle and high schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. 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 6690. Offered face to face at the Deerfield campus.

ED 6820 Teaching Language Arts & Literature in the Middle and High School - 2 Hours

A course focusing on standards-aligned language arts and literature content being taught in today's middle and high schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 6830 Teaching History & Social Studies in the Middle and High School - 2 Hours

A course focusing on standards-aligned history and social studies content being taught in today's middle and high schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 6840 Teaching Mathematics in the Middle and High School - 2 Hours

A course focusing on standards-aligned mathematics content being taught in today's middle and high schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 7001 Field Experience Practicum - 1 Hour

Candidates spend five full days in an elementary or secondary school for a minimum of 40 hours of evaluated field experience. This placement is connected to the methods course/s taken during the concurrent semester and is intended to demonstrate the candidate's ability to apply best methodological practices, including the integration of technology. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: ED 6690 and Admission to Field Experience (Gate 2). Offered from the Deerfield campus.

ED 7410 Practicum in Teaching English as a Second Language - 3 Hours

Students will work with ESL students in a school setting for a minimum of 100 clock hours. This field experience will culminate in a comprehensive project that will draw from the other ESL courses in the Master of Education in Diverse Learning program. Enrollment limited to students in the MEd or by permission of the TGS Education Department.

ED 7449 Classroom Management - 1 Hour

A study of communication structures and classroom management in elementary and secondary schools, including a review of theory and practice and the identification of appropriate applications in the school setting. Must be taken concurrently with clinical practice. Offered face to face at the Deerfield campus.

ED 7450 Clinical Practice for Elementary Licensure - 6 Hours

A classroom teaching experience under the direction of a qualified cooperating teacher. Candidates must meet all requirements for clinical practice as outlined in the Division of Education Handbook and the DOE Clinical Practice Handbook which includes passing the Teacher Performance Assessment (edTPA). Prerequisite: Admission to Clinical Practice (Gate 3). Course Fee. Offered from the Deerfield campus.

ED 7451 Clinical Practice for Subsequent Elementary Licensure - 3-6 Hours

A classroom teaching experience under the direction of a qualified cooperating teacher. As arranged with the school director or designate and completed by candidates for subsequent licensure. Candidates must meet all contracted requirements. Offered from the Deerfield campus.

ED 7455 Clinical Practice for Secondary Licensure - 6 Hours

A classroom teaching experience under the direction of a qualified cooperating teacher. Candidates must meet all requirements for clinical practice as outlined in the Division of Education Handbook and DOE Clinical Practice Handbook, which includes passing the Teacher Performance Assessment (edTPA). Prerequisite: Admission to Clinical Practice (Gate 3). Course Fee. Offered from the Deerfield campus.

ED 7456 Clinical Practice for Subsequent Secondary Licensure - 3-6 Hours

A classroom teaching experience under the direction of a qualified cooperating teacher. As arranged with the school director or designate and completed by candidates for subsequent licensure. Candidates must meet all contracted requirements. Offered from the Deerfield campus.

ED 7460 Advanced Seminar in Education - 2 Hours

This course includes discussion of current critical issues in American education and is designed to support the goals of clinical practice. 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. Concurrent registration with ED 7449 and clinical practice. Offered face to face at the Deerfield campus.

ED 7478 MA/T Capstone Project - 1 Hour

Independent study leading to completion of a master's research project or an applied project. Candidates completing a master's research project work with an academic reader to write a detailed research proposal, including introduction, literature review, and description of research methodology. Candidates completing an applied project work with an academic reader as they plan, develop, and complete their project. MA/T Capstone must be taken for a letter grade.

ED 7486 MA/T Capstone Extension - 0 Hours

A total of three semesters extension for ED 7478 may be granted when progress is being made on the capstone. Extension fee when not enrolled in other courses. Counts as half-time student status when registrant affirms a minimum of 20 hours per week are invested on the capstone. Zero credit.

ED 7501 Guided Research in Education - 1-3 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

Interdisciplinary Studies Courses

ID 5001 Foundations for Integrative Thought - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and consummation, with special attention to Scriptural applications and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current issues in the light of biblical principles.

ID 5002 Foundations for Cultural Engagement - 3 Hours

This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working 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 wise interaction with contemporary thought.

ID 6000 Current Topics in Interdisciplinary Studies - 1-3 Hours

Selected topics of general or interdisciplinary interest.

ID 6910 Research Methods - 1 Hour

The techniques for conducting competent graduate-level bibliographic research, as well as attention to the planning, preparation, and writing of theses, will be covered in this course, which is required of all students completing the MA degree with the thesis option. Course will not count toward the 30-hour program requirement. (CR/NC only; not available for Audit).

BE 6200 Ethical Theory - 3 Hours

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. Offered online and face-to-face at the Deerfield campus.

Leadership Courses

LR 5001 Foundations for Integrative Thought in Leadership - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention given to Scriptural applications of leadership theory and godly stewardship in the workplace. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current issues in leadership in the light of biblical principles. Offered face to face at Deerfield and Florida, and online.

LR 5002 Foundations for Cultural Engagement in Leadership - 3 Hours

This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working assumptions of contemporary culture regarding influence, transformation, and effectiveness in leadership. 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 wise interaction with contemporary thought about leadership. Offered face to face at Deerfield and Florida, and online.

LR 5010 Introduction to Leadership: Definition and Perspectives - 1 Hour

This course defines leadership and develops an initial set of skills for the study, research, assessment, and development of learning within the leadership arena. Offered on Deerfield, Dolton, and Florida campuses.

LR 5460 Change and Conflict Management - 2 Hours

This course surveys the dynamics of change and conflict from a variety of perspectives, emphasizing skills of negotiation, building consensus and collaboration. Students will learn how to cultivate effective change within different types of organizations. This course also addresses specific strategies to address conflict situations, whether the conflict is interpersonal or organizational. Offered face-to-face/cluster.

LR 5570 Group and Organizational Communication - 3 Hours

A study of communication in the context of informal and formal groups, as well as organizations of various sizes and different degrees of complexity. The course will include research about communication in nonprofit and for-profit settings. Offered face-to-face/cluster.

LR 5820 Globalization for Leadership - 3 Hours

Students in this course will explore the variety of ways our world has become and is increasingly becoming interconnected while simultaneously remaining fragmented and how these two forces impact leadership dynamics. Offered face-to-face/cluster.

LR 5890 International Practicum - 3 Hours

The fieldwork in this practicum is designed to provide supervised experience in an international Christian setting to help students develop and reflect upon leadership. The opportunity is intended to provide exposure to different cultural, philosophical, and practical bases for functioning effectively in an international leadership setting.

LR 6100 Topics in Leadership - 1-3 Hours

Selected topics as announced. Course may be repeated with different topics. Offered face-to-face/cluster.

LR 6130 Leadership Research - 2 Hours

This course is designed to equip learners with the basic skills in both qualitative and quantitative research techniques, including assessing initiative outcomes in applied organizational contexts.

LR 6150 Applied Leadership Project - 1-3 Hours

This course is used as the applied project component of either a previously taken undergraduate course or a graduate course without an included project. Students will conduct an approved mentor-directed project in a leadership role related to course. Leadership program director approval required. May be repeated for credit.

LR 6380 Assessment and Innovation - 2 Hours

This course will review state-of-the-art theoretical and applied models of creativity and innovation as they apply to the assessment process. Students will develop both the skills and the mindset to understand the critical nature of innovation as it relates to growth—personally and organizationally. Offered face-to-face/cluster.

LR 6520 Coaching and Mentoring - 3 Hours

Course provides the opportunity for students to acquire a clear understanding of coaching and mentoring as leadership tools. Students will learn coaching skills, become familiar with coaching models, be exposed to a variety of assessment techniques and reflect on ethical and other professional issues in the world of coaching and mentoring.

LR 6720 Followership - 2-3 Hours

This course is a study of leadership through understanding the leader-follower relationship. This increasingly important dynamic to the leadership domain will examine the significance of how subordinates can and should ethically relate to their superiors and the impact this relationship dynamic has on an organization. Offered face-to-face/cluster.

LR 6811 Social and Cultural Understanding for Leadership - 2 Hours

This course will equip students to investigate diverse social and cultural contexts with attention to macro level issues such as globalization, ethnicity, and poverty, as well as the more interpersonal dynamics of culture-based differences regarding communication, values, lifestyles, and leadership. Special attention is paid to critical self-awareness and the impact of cultural difference within an organization. Offered face-to-face/cluster.

LR 6850 Organizational Dynamics - 2 Hours

This course examines the foundations of the role of the organizational leader. A scaffold for understanding how to lead others in organizations, the course addresses topics such as leading change, adaptation of roles for organizational effectiveness, and developing other leaders. Offered face-to-face/cluster.

LR 6920 Human Resource Management - 3 Hours

The content of the course focuses on helping learners develop the skills and abilities for effective human resource management including developing job descriptions, interviewing and selection, development, and separation. Special attention will be given to using volunteers in nonprofit organizations. Offered face-to-face/cluster.

LR 6940 Essentials of Nonprofit Operational Management - 3 Hours

This course helps students address the operational challenges specific to nonprofit organizations including strategic planning, budgeting, financial statement interpretation, multisite management, communications campaigns and building projects. Offered face-to-face/cluster and online.

LR 6960 Nonprofit Organizational Dynamics - 3 Hours

The specifics of working for a nonprofit organization are presented. Content includes nonprofit organizational structures, and nonprofit law and policy. Various issues in nonprofit constituency management included are board management, donor relationships and client service. Offered face-to-face/cluster and online.

LR 7468 Leadership Capstone Literature Review - 1-2 Hours

This is a guided research course in the area of a student's particular interest and is intended to facilitate the research process of the capstone project or integrative paper. This would generally be taken the semester before the capstone or integrative paper and would help to facilitate the proposal process.

LR 7478 Leadership Capstone Project - 2-3 Hours

A student may choose to do a final project in a research-based practicum requiring a practical leadership component or an integrative paper for their capstone. This should be chosen in collaboration with a faculty advisor. The research and project or integrative paper will be presented before student colleagues and faculty readers. The capstone will reflect approximately eighty-four clock hours of work (for 2 credits) or 126 clock hours of work (for 3 credits). Counts as half-time academic status in Florida.

LR 7486 Leadership Capstone Extension - 0 Hours

A total of three semesters extension for LR 7478 may be granted when progress is being made on the capstone. Extension fee when not enrolled in other courses. Counts as half-time student status when registrant affirms a minimum of 20 hours per week are invested on the capstone. Zero credit.

LR 7501 Guided Research in Leadership - 1-3 Hours

This elective provides an opportunity to conduct a major project (typically writing a major paper) on a leadership topic of special interest. Students may arrange such a course in any term with an appropriate faculty advisor. May be repeated for credit.

SE 5353 Management of Change and Strategic Planning - 2-3 Hours

Theory, analysis, and application of intervention methods and procedures to effect change within the organization. Leadership roles in effecting change.

SE 5373 Nonprofit Financial Management - 2 Hours

This course covers basic concepts in managing finances for non-profit organizations. Basic accounting topics covered include budgeting, expense control, and income measurement. In addition, the course covers fundraising practices, including annual funding, capital campaigns, planned giving, special events, and grant proposal approaches and procedures. Ethical implications of fundraising and a survey of laws and regulations are also presented.

SE 5391 Entrepreneurial Accounting and Finance - 2 Hours

This course is designed to help students understand key accounting and financial concepts as they relate to start-up ventures. Concepts to be covered include financing options, working capital management, financial statements, and the time value of money. Brief coverage will also be given to personal financial management and to succession and retirement planning.

SE 5392 Social Entrepreneurship - 2 Hours

This course focuses on preparing students to create and manage organizations that advance social change. Course content will cover the start up, organization, and financing of enterprises with social purposes.

Graduate Admissions

General Admission Requirements

Applicants should be aware that in the admissions review, all components of the application packet are examined with no single 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 (<http://graduate.tiu.edu/admissions-financial-aid/apply-now>)
- An official transcript from each undergraduate school, seminary or graduate school you have attended, even though the work may appear as transfer credit on another transcript. In order to be considered official, transcripts must be sent directly to Admissions Operations in sealed envelopes from each school or electronically from the institution's Registrar or Records Office.¹

Please send all required admissions pieces to:
Trinity International University
Admissions Operations
2065 Half Day Road
Deerfield, IL 60015

- A cumulative undergraduate grade point average of 3.0 or higher (on a 4.0 scale)
- For those whose undergraduate GPA falls below a 3.0 GPA, 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.
- Completed recommendation forms:
 - a. Pastoral - a pastor or church leader who knows the applicant
 - b. Academic - a faculty member in a school where the applicant recently pursued academic studies (undergraduate or graduate)
 - c. General - an employer or other professional acquaintance
- 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 92 (internet-based test), 237 (computer test), or 580 (paper-based test). Scores submitted must be less than two years old. **Waivers from TOEFL are not normally granted.** Failure to submit required TOEFL scores may result in denial of admission or postponement of the application decision to a subsequent semester.
- Personal statements that include the following:
 - a. A statement of the applicant's past and present spiritual life. This may include one's Christian conversion and/or other significant spiritual events and formative influences in one's life.
 - b. A statement outlining the applicant's motivation to study at Trinity Graduate School, an evangelical Christian school, and one's future goals.

¹ **Note:** For university coursework done outside the U.S.A., students may need to submit transcripts through a foreign credit evaluation service. The Admissions Office must receive a "course-by-course evaluation" or a "detail report." There are several such services that are acceptable, including the following:

- World Education Services (<http://www.wes.org>)
- Educational Credential Evaluators, Inc. (<http://www.ece.org>)
- International Education Research Foundation (<http://www.ierf.org>)

Program Prerequisites

Each program will have required relevant prerequisites defined in at least one of the following categories:

1. Undergraduate coursework
2. Program-oriented extensive or intensive experience
3. Other (writing, etc.).

Prospective students should note specific program prerequisites in the individual program prospectus and in the catalog.

Application Procedure

The application process is detailed on the admission web page, graduate.tiu.edu/apply/ (<http://graduate.tiu.edu/admissions/apply.dot>). Trinity follows a rolling admissions process; thus, master's program applicants may begin their application during fall, spring, or summer terms. We strongly encourage application six to twelve months prior to the expected enrollment date. Applications for admission and all accompanying materials should be submitted by the following deadlines:

U.S. Citizens

August 1	For fall semester admission
December 1	For spring semester admission
April 1	For summer session

International Applicants

June 1	Fall semester application deadline
July 1	Fall semester deposit deadline
October 1	Spring semester application deadline
November 1	Spring semester deposit deadline

Applications received after these deadlines may not be considered in the term for which originally applied, and no applications will be considered for a given semester after the add/drop period of that semester.

If you are admitted to Trinity, you must submit a tuition deposit of \$125 to the Admissions Office as a confirmation of your acceptance of our offer of admission. This deposit is refundable only if the Admissions Office receives written notification of cancellation by the following dates: July 1 (Fall semester), December 1 (Spring semester). Students who participate in the deposit match program may not receive a refund for their deposit at any time. Deposits are only good for the academic year for which originally submitted and will be forfeited if applicants postpone to the following academic year.

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. International students are valuable members of the Trinity community, and we are committed to serving them through the enrollment process. In addition to the regular application process outlined above, international applicants must also consider the following items: financial requirements and visa requirements.

Financial Requirements

If an international applicant is accepted, formal evidence must then be submitted through Trinity's Certificate of Finance (COF) form that adequate financial resources for both educational and living expenses have been identified by the applicant. The COF is available on the Trinity website.

The Certificate of Finance (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 of around US \$34,000 to satisfy this requirement.

At this time, accepted international applicants living outside the United States must also submit a US \$2,000 tuition deposit (partially refundable) before the Certificate of Eligibility (I-20) for a student visa will be issued (students living in the United States should submit a \$125 deposit).

Visa Requirements

Trinity is authorized under U.S. law to enroll non-immigrant 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. 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 or part time students for credit depending on visas as long as 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 Certificate of Finance
4. Applicant has submitted a US \$2,000 tuition deposit

In accordance with U.S. immigration law, Trinity does not allow non-immigrant 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 International Students & Scholars 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 coursework 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 coursework, including a broad undergraduate background in the humanities and the natural and social sciences.
2. Pre-graduate studies should give evidence that the applicant has 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 coursework, the deficiency can be removed through additional coursework at Trinity International University.
4. Applicants are encouraged to become familiar with the content of the Bible, either through formal coursework 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 Dean's Office.

Application for Readmission/Reactivation

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

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 re-enroll in coursework.

Change of Enrollment Date

Students may find it necessary to change their anticipated enrollment date. If the new semester in which students intend to enroll is within two years of the semester for which they were 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 Office and the Office of Student Financial Services 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.

Active and Inactive Student Status

Students who desire not to register for classes for a period of one to three semesters (twelve months) should request a Leave of Absence (LOA) from the Student Life Office (see Leave of Absence Policy in this Catalog). This appraises Trinity of student program plans and enables appropriate services to be provided. If a student desires to leave TGS, a Withdrawal must be completed through the Student Life Office (see "Withdrawal" in this Catalog).

If a LOA or Withdrawal has not been completed and students do not register and successfully complete coursework each consecutive semester (fall, spring; summer is exempt), their status is rendered inactive (e.g., active students must register for at least one course each semester). Inactive students must reapply to TGS with no guarantee of readmission.

Change of Program (COP)

If after initial enrollment the student wishes to be admitted to a different program, the following apply:

- All possible options should be considered in consultation with a faculty member, Enrollment Counselor, Program Director, and/or Records Office representative in light of coursework already completed.
- Admission to one TGS/TEDS program does not guarantee admission to another program. All admission requirements for the new program must be met.
- At least one semester of TGS/TEDS coursework must be completed before a COP application will be considered, together with the review of that semester's grades. No more than one change of program will be permitted within a single semester.
- The online Change of Program application should be submitted by the following dates: January 15 for the spring semester and September 1 for the fall semester. Changes requested after those dates may be recognized in the next academic term.
- The catalog current at the time of admission to the degree program, not the catalog in effect at the time of original enrollment, will govern the student's new program.
- If COP is denied, applicants may submit a written appeal within thirty days to the Director of Admissions.

Interschool Transfers

Contact the Admissions Office for detailed information about transferring from one school to another within Trinity International University (e.g., transferring from the Graduate School to the Divinity School).

Student Classifications

Visiting Students

If students wish to take courses for credit on a part-time basis but do not want to enroll in a degree program, they may submit a Visiting Student application. In addition to the application form, they must submit an official transcript indicating that they hold a completed bachelor's degree or higher with a minimum GPA of 2.0 sent directly to our Admissions Office. (Visiting students receive "conditional acceptance" until this transcript is received). Visiting students may enroll in a maximum of 9 hours each semester, and it is recommended that they enroll in no more than 12 hours before applying to a degree program. Please contact the Admissions Office for more information.

Auditors

If students want the opportunity to take one or more courses per semester but have no interest in earning graduate credit or a degree, they are invited to audit classes of their 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. 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 program 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 coursework taken at non-accredited graduate schools. Also, graduate-level coursework 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.

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 at MyTIU (<https://mytrinity.tiu.edu>) > Records.)

The Records Office will evaluate transfer coursework under the direction of the TGS Associate Dean and Program Directors. Transfer of credit is not automatic; it is considered only when requested.

Regardless of the amount of coursework that a student may have taken elsewhere, all students must fulfill the minimum residency requirement for their programs at Trinity Graduate School.

Master of Arts in Athletic Training

Students must complete all required courses for credit through Trinity Graduate School.

Master of Arts in Bioethics

24 hours must be taken through TIU coursework, 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.

Master of Arts in Leadership

24 hours must be taken through TIU coursework. A maximum of 6 hours may be considered for transfer credit.

Master of Arts in Teaching, Master of Education in Diverse Learning

Students must complete all required courses either for credit or by audit through Trinity Graduate School.

Master of Arts program in Counseling Psychology (Florida campus)

A maximum of 24 hours may be considered for transfer credit, of which only 12 hours of the concentration may be transferred.

LAW SCHOOL

Welcome to Trinity Law School

Trinity Law School is a dynamic academic community committed to providing quality legal education within the framework of a Biblical Christian worldview. All law schools endeavor to teach students to think like lawyers. Trinity, however, is unique. Here you will not only learn to think like a lawyer, but you will also learn how all law should be founded upon and in harmony with God's law. Your classes will discuss not only defending clients but also defending the faith. You will learn about the law and public policy dominant in the United States in the past and today. Equally important, however, you will develop the skills to champion the implementation of Godly laws and public policies for the future. You will come to understand not merely the rights and interests demanded by men and women in our culture, but also the eternal and inalienable rights flowing from God's creation of mankind in His image.

Trinity has many other advantages. Our faculty of experienced professors and practitioners are fully committed a life of Christian service in their personal and professional lives. We have a low faculty to student ratio that allows for far more personalized instruction than you would receive at many other law schools. We offer a number of clinical opportunities that provide hands-on practical legal experience as a part of your legal education.

Perhaps our most important distinctive is that we provide an extraordinarily collegial environment in which students, faculty and staff work together, pray together, and serve together for the glory of God and His Kingdom.

Trinity Law School is a special place. If you are a current student, we are happy to have you here. For those of you considering joining us, thank you, and we hope to see you on campus soon. May God bless you.

Sincerely,

Myron S. Steeves
Interim Dean

About Trinity Law School

Trinity Law School Purpose

Trinity Law School exists to serve Christ by championing a biblical view of human law and government through our students, graduates, faculty, and staff.

Clinical Opportunities

Trinity recognizes the importance of providing students with opportunities to put their education and faith into action. The Trinity Legal Clinics offer students a unique opportunity to apply their classroom education to helping actual clients before they have completed law school. Each clinic is supervised by an attorney faculty member and is designed to immerse students in the world of law practice while providing much needed service to the community. Practicing law under the guidance of an experienced attorney in a service setting not only equips students with practical skills, but also instills a life-long commitment to serving others.

Participation in the clinical programs is reserved for students in the Juris Doctor degree program only.

Regional Opportunities

Trinity Law School has long and valued relationships with the Pacific Justice Institute and the Orange County Rescue Mission. Additionally, Trinity runs a mediation clinic where students have the opportunity to gain skills in alternative dispute resolution and become certified court mediators prior to completing law school. Trinity is proud to offer these legal clinics and is excited about the opportunities they provide for students.

Pacific Justice Institute

The Pacific Justice Institute (PJI) is a nonprofit legal defense organization that specializes in defending religious freedom. The law school hosts one of PJI's Southern California offices on our campus. Trinity Law School students have the rare opportunity to participate in cutting edge constitutional law litigation by serving as interns for PJI. The students are able to support ongoing cases that address some of the most significant issues in religious liberty today.

Orange County Rescue Mission

The law school operates a legal clinic at the Orange County Rescue Mission where students provide legal services for the residents under the supervision of a licensed attorney. The law school also operates the Mobile Legal Clinic in partnership with the Orange County Rescue Mission. The Mobile Legal Clinic serves the transient community of Orange County. Through these clinical programs, students address many of the biggest legal issues faced by the homeless. The programs include classroom instruction on the provision of legal services, as well as hands-on training on client interviews, assessing legal needs, and providing answers to difficult legal issues.

Mediation Clinic

The Trinity Law School Mediation Clinic operates in conjunction with the Orange County Superior Court and Waymakers Orange County, a nonprofit organization that assists in resolving family and community conflicts. Students receive hands-on experience providing mediation services in the courts and in private settings. The clinic equips students interested

in entering the field of alternative dispute resolution or those desiring to incorporate peacemaking principles and skills into their legal practice.

International Opportunities

The Center for Human Rights

The Center for Human Rights is a premier research and educational facility for the promotion and protection of international human rights and religious freedom. The Center provides research and educational facilities, classroom instruction in human rights, and opportunities for students to participate in international human rights conferences and educational seminars around the world. The Center has access to the law school's robust and growing collection of human rights books, periodicals, and international documents.

European Summer Study Abroad Program

A special benefit of study at Trinity Law School is the opportunity to participate in the International Human Rights Institute, the Programme Européen d' Été Études des Droits d' Homme in Strasbourg, France.

The Institute was founded in 1969 to teach lawyers, judges, law professors, students and government officials the importance of international human rights. Students learn how countries address some of the world's greatest human rights abuses such as religious persecution, racial discrimination, human trafficking, slavery, torture, and genocide.

Each summer, this program gathers more than 400 students from 100 countries to teach and study international human rights. Program participants spend the month of July studying current human rights issues. Students may earn 4 to 6 units of credit upon completion. Students may attend the program a second time at the discretion of the Director; however, priority is given to first-time attendees.

Asian Intensive Winter Study Abroad Program

Students at Trinity Law School also have the opportunity to participate in a two week study abroad program in Southeast Asia. The program begins in Siem Reap, Cambodia and ends in Phnom Penh, Cambodia's Capital City. Students meet with nongovernmental organizations, including Agape International Mission (AIM), to experience the work being done to actively fight sex trafficking in Southeast Asia. Students also visit the Extraordinary Chamber of the Cambodian Court (ECCC) where members of the Khmer Rouge were recently convicted of genocide, war crimes, and crimes against humanity, to meet with international prosecutors and defense attorneys who will discuss the cases tried at this international tribunal. Students may earn 2 to 4 units of credit upon completion.

Other Opportunities

Trinity law students have the opportunity to participate in other clinical programs, internships, clerkships, and fellowships. During their legal education, our students have worked for judges, lawyers, government agencies, legislators, Christian legal organizations, corporations and nonprofits. Trinity encourages this type of experience and works with students to help them find opportunities that best serve their interests.

Student Organizations

Juris Doctor Degree Program

Trinity Law Review

Founded in 1980 as the Simon Greenleaf Law Review, the Trinity Law Review has been a source of scholarship regarding law and the Christian faith, as well as a broad range of other legal issues. Select students may participate in the production of the Trinity Law Review. Students invited to join the editorial board participate in all aspects of publishing the Law Review. In addition, all students are encouraged to write student notes on topical issues for inclusion in the Law Review. Students are therefore afforded an excellent opportunity to develop scholarship skills. Participation in Law Review earns 1-credit hour per semester, up to 4 credits. Participation in Law Review is reserved for students in the Juris Doctor degree program.

Moot Court

Trinity Law School students may compete for a position on the Trinity Law School Moot Court team during the oral arguments conducted as part of the Legal Research & Writing 2 course. Those who perform well in Legal Research and Writing 2 are invited to compete in intramural competitions throughout the United States.

Moot Court competitions develop students' research and brief-writing skills as well as their oral advocacy. Students find it an outstanding opportunity to measure their skills against those of other law students. Students may participate in Moot Court upon completion of or concurrent enrollment in 24 units. Participation in Moot Court earns 1-credit hour per semester, up to 4 credits. Participation in Moot Court is reserved for students in the Juris Doctor degree program.

Student Life

Juris Doctor Degree Program

Student life at Trinity is active and vibrant. Students can choose to participate in a wide variety of student associations and clubs.

Student Groups

There are many student organizations in which students can participate. The policies and procedures governing student organizations are in Appendix 2 (p. 556).

While student organizations change each year, the list below represents the variety of organizations that have been active on campus.

- Christian Legal Society
- Federalist Society
- Black Law Student's Association
- Delta Theta Phi
- Student Bar Association (Student Bar Association Constitution is in Appendix 3 (p. 557))

Church Community

Trinity students are blessed to live in a thriving spiritual community. Students have a host of church choices, including such well-known congregations as Calvary Chapel Costa Mesa, Saddleback Church,

Mariners Church, St. Andrew's Presbyterian, Rock Harbor, and several excellent local Evangelical Free churches.

As a Christian Law School, Trinity opens classes with a prayer or short devotional, holds voluntary Bible studies, and makes Biblical truth a part of the academic curriculum. All students must enroll in a number of required courses that allow students to learn and discuss how Biblical principles guide and affect the development of the law. Trinity also offers special lectures by visiting Christian scholars, professionals, and pastors.

Trinity seeks to preserve a caring and nurturing atmosphere where students and faculty members pray together and encourage one another in faith and good works.

Standards of Conduct and Honor Code

Standards of Conduct

As a community of future leaders and a part of Trinity International University, Trinity Law School 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 Law School has 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, drunkenness, 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.

Students are required to refrain from the possession or use of harmful substances such as non-prescribed stimulants and depressants, hallucinogenic, and illegal drugs.

Gambling, although not specifically forbidden by Scripture, is a questionable practice and therefore is not allowed on campus.

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

Any student who is involved in the purchase of alcohol for a minor is subject to immediate dismissal. Trinity Law School reserves the right to report instances of alcohol possession or use by a minor to the proper authorities.

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

Trinity Law School values a community environment that is free from all forms of discrimination and harassment. Therefore, discrimination and harassment of any type toward any individual (including domestic relationships) will not be tolerated by the institution. This includes any form of verbal, physical, written (including electronic transmission) abuse, threats, or stalking. This also may include a persistent pattern of behavior directed at another individual that distresses, frightens, or is in some manner inappropriate or threatening. Examples of this include but are not limited to hate speech, abuse because of one's race, gender (sexual harassment, including unwanted advances), sexual orientation, nationality, religion or disability. In the event of threats or the potential of stalking, Trinity Law School reserves the right to contact law enforcement agencies. A formal complaint procedure has been established to respond to allegations of discrimination and harassment and is available to all students. 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.

Violations of the Standards of Conduct also include aiding or abetting any violation or attempting to commit an act or omission in violation of the Standards of Conduct. Violations of the Standards of Conduct are subject to discipline, including dismissal from the law school.

Honor Code

Each member of Trinity Law School is responsible for maintaining his or her integrity and the integrity of the law school community in all academic matters. It shall be considered a violation of the Trinity Law School Honor Code to commit any of the offenses listed below.

Unprofessional Conduct

Unprofessional conduct includes:

- Any act which is a *malum in se* crime in the jurisdiction in which the law school is located;
- Conviction of any *malum in se* crime in any jurisdiction;
- Acts or omissions evidencing significant moral turpitude;
- Fraud, deceit, dishonesty or failure to disclose information when there is a legal duty to disclose.

Plagiarism

Plagiarism is using someone else's work (including words, line of thought, or organizational structure) and making it appear to be one's own. This occurs when sources are not cited properly or when permission is not obtained from original authors to use their work. Not properly crediting a source is an act of academic dishonesty, fraud, and intellectual property theft.

Another person's "work" can take many forms: printed or electronic copies of computer programs, musical compositions, drawings, paintings, oral presentations, papers, essays, articles or chapters, statistical data, tables or figures, etc. In short, if any information that can be considered the intellectual property of another is used without acknowledging the original source properly, this is plagiarism.

Cheating

Cheating is a form of deception. Cheating has many expressions: copying even a single word from someone else's test paper; unauthorized use of previous examinations, books or materials on a test; having another person take an examination for a student; submission of someone else's work to fulfill a course requirement; or unauthorized use of a part or the whole of a work completed for one course in another course. Cheating includes reporting material as read that a student has not read.

Cheating includes:

- Having someone else do research or other work on a student assignment.
- Downloading a paper off the internet or buying one from another source and then simply rewriting the text while incorporating some or all of the research.
- Hiring a researcher to do research in preparation for a research paper.
- Having another person review a take-home examination or examination answer (or an examination answer written in class);
- Violating any of the regulations for the administration for taking of exams set forth in this Catalog.

In all classes aside from Legal Research and Writing, having another person proofread a research paper for spelling or grammatical mistakes does not constitute cheating if the student makes the changes and corrections. The essential difference is that cheating involves having others do work the student is assigned to do or provide information or assistance that replaces work the student is required to do as the basis for the grading in a course, according to the type of assignment or work involved.

Violation of the collaboration guidelines outlined in the Legal Research and Writing syllabi will constitute cheating.

Defamation and Invasion of Privacy

The elements of defamation or an invasion of privacy violation include all of the following:

1. Publication by any means, including, but not limited to, oral and written forms, of representations of fact concerning a professor, student, staff member, university or law school employee or any other member of the law school community or a person with ties to the law school community, such as a spouse of a student, staff or faculty member or other protected person;
2. The information communicated is false or an invasion of the subject's reasonable expectation of privacy;
3. The disseminator of the allegations has no reasonable basis to believe that the allegations are true or that the matter is not within the subject's reasonable expectation of privacy;
4. The information is likely, in the mind of a reasonable person, to cause damage to the reputation of the subject person; and

5. The subject of the information is offended or otherwise distressed by the dissemination of the information.

Harassment

Harassment includes sexual harassment, assault, intentional infliction of emotional distress and stalking, as defined either by the laws of the United States, the state of California or the common law. Harassment also includes any actions, verbal attacks or personal demeanor directed at another person which is inconsistent with the ethical practice of law, any reprisal or intimidation or attempt to commit any reprisal or intimidation against any person for making an accusation of an Honor Code violation. Or for reporting concerns or suspicions of possible or suspected violations of the Honor Code.

Lying

Lying includes making any materially false statement or representation to a law school or university official, staff person or faculty member concerning any of the following:

- Any matter relevant to the law school or university education of any person;
- Any matter relevant to the right to practice law or the future licensing to practice law of any person;
- Class attendance;
- Honor Code violations or accusations, including proceedings relevant to the investigation or adjudication of accusations of Honor Code violations.

For example, falsely charging another person with a violation of the Honor Code constitutes lying. Providing false information on an application for law school, or an application for full- or part-time employment at the law school, or an application to take the bar examination all constitute lying.

Disruptions of the Operations or Activities of the Law School

Disruption includes, but is not limited to, the following:

- Inappropriate noise at any location on the law school campus;
- Acts or expressions of attitudes of insubordination toward law school staff or faculty members;
- Insolence or disrespectful language or behavior toward law school staff or faculty members;
- Insolence or disrespectful language or behavior toward another student, whether during class, anywhere on campus, or in the presence of other students, staff or faculty members;
- Repeated or chronic failure to prepare for class;
- Deliberately or recklessly preventing others from attending class;
- Vandalism against school property or the property of law school staff or faculty members, or students;
- Actions which have or threaten to have a significant negative impact on the education of students and the work of the law school.

Violations of Examination Policies

Violations of examination rules include violations of instructions concerning the administration of examinations or tests, or rules of conduct during examinations or tests given before an examination begins.

Unfair Competition and Violation of Library Rules

Unfair competition refers to any practice designed to undermine the education or work of students or the faculty to gain personal advantage, or otherwise, including, but not limited to, destruction or hiding of library

materials, the property of students or faculty, or disruption of electrical, computer or other technical or support services. Material violation of the rules and procedures of the law school library constitutes a violation of this section.

Failure to Perform the Responsibilities of a Student in the Law Program

Failure to perform the responsibilities of a student in the law school refers to any material failure to comply with the duties, responsibilities, policies, rules, regulations and procedures of the law school, including, but not limited to, those stated in the law school catalog. The most basic responsibility of a student in the law school is to arrive to class prepared to engage in discussion. Preparedness for class extends beyond merely reading the material assigned for the class session. Students must have a sufficient depth of understanding to support statements made in class and to engage in meaningful dialog with the professor. Students who are repeatedly unprepared for class will be reported to the Dean for sanctions which may include suspension or expulsion.

Penalties for Violations of the Honor Code

A violation of the Honor Code may result in any of the following penalties:

- Reprimand, either written or oral;
- Change of grades of courses, examinations or other work;
- Receiving no credit on an examination;
- Denial of course credit;
- Suspension from the law school;
- Dismissal from the law school;
- Notation of offense and/or penalty on transcript;
- Any other reasonable sanction deemed appropriate by the responsible authority.

Disciplinary Procedures

In compliance with the California State Bar Guidelines for Accredited Law School Rules at Section 2.6 relating to, "Fairness in Student Discipline", the following procedures have been adopted by the Law Faculty Senate and shall be used for all matters involving student discipline at Trinity Law School. These rules shall govern whether for alleged violations of the Honor Code, or any other alleged offense for which discipline of any sort may be warranted or imposed.

1. Report of Alleged Honor Code Violations or Other Alleged Offenses to the Registrar
 - a. Report(s) of alleged honor code violations or other alleged offenses may be made by a student, a faculty member, a staff member, an administration member, from other person(s) having an affiliation with Trinity Law School, or from the general public, and shall be made to the Registrar.
 - b. The identity of the person making the report shall be recorded by the Registrar. However, his or her identity shall be kept confidential and may only be known to the Registrar, the Disciplinary Committee, and the Dean of the Law School during the reporting and investigation phase of these proceedings.
 - c. The exact nature of the alleged Honor Code violation or other alleged offense must be set forth in writing by the complaining person(s). The report shall include the name of the person(s) allegedly violating the honor code or committing another offense (the "Involved Student") together with the date(s), time(s), location(s), and person(s) involved or witnessing or having

information relating to the alleged violation(s). The complaint shall also set forth the particular alleged violation together with such other and further information as is necessary to a thorough understanding of the allegations being made.

- d. Within a reasonable time after such a report is made, the Registrar shall inform the Involved Student that the complaint has been received, that the complaint will be investigated, and that the Involved Student will be kept informed of the progress of that investigation. During the reporting and investigation phases of these procedures, all information relative to the alleged complaint shall be communicated to the Involved Student with the exception of the identity of the complaining party(ies). The Registrar shall notify the Involved Student by any means including, but not necessarily limited to, telephone, fax transmission, voice mail, email, US Mail, or otherwise. The Registrar shall keep records of all such notices given including the date and time the notice was provided, the person(s) with whom the Registrar communicated, and the means of communication used.
- e. Where not otherwise stated, the term "reasonable" shall be solely interpreted and applied by the Registrar whether stated and used in this section or elsewhere in these rules.

2. Investigation by Registrar

- a. The Registrar shall have discretion as to:
 - i. How to investigate including, but not limited to:
 - 1. With whom to communicate.
 - 2. Whether to communicate with person(s) having knowledge of the allegations simultaneously or individually.
 - 3. The method of the communications.
 - 4. Whether to obtaining documents, if applicable.
 - ii. How to proceed.
 - 1. The Registrar may determine that the matter is minor, in which case:
 - a. The Registrar may issue a verbal warning; provided, however, that the Registrar must refer the matter to the Disciplinary Committee if he or she intends to place any written warning or reprimand in the Involved Student's file.
 - b. The Registrar may, but shall not be obligated to, assist in efforts to achieve reconciliation among the parties.
 - c. The Registrar may decide to take no action.
 - d. The Registrar may determine that a significant violation or offense has occurred, in which case the Registrar will refer the matter to the Chairperson of the Disciplinary Committee.
- b. During the investigation, any and all students involved or with whom the Registrar chooses to have communications of whatever nature shall cooperate fully with the Registrar and the investigation.
- c. The investigation shall be a neutral, fact-finding mission.
- d. There is no time limit imposed upon the investigation but the Registrar shall act with all due speed.

- e. At the close of the investigation, the Registrar shall report his or her decision (to take no action, to handle in an internal fashion within the Registrar's Office if minor and if not involving any sanction of any kind, or to refer to Disciplinary Committee) to the Chairperson of the Disciplinary Committee. The Involved Student shall be advised by the Registrar of the date the investigation report is supplied to the Chairperson of the Disciplinary Committee. Notice by the Registrar to the Involved Student shall be provided by any convenient means which may include, but is not necessarily limited to, telephone, fax transmission, voice mail, email, US Mail, or otherwise. The Chairperson shall then, within a reasonable period of time, advise all members of the Disciplinary Committee of the findings, recommendations, and/or action(s) taken, if any, by the Registrar.

3. Review by Disciplinary Committee

- a. The Chairperson of the Disciplinary Committee shall set a reasonable time within which any member of the Disciplinary Committee may choose to review the matter. If no member of the Disciplinary Committee chooses to review the matter, the decision(s) and/or action(s) of the Registrar shall be considered final. If, however, the Registrar recommends any form of sanction against the Involved Student, then the Chairperson of the Disciplinary Committee shall schedule the date, time, and location of the Review. Therefore, the Disciplinary Committee may take the following actions upon receiving a report from the Registrar.
 - i. Choose to close the matter and take no action.
 - ii. Choose to investigate further.
 - iii. Choose to conduct a review of the matter.
- b. Upon choosing to review a matter, the Disciplinary Committee may, after deliberation, refer the matter back to the Registrar for further investigation. Following any further investigation and following its review, the Disciplinary Committee shall reach a tentative decision. During the time that a decision is tentative, no sanction shall be imposed upon the Involved Student. The Disciplinary Committee does, however, reserve to itself the right and power to consider all circumstances and to issue temporary findings and orders as may be necessary to safeguard students, staff, faculty or administration, or others, their property, or interests, or to preserve order, decorum or provide for the general welfare of the institution.
 - i. That decision will be to either take no action, or impose a sanction.
 - 1. If no action is taken, the matter shall be closed.
 - a. The Registrar shall communicate to the Involved Student that the Disciplinary Committee has chosen to take no action and that the matter is closed to the Involved Student.
 - b. The Involved Student shall have no right of appeal or to request any further findings or clarifications from the members of the Disciplinary Committee or the Registrar if the matter is closed without any action being taken.
 - 2. If a sanction is tentatively ordered, the Registrar will provide notice to the Involved Student of the tentative sanction within a reasonable period of time following the Disciplinary Committee reaching its tentative decision. Notice by the Registrar to the Involved Student shall be provided by any convenient means which may include, but is not necessarily limited to, telephone, fax transmission,

voice mail, email, US Mail, or otherwise. This notice shall include the following:

- a. The name(s) of the complaining party(ies).
- b. The exact allegation(s) against the Involved Student.
- c. The fact that the matter has been investigated.
- d. All materials developed in the course of the investigation.
- e. The fact that a tentative decision has been reached.
- f. The sanction to be imposed, if any, under the tentative decision together with any temporary findings or orders, if any, in keeping with 3(b), above.
- g. That the Involved Student will have twenty (20) days to request a hearing before the Disciplinary Committee or, that if no such request is made, that the tentative decision shall become the final decision.
- h. That the request for hearing must be made by the Involved Student in writing to the Registrar's Office.
- i. That if the Involved Student does not request a hearing within twenty (20) days of the date of the decision of the Disciplinary Committee, the decision of the Disciplinary Committee shall become final and any right of appeal shall be deemed waived.

4. Hearing by the Disciplinary Committee

- a. Following review by the Disciplinary Committee and their decision, and after the Involved Student requests a hearing, the Disciplinary Committee shall conduct a hearing on a date, at a time, and at a location to be determined by the Disciplinary Committee.
- b. The date, time and location for the hearing shall be at the discretion of the Disciplinary Committee, but shall be set with a goal being to permit the Involved Student adequate time for investigation and preparation.
- c. At the hearing:
 - i. The Involved Student may produce documents, including Declarations under oath and advance arguments, but may not provide live testimony whether from the accusing party(ies), law school faculty, staff, or administration, or third parties.
 - ii. The Involved Student shall have thirty (30) minutes maximum to present his or her case.
 - iii. The Involved Student may seek legal counsel at his or her own cost but may not be represented by counsel at the hearing, nor may counsel be present.
 - iv. The hearing may not be recorded whether by audiotape, videotape, stenographer, shorthand reporter, or otherwise. The Disciplinary Committee may elect to provide a person to take notes and/or minutes.
 - v. The Disciplinary Committee shall not be bound to follow ordinary rules of evidence or procedure.
 - vi. The Disciplinary Committee may re-open for further investigation after the hearing.
 - vii. All matters shall be submitted and no final decisions will be announced prior to deliberation.
 - viii. The Disciplinary Committee shall deliberate privately.
 - ix. Said deliberations shall be based upon the standard of proof of a preponderance of the evidence.

x. Said deliberations shall be concluded by a decision reached by a simple majority vote.

- d. The Disciplinary Committee shall, through the Registrar's Office, notify the Involved Student of its decision within a reasonable period of time following the hearing. The Registrar shall notify the Involved Student by any convenient means which may include, but is not necessarily limited to, telephone, fax transmission, voice mail, email, US Mail, or otherwise. The final decision may be to adopt the tentative decision as the final decision, to modify the tentative decision, or to recommend no further action be taken, thus vacating the tentative decision. Said notice shall set forth a date and that date shall act as the date of the Disciplinary Committee for the purposes of (5), below.
5. Appeal by the Involved Student, if any, shall be to the Dean of the Law School.
 - a. The Involved Student shall communicate his or her request for an appeal to the Dean through the Registrar's office. The request must be communicated by the Involved Student to the Registrar not later than twenty (20) days following the communication of the final decision of the Disciplinary Committee by the Registrar to the Involved Student. See, 4(d), above. Failure to timely communicate the request for the appeal shall be deemed a waiver of the appeal.
 - b. The Dean shall have the right to conduct the appeal in any manner that the Dean believes to preserve the best interests of justice.
 - c. The Dean shall conduct the appeal within a reasonable period of time.
 - d. The Involved Student shall appear at the appeal proceeding. The Involved Student may seek legal counsel at his or her own cost but may not be represented by counsel at the hearing of the appeal, nor may counsel be present at the appeal hearing. The appeal hearing may not be recorded whether by audiotape, videotape, stenographer, shorthand reporter, or otherwise. The Dean may elect to provide a person to take notes and/or minutes.
 - e. The Involved Student shall have thirty (30) minutes maximum to present his or her case on appeal.
 - f. The Involved Student may produce documents, including Declarations under oath and advance arguments, but may not provide live testimony whether from the accusing party(ies), law school faculty, staff, administration, or third parties.
 - g. All matters shall be submitted and no decision will be announced prior to deliberation. The deliberation of the Dean shall be private.
 - h. The Dean shall, within twenty (20) days of the appeal hearing, inform the Involved Student of his or her ruling through the Registrar's Office. The ruling may be in the form of an affirmation, a reversal and remand, a reversal, a modification, a vacating of findings and ruling, or in any form of ruling deemed to be appropriate in the discretion of the Dean.
 - i. The ruling of the Dean on the appeal shall be final.

Student Services

Academic Support

Although final responsibility for meeting degree requirements rests with the individual student, academic support and assistance is available to all students. The Academic Support Department advises students of law

school expectations and provides strategic resources to equip students for success in school and on the California Bar Exam.

New students will enjoy the benefits of a highly coordinated program of fundamental skills such as case briefing, outlining, and exam preparation, all of which help students become fully prepared for their law school exams. On Course, a program designed to prepare students for every subject area and testing method of the bar exam, is provided for For Juris Doctor students.

The Trinity Law School On Course program is an academic support program designed to ensure that 100% of Trinity students get the best value from their education by mastering the skills needed for success and equipping all students to take the California Bar Exam.

Students will be introduced to Academic Support and On Course during New Student Orientation.

Library and Information Center

Trinity Law School Library is compliant with all hard copy, electronic contents, and access requirements set forth in the California Accredited Law School Rules and Guidelines. The Library includes a physical library containing many secondary resources that are not available online in order to serve the teaching, research, and other goals of Trinity Law School. Students may access these resources during business hours but they do not circulate. The Trinity Law School Library subscribes to various databases to provide students with access to essential legal research tools. These databases include, but are not limited to: the Thomson Reuters Westlaw, HeinOnline, LexisNexis, CEB OnLaw, Columbia International Affairs Online, and the Library of Law and Liberty. Students are provided access and instructions in the student orientation materials.

Instructional Facilities

Each classroom at Trinity Law School is provisioned with a variety of technology tools to help support teaching and learning, including document cameras, data projectors, media players, and classroom controls.

Student Housing

Trinity Law School does not have dormitory facilities under its control. A list of local apartments within two miles is available upon request. No further placement assistance is provided by Trinity Law School. The median monthly rental cost for a single bedroom rental within two miles of the school is \$1,975.

University Services

Campus Safety

Safety Policy Statement

Accident prevention is of primary importance in all phases of operation and administration. It is the intention of the school's administration to provide safe and healthy conditions and to establish and insist upon safe practices at all times by employees and students. The prevention of accidents is an objective affecting all levels of the organization and its activities. It is the duty of each employee and student to accept and follow established safety regulations and procedures. The emergency procedures are in Appendix 4 (p. 560).

Injury Reporting

Employees and students are expected to assist the administration in accident prevention activities. Unsafe conditions must be reported. Students and employees who need help should be assisted. Everyone is responsible for the housekeeping that reduces the potential for injury. Any injury that occurs on the school premises, even a slight cut or strain, must be reported to the administration as soon as possible. In no circumstances, except an emergency, should an employee or student leave the premises without reporting an injury that occurred.

Incident Reporting

The Santa Ana Police Department has the primary jurisdiction and responsibility to investigate crimes and provide police services at the law school campus. It is important that all crimes occurring on campus be reported immediately to the police department to ensure that appropriate action can be taken. The law school endorses a reporting policy that strongly encourages victims to report all incidents regardless of their nature. Crimes occurring on the law school campus can be reported in person or by dialing 9-911 from any telephone on campus. All the telephones located on campus are tied into the 911 emergency system.

Non-emergency calls for assistance can be reported by dialing campus services at extension 7130. Upon reporting a crime occurrence, traffic accident, injury accident or other incident, the proper response will be quickly determined and the appropriate action initiated. Calls for fire and medical emergencies should be directed to the police department dispatcher by dialing 9-911 from any on-campus phone. There are fire alarm boxes throughout the building that should be activated in case of fire. Members of the law school community are encouraged to report immediately any suspicious activity to the operator. Crimes can be averted by the prompt reporting of suspicious activity. The reporting of physical hazards is encouraged in order that they may be corrected to avoid personal injury.

During hours when the campus is open students should contact campus services at (714) 796-7130 to report the presence of any individual on campus who is not there for business purposes.

Personnel

Trinity Law School Administration

Academic Administration

Myron S. Steeves, J.D.
Interim Dean

Dana C. Clark, J.D.
Associate Dean

Full-time and Regular Faculty

Adeline Allen

Associate Professor Adeline Allen received her B.S. in Physical Anthropology from UCLA, *cum laude*, and her J.D. from Regent University School of Law in the honors track. She served as the Executive Editor of the *Regent University Law Review*. Professor Allen was a Visiting Fellow with Princeton University's James Madison Program in American Ideals and Institutions for the 2017-2018 academic year. Professor Allen teaches Contracts and Torts.

Narcis Brasov

Assistant Professor Narcis Brasov received his B.A. in Philosophy and his B.A. in Spanish from USC, his M.A. in Philosophy of Religion and Ethics from Biola University, and his J.D. from Trinity Law School. He was the Trinity Law Student of the Year award recipient, served as the Executive Editor of the *Trinity Law Review*, placed 2nd place in the Black Law Students Association Western Regional Moot Court Competition, and 5th place in the National Moot Court Competition in 2015. Professor Brasov taught high school level Spanish for the Norwalk-La Mirada Unified School District since 2003 before joining the full-time faculty in 2018. Professor Brasov teaches Property and Civil Procedure.

Dana Clark

Associate Professor Dana Clark received his B.A. in History/Political Science from Point Loma College and his J.D. from Western State University College of Law. Professor Clark taught on an adjunct basis at Western State University College of Law as well as at Trinity before joining the full-time faculty in 2013. He was named Associate Dean in 2016. He is an experienced general civil litigation and appellate attorney. Professor Clark teaches Torts, Remedies, and Civil Litigation Skills and Negotiations. He also serves as Faculty Advisor to Trinity's Federalist Society chapter and its Scholar Program.

Andrew DeLoach

Assistant Professor Andrew DeLoach received his B.A. in Literature/Writing from the University of California, San Diego, and his J.D. from California Western School of Law in San Diego. Professor DeLoach attended the International Academy of Apologetics, Evangelism, and Human Rights in Strasbourg, France, and became a Fellow of the Academy, hosted a radio program discussing Christian apologetics, world religions, and the application of legal standards of evidence to historic Christianity from 2009-2012. He practiced law in civil litigation before opening his own practice specializing in estate planning and probate. He taught on an adjunct basis at Concordia University as well as Trinity before joining the full-time faculty in 2017. Professor DeLoach teaches Wills, Trusts, and Estates, Legal Research and Writing, Jurisprudence, Legal Apologetics, is the professor-in-residence for the summer International Human Rights program in Strasbourg, France, the Director of the Center for Human Rights and also serves as Trinity's Law Review Faculty Advisor.

Kevin Holsclaw

Clinical Professor Kevin Holsclaw served as Acting Assistant Attorney General for Legislation in the United States Department of Justice and formerly served as a Special Assistant Attorney General for the California Department of Justice with the responsibility for the development of criminal justice policy for the California Attorney General. He also participated as a member of the Megan's Law Task Force, the U.S.-Medico Border Task Force, and the National Association of Attorneys General Task Force concerning the Victim's Rights Amendment to the U.S. Constitution. He is a recipient of an Outstanding Achievement Award

from Victims, Families, and Survivors of the Oklahoma City Bombing, the Randolph Award, the highest award given by the United States Department of Justice, and the Marvin Award, given each year to the outstanding attorney by the National Association of Attorneys General. Professor Holsclaw also served as Legislative Counsel to Congressman Dan Lungren from 2005-2013 and served as Interim Dean of Trinity Law School in 2001. Professor Holsclaw teaches Criminal Law, Criminal Procedure, and Immigration Law.

R. Neil Rodgers

Clinical Professor R. Neil Rodgers received his B.A. in Political Science from the University of California, Los Angeles, and his J.D. from Western State University College of Law. He practiced law privately in areas of bankruptcy, Chapter 11 reorganizations, workouts, and debtor-creditor law. Professor Rodgers has represented clients in all facets of bankruptcy practice, including service as a Chapter 7 and Chapter 11 trustee and counsel to trustees. He formed and advised business entities and handled business litigation in state and federal courts in addition to advising corporations on merger and acquisition matters and representing corporations in securities matters. Professor Rodgers also handled family law matters and served as special bankruptcy to the Orange County Tax Collector. Professor Rodgers taught at Trinity as an adjunct professor from 2001 until 2015 when he joined the full-time faculty. He has taught Business Organizations, Constitutional Law, Torts, Contracts, Professional Responsibility, Criminal Procedure, and Community Property. Professor Rodgers also coaches Trinity's Interscholastic Moot Court team and provides consulting to Trinity alumni who are building bankruptcy practices.

Joy Statler

Assistant Professor Joy Statler received her J.D. from Trinity Law School. Professor Statler directs Trinity's academic support programs. She is also the Director of the Trinity Law Clinics and serves as an instructor and advisor to faculty and students involved in Trinity's clinical programs.

Michael Schutt

Clinical Associate Professor Michael Schutt is the Director of the Institute of Christian Legal Studies (ICLS), a cooperative ministry of the Christian Legal Society and Trinity Law School. The mission of ICLS is to train and encourage Christian law students, law professors, pre-law advisors and practicing attorneys to seek and study Biblical truth, including the natural law tradition, as it relates to law and legal institutions, and to encourage them in their spiritual formation and growth, their compassionate outreach to the poor and needy, and integration of Christian faith and practice with their study, teaching, and practice of law. Professor Schutt is an honors graduate of the University of Texas Law School. He is Editor-in-Chief of the *Journal of Christian Legal Thought*, a publication of ICLS. Professor Schutt is the author of *Redeeming Law; Christian Calling and the Legal Profession*, a vocational exhortation for law students and lawyers, and he has authored several law review articles, essays, and supplements on biblical principles for use in the law school classroom. Professor Schutt's primary focus is expanding the influence of ICLS through Trinity Law School. Professor Schutt teaches in the area of the relationship between lawyers, faith, and culture.

Myron Steeves

Professor Myron Steeves received his B.A. in Intercultural Studies from Biola University and his J.D. from Georgetown University Law Center. Prior to attending law school, Professor Steeves served as a missionary in the Middle East and India. His law practice is concentrated in transactional work for nonprofit clients and general business litigation. Professor Steeves began teaching at Trinity's predecessor law school, Simon Greenleaf School of Law, in 1992, became the Director of

Development and Alumni Relations in 2008, and served as Dean of Trinity Law School from 2010-2016, and Interim Dean from 2019 to the present.

Affiliate Faculty

Affiliate faculty members have a continuing relationship with Trinity Law School while holding academic appointments in other departments within the University or at other institutions. Affiliate faculty hold appointments other than the regular faculty ranks eligible for tenure.

Hunter Baker

Dr. Baker is Dean of the College of Arts and Sciences at Union University in Jackson, Tennessee. Dr. Baker earned a Ph.D. in Religion and Politics from Baylor University, a J.D. from the University of Houston Law Center, an M.A. in Public Administration from the University of Georgia, and a B.S. in Economics and Political Science from Florida State University. He is the author of three books (*The End of Secularism*, *Political Thought: A Student's Guide*, and *The System Has a Soul*), has contributed chapters to several others, and has written for a wide variety of print and digital publications. His work has been endorsed by Robert P. George, Russell Moore, John Mark Reynolds and others. He is the winner of the 2011 Michael Novak Award conferred by the Acton Institute and has lectured widely on matters of religion and liberty. In addition to his work at Union, Dean Baker also serves as an associate editor for the *Journal of Markets and Morality*, as a contributing editor for *Touchstone: A Journal of Mere Christianity*, and a writer at large for *The City* (a journal he co-founded). He is also a research fellow of the Ethics and Religious Liberty Commission.

Paige Cunningham

Dr. Cunningham is the Executive Director of The Center for Bioethics and Human Dignity at Trinity International University. She is a Fellow at the Institute for Biotechnology and the Human Future, and the Interim Dean at Taylor University in Upland, Indiana. She graduated from Taylor University, earned her J.D. from Northwestern University Law School, an M.A. in Bioethics from Trinity International University, and a Ph.D. in Educational Studies from Trinity Evangelical Divinity School. Professor Cunningham has published numerous articles, editorials, and book chapters in the areas of law, bioethics and public policy, and has testified before Congress and state legislative committees and has made numerous television appearances. She lectures on bioethics, public policy, reproductive ethics, and global women's health. Recently she has presented at Princeton University, Olivet Nazarene University, Taylor University, and Trinity Evangelical Divinity School.

Thaddeus Williams

Dr. Williams received his B.A. in Biblical Studies from Biola University in 2001; his M.A. in Philosophy of Religion and Ethics from Talbot School of Theology in 2005; and his Ph.D. in Theology from Vrije Universiteit, Amsterdam in 2011. His academic works include *Love, Freedom, and Evil* (Rodopi, 2011), used in seminaries around the world and currently being translated into German, and his recent popular publication, *The Exchange* (AIM Books, 2012). His research interests include the Trinity, divine and human agency, dialogue with atheists, and theology of culture. Dr. Williams teaches Legal Institutions and Values and Jurisprudence.

Adjunct Faculty

Adjunct faculty members have an ongoing involvement with the Law School, usually teaching at least one course each year. Certain adjunct faculty members teach more courses each year. The degree to which these faculty members are able to participate in the academic and

community life at the law school varies. The following faculty members are recent or present adjuncts.

Mark Allen III

B.A., Grinnell College
J.D., Loyola Law School, Los Angeles
Administrative Law; Environmental Law

Matthew Batezel

B.A., California State University Fullerton
J.D., Loyola Law School
Contracts; Remedies

Kristin Bengfort

B.A., Concordia University
J.D., University of San Diego
Family Law

Preston Branaugh

B.A., University of Denver
J.D., University of Denver College of Law
Conflict Management in Business and Nonprofit Organizations

B. Taylor Brooks

B.A., Wake Forest University
J.D., Vanderbilt University Law School
L.L.M., Villanova University Law School
Philosophy and Theology of Justice; Bioethics

William Campbell

B.A., California State University, Fullerton
J.D., Southwestern University School of Law
Criminal Law; Contracts, Civil Procedure

Kenneth Chinn

B.A., Whittier College
J.D., Loyola Law School
Criminal Law; Evidence

Brittany Claus

B.A., Loyola University of Chicago
J.D., Western State College of Law
Juvenile Law and Delinquency

Eddie Colanter

B.A., University of California, San Diego
M.A., Simon Greenleaf College
M.A., Trinity Graduate School
Philosophy and Theology of Justice; Bioethics

Zachary Cormier

B.B.A., University of New Mexico
J.D., Pepperdine University School of Law
Constitutional Law

Jeffrey Erskine

B.A., University Of New York, Prague
M.A., University Of Canberra
J.D., Western State College of Law
Torts; Contracts; Human Rights and Development in Cambodia

William Evans

B.A., Pennsylvania State University
J.D., Pepperdine University

Contracts

Anne Bachle Fifer

B.A., St. Mary's College
J.D., University of Michigan Law School
Mediation

Eric Fitzgerald

J.D., Trinity Law School
Community Property

Loyst Fletcher

B.A., Hampton University
J.D., College Of William and Mary
Evidence; Civil Procedure; California Evidence and Civil Procedure

Lora Friedman

B.S., Chapman University
J.D., Trinity Law School
Legal Research and Writing; Civil Procedure

Stephanie Forbes

B.S., Chapman University
M.S., University of Pennsylvania
Staffing and Compensation Administration

Jeffrey Fowler

B.S., University of Houston
J.D., The John Marshall Law School
Labor Law and ADR

Jason Gaudy

B.B.A., Trinity Christian College
J.D., Western State College Of Law
Wills, Trusts and Estates

Robert Grant

B.S., Excelsior College
M.Div, Promise Christian University
J.D., University Of La Verne College Of Law
Workers Compensation Law; Contracts; Evidence

Lauran Guber

B.S., Chapman University
J.D., California Western School of Law
Forensic Mental Health

Bruce Harbin

B.A., Oral Roberts University
MBA, Oral Roberts University
J.D., Pepperdine University School of Law
Property

Craig Hawkins

B.A., University Of California, Irvine
M.A., Simon Greenleaf University
M.A., Trinity Graduate School
M.A., Claremont Graduate University
Jurisprudence; Legal Institutions and Values; Human Rights and Development in Cambodia

Christopher Henderson

B.S., Arizona State University
J.D., University of San Diego

Human Resources

Marchela Iahdjian

B.A., University of California, Los Angeles
J.D., University of California, Hastings College of Law, San Francisco
Torts

John Joseph

B.A., Stetson University
J.D., University of Kentucky
Nonprofit Law

Christopher Kall

B.A., San Diego State University
M.A., University of Southern California
J.D., University of San Diego School Of Law
International Human Rights

Bryan Kazarian

A.A., Orange Coast College
B.A., California State University, Fresno
J.D., Western State College of Law
Trinity Mobile Legal Clinic

Stephen Paul Kennedy

B.A., University of Southern California
M.Div, Talbot Theological Seminary
Ph.D, University of Southern California
International Human Rights

Ryul Kim

B.A., University of California, Los Angeles
J.D., Western State College of Law
Alternative Dispute Resolution; Trinity Mediation Clinic; Advanced Mediation Clinic

Theodore Landwehr

B.A., Concordia University
M.B.A., University of Minnesota
J.D., University of Minnesota Law School
Nonprofit Law

Ronald V. Larson

B.A., California State University, Fullerton
J.D., University of California, Davis
Business Organizations; Professional Responsibility and Ethics

Daniele Le

B.A., University of California, Los Angeles
J.D., Chapman University School of Law
Bar Preparation

Judge Daniel S. Lopez

B.A., Claremont McKenna College
J.D., Loyola Marymount University
Criminal Trial Practice, Criminal Procedure

Stephanie Luck

B.A., Franklin College Switzerland
J.D., Syracuse University College of Law
Contracts

Kelli Marsh

B.A., Azusa Pacific University
J.D., Trinity Law School

Torts

Andrew McCarron

B.A., California State University, Long Beach
 J.D., Western State College of Law
 Contracts; Property; Uniform Commercial Code

Donald McConnell

B.A., Westmont College
 J.D., University of Southern California School of Law
 Bioethics

Kenneth M. McDonald

B.A., California State University, Long Beach
 J.D., Western State College of Law
 Criminal Law; Criminal Procedure

Erin Moriarty

B.A., Louisiana State University
 J.D., Louisiana State University
 Consumer Chapter 7 Bankruptcy Survey; Bankruptcy Clinic

Sashmeeda Mulmi Shrestha

B.A., Vivekanada Law College
 B.L.L., Bangalore University
 International Nongovernmental Organizations

William Overtoom

B.A., California State University, Fullerton
 J.D., Western State College of Law
 Criminal Law; Criminal Procedure

Laurie Ellen Park

B.A., Villanova University
 J.D., Tulane University Law School
 Torts

Michael Parker

B.A., University of California, Los Angeles
 J.D., University of the Pacific
 Property, Professional Responsibility and Ethics; Insurance Law

Wendy Patrick

B.A., University of California, Los Angeles
 M.Div., Bethel Seminary
 J.D., California Western School of Law
 Ph.D., University of Wales
 Criminal Justice

Michael Peffer

A.A., Orange Coast College
 J.D., Simon Greenleaf School of Law
 Legal Research and Writing; Evidence; Religious Liberty Clinic

Tiffany Poncy

J.D., Trinity Law School
 Community Property

Harold Potter

J.D., Western State College of Law
 Criminal Procedure; Trial Practice

Chester Puchalski

B.A., George Washington University
 J.D., Georgetown University Law Center

Professional Responsibility and Ethics

Julie Resner

B.A., Pacific Christian College
 J.D., Trinity Law School
 Community Property, Legal Research and Writing

Trevor Roberts

B.A., California Baptist University
 J.D., Trinity Law School
 Torts, Contracts

Lisa Runquist

B.A., Hamline University
 J.D., University Of Minnesota School of Law
 Nonprofit Law

Sosamma Samuel-Burnett

B.S., Georgetown University
 J.D., University of Minnesota Law School
 Human Rights

Dena Sites

B.S., San Diego State University
 J.D., Southwestern Law School
 Contracts

Bradley Schoenleben

B.A., Chapman University
 J.D., Chapman University School of Law
 Criminal Adjudicative Process, Human Rights

Stephen Shepard

B.A., University of California, Los Angeles
 J.D., Western State College of Law
 Wills, Trusts and Estates; Remedies

Sarah Sherman

B.A., University of California, Santa Barbara
 J.D., University of Miami School of Law
 Business Organizations

Alexandra Snyder

A.A., College of the Canyons
 J.D., Trinity Law School
 Right to Life

Laurie Stewart

B.A., California State University, Fullerton
 M.A., Biola University
 J.D., Chapman University
 Legal Research and Writing; ADR

Sarah Sumner

B.A., Baylor University
 M.A., Wheaton College
 M.B.A., Azusa Pacific University
 Ph.D., Trinity Evangelical Divinity School
 Jurisprudence

Meghan Taylor

B.S., Point Loma Nazarene University
 J.D., Chapman University School of Law
 Criminal Law; Criminal Procedure

Lloyd Took

B.A., Whittier College

J.D., Howard University School of Law

Employment Discrimination

Christine Torres

B.S., California State University, Long Beach

J.D., Trinity Law School

Legal Fundamentals

Venus Griffith Trunnel

B.A., Loyola Marymount University

J.D., Southwestern University School of Law

LL.M., George Washington University Law School

Legal Research and Writing; Contracts

Academic Life

Programs

Juris Doctor Overview

In addition to admissions requirements, students must complete 90 units of study with an average of C (a grade point average of 2.0). Students must attend at least 80 percent of the regularly scheduled class hours in each course to receive credit for that course.

Both the full and part-time degree plans must be completed in five years or less. The full-time program must include at least three consecutive academic terms within five years; the part-time program must include at least four consecutive academic terms within five years.

Any student with a disability requiring special arrangements will be accommodated upon petition, with supporting documentation and pending approval from the Dean. Special accommodations will be carefully tailored to meet the documented need in accordance with the Trinity Law School disability policy.

Program Learning Outcomes:

Students graduating with a *Juris Doctor* degree will be able to:

- Demonstrate a basic knowledge of the law in key areas tested on the California Bar Exam by obtaining a grade of C or higher on a class examination.
- Demonstrate that law may be practiced as a tool of ministry through *pro bono* or low-cost legal services.
- Identify and formulate the legal issues and theories that apply to the facts of a described situation or problem in the content area as demonstrated by successful performance on an examination.
- Compare case law to a given set of facts, using it to determine the appropriate action as demonstrated by written case briefs and participation in classroom discussion.
- Integrate biblical principles to content area topics by classroom discussion and/or assignments.

Juris Doctor - Flex Track Program

Students who have not taken the Law School Admissions Test (LSAT) or who do not meet the requirements for the regular Juris Doctor program may be considered for admission into the Juris Doctor Flex Track program. Students must complete 18 units of study in separate Juris Doctor Flex Track courses specifically designed to pass the First Year Law Students Examination, FYLSX.

Master of Legal Studies Overview

The Master of Legal Studies degree program is a 30-unit online degree program. Students complete a core curriculum of 15 units and must choose from one of various 15-unit tracks for a total of 30 units. The available tracks are: Alternative Dispute Resolution, Bioethics, Church and Ministry Management, Contracts and Negotiations, Criminal Justice, General Legal Studies, Human Resources Management, Human Rights, and Nonprofit Organizations. Courses are offered on a modular schedule beginning every eighth week. The program is designed to be completed within two years.

Program Learning Outcomes:

Students graduating with a *Master of Legal Studies* degree will be able to:

- Demonstrate a basic knowledge of the law in areas applicable to a wide range of business and management positions.
- Apply the law as a tool for effective and ethical decision making.
- Identify legal issues and formulate legal theories that impact their professional career.
- Effectively interact with attorneys regarding the application of legal solutions to business and ministry challenges.
- Recognize and resolve ethical issues by applying knowledge of secular law and biblical principles to content area topics.

Law Degrees

- Juris Doctor (J.D.) (p. 518)
- Master of Legal Studies (MLS) (p. 525)

Juris Doctor

The J.D. Program Mission

The Juris Doctor program at Trinity Law School is a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

J.D. Student Learning Outcomes

Upon successful completion of the Juris Doctor program, the graduate shall, at a minimum, include competency in the following:

1. Demonstrate a basic knowledge of the law in key areas tested on the California Bar Exam by obtaining a grade of C or higher on a class examination.
2. Demonstrate that law may be practiced as a tool of ministry through pro-bono or low-cost legal services.
3. Identify and formulate the legal issues and theories that apply to the facts of a described situation or problem in the content area as demonstrated by successful performance on an examination.
4. Compare case law to a given set of facts, using it to determine the appropriate action as demonstrated by written case briefs and participation in classroom discussion.
5. Integrate biblical principles to content area topics by classroom discussion and/or assignments.

Degree Requirements

To graduate with a Juris Doctor degree, students must successfully complete the prescribed program of 90 units of study within 5 years. A cumulative grade point average of 2.0 or above is required for the degree.

Students wishing to complete the program in three years should maintain a unit load of 15 units per semester. Students wishing to complete the program on a part-time basis should maintain a unit load of 12 units. Students may be able to reduce their unit load by enrolling in summer session courses. Students are required to take a minimum of 9 units each semester.

Students wishing to enroll in more than 16 units or less than 9 units in any given semester must submit a petition to the Registrar's Office for approval.

Academic Year

The academic calendar consists of fifteen-week semesters each fall and spring with the option of taking additional courses during the summer session. Courses are offered throughout the day and evening to facilitate full and part-time programs of study. Please see the calendar in this catalog or at tls.edu for semester start and end dates, registration deadlines, and holidays.

Accreditation

Trinity Law School is accredited by the Committee of Bar Examiners of the State Bar of California. Trinity Law School is a school of Trinity International University, which is accredited by the Higher Learning Commission.

Trinity Law School's degree-granting authority is in connection with its students qualifying to take the California Bar Examination and obtain admission to the practice of law in California based on accreditation by the Committee of Bar Examiners of The State Bar of California.

Admission to Practice Law in California

Accredited by the Committee of Bar Examiners of the State Bar of California, the law program fulfills the requirements pertaining to admission to the practice of law in the State of California. Graduates are qualified to take the California Bar Examination.

Admission to Practice Law Outside of California

Applicants intending to practice law in states other than California are encouraged to investigate the educational requirements, as well as the rules and regulations, governing admission to practice in those jurisdictions. Study at, or graduation from, this law school may not qualify a student to take the bar examination or be admitted to practice law in jurisdictions other than California. A student who intends to seek admission to practice law outside of California should contact the admitting authority in that jurisdiction for information regarding its education and admission requirements.

Out of State Students

Students coming to Trinity Law School from out-of-state should make sure that they have secured suitable housing and transportation to ensure that these issues do not become an impediment to academic success. Trinity does not provide on-campus housing. However, there are several apartment complexes with one, two, or three-bedroom units located near campus offering a range of rental rates, leasing and amenities options.

Out of state applicants should contact the Admissions office for information on housing and essential services.

Students with Disabilities

Students with disabilities requiring special arrangements will be accommodated upon petition, with supporting documentation of the disability and upon approval of the Registrar. Special accommodations will be carefully tailored to meet the documented need in accordance with the Trinity Law School disability policy. An informational packet detailing the services available for students with disabilities can be obtained from the Records Office.

Students with a First Degree in Law from a Foreign School

Trinity Law School accepts students who have earned a first degree in law at a foreign institution who wish to complete a year of legal education at a California Bar Accredited law school in areas of law prescribed by the Committee of Bar Examiners to become eligible to sit for the California Bar Exam.

Students with a first degree in law from a foreign law school will be required to enroll in Professional Responsibility and Ethics and at least three of the following:

Code	Title	Hours
LA 541	Torts 1	3
LA 542	Torts 2	3
LA 521	Contracts 1	3
LA 522a	Contracts 2	3
LA 531 a	Criminal Law	3
LA 783i	Criminal Procedure	3
LA 673b	Civil Procedure 1	3
LA 674b	Civil Procedure 2	3
LA 661	Property 1	3
LA 662	Property 2	3
LA 600i	Constitutional Law 1	3
LA 601 i	Constitutional Law 2	3
LA 671i	Evidence 1	3
LA 672i	Evidence 2	3
LA 702a	Business Associations	3
LA 764	Community Property	2
LA 803	Wills, Trusts, and Estates	3
LA 822a	Remedies	3

Students matriculating with a first degree in law from a foreign law school may matriculate in either the fall or spring semester, with the exception of students matriculating from Handong International Law School who may matriculate in the summer session as well. Students matriculating with a first degree in law from a foreign school must earn a TOEFL score of 100 or higher to be eligible for admission to Trinity Law School.

All students with a first degree in law from foreign law schools will be held to the same grading scale as all Trinity Law School students. Their grades will not be included in the calculation of the curve for any courses taken at Trinity Law School. However, they will receive a grade, which shows how they compared with the other students in the course. Any course in which the earned grade is below C- will not count toward the 20-unit requirement to be certified by Trinity Law School to sit for the California Bar Examination. Students with a first degree in law from a foreign school are held to the same expectations of academic honesty and integrity in their work.

Students are required to take classes in an order that will maximize their learning potential. Students must have completed or be concurrently enrolled in all classes in each category before they can take classes in the subsequent category.

Category 1 Classes

- Legal Research and Writing 1 & 2

All students are required to take Legal Research and Writing 1 (3 units) during their first semester and Legal Research and Writing 2 (3 units) during their second semester. Students must complete or be concurrently enrolled in the legal writing program before completing the rest of the law school curriculum. Students who withdraw or are dropped from a Legal Research and Writing class will not be permitted to enroll in or continue other classes.

Category 2 Classes

- Contracts
- Torts
- Criminal Law
- Criminal Procedure

Category 3 Classes

- Legal Institutions and Values
- Business Associations

- Civil Procedure
- Property

Category 4 Classes:

- Professional Responsibility and Ethics
- Constitutional Law Evidence
- Community Property
- Jurisprudence
- Wills, Trusts and Estates Remedies
- Legal Skills Class
- Advanced Exam Approaches and Skills

To avoid class conflicts, students should register for classes in the following order:

1. Legal Research and Writing 1 & 2
2. Contracts 1 & 2
3. Torts 1 & 2
4. Criminal Law
5. Criminal Procedure
6. Legal Institutions and Values
7. Business Associations
8. Civil Procedure 1 & 2
9. Property 1 & 2
10. Professional Responsibility and Ethics
11. Constitutional Law 1 & 2
12. Evidence 1 & 2
13. Community Property
14. Jurisprudence
15. Wills, Trusts, and Estates
16. Remedies
17. Legal Skills Class
18. Advanced Exam Approaches and Skills

Taking classes in any order other than what is listed above may result in a class conflict which may delay graduation.

Students may take electives upon completion of or concurrent enrollment in 30 units.

Non-classroom Credit

A maximum of nine units of non-classroom credit may be earned toward the 90-unit graduation requirement. Non-classroom credits may be earned for internships or independent study as well as participation in moot court, law review and any clinical program. Of these nine units, a maximum of six units may be from internships. There is a six-unit maximum for independent study. There is a four-unit maximum for Moot Court and Law Review. Students cannot take more than three units of internship in any given semester, excluding the summer terms. Students are not allowed to obtain internship credit for a paid position or for doing work supervised by a close relative.

Practical Skills Requirement

Students must complete six units of practical skills course credit toward the 90 unit graduation requirement. Courses that meet practical skills requirement include legal research and writing, clinics and electives. See specific course description for indication that the course meets the practical skills requirement.

Code	Title	Hours
Required Courses		
LA 505a	Legal Institutions and Values	3
LA 521	Contracts 1	3
LA 522a	Contracts 2	3
LA 531a	Criminal Law	3
LA 541	Torts 1	3

LA 542	Torts 2	3
LA 559	Legal Research and Writing 1: Objective Writing	3
LA 560b	Legal Research and Writing 2: Persuasive Writing	3
LA 560d	Litigation Writing Skills	3
or LA 560e	Transactional Writing Skills	
LA 600i	Constitutional Law 1	3
LA 601i	Constitutional Law 2	3
LA 613	Professional Responsibility and Ethics	3
LA 661	Property 1	3
LA 662	Property 2	3
LA 671i	Evidence 1	3
LA 672i	Evidence 2	3
LA 673b	Civil Procedure 1	3
LA 674b	Civil Procedure 2	3
LA 702a	Business Associations	3
LA 764	Community Property	2
LA 783i	Criminal Procedure	3
LA 790b	Jurisprudence	3
LA 803	Wills, Trusts, and Estates	3
LA 822a	Remedies	3
LA 998e	Advanced Exam Approaches and Skills	3

Total Hours		74
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Code	Title	Hours
Elective Courses (16 Hours)		
LA 523	Contract Drafting	1-2
LA 523b	Government Contracts	3
LA 543b	Open Development in Cambodia: Human Trafficking and Economic Development	3
LA 560d	Litigation Writing Skills	3
LA 560e	Transactional Writing Skills	3
LA 651a	Law and Advocacy: Immigrants, Refugees and Displaced Persons	1
LA 675a	Alternative Dispute Resolution	2-3
LA 750	Appellate Advocacy	3
LA 753	Trial Practice	3
LA 763	Family Law	3
LA 870	Civil Litigation Skills	2
LA 870a	California Civil Procedure and Evidence	2
LA 910	The Right to Life and the Law	2-3
LA 919	International Forum on Human Rights	2
LA 920a	International Institute of Human Rights	4
LA 923a	International Criminal Law	3
LA 953a	Legal Internship	1-6
LA 955	Uniform Commercial Code	2
LA 957	Law Practice Management	2-3
LA 959k	Trinity Mobile Legal Clinic	1
LA 959o	Trinity Religious Liberty Clinic	2-3
LA 960	Administrative Law	3
LA 961c	Bankruptcy	3
LA 962a	Intellectual Property	3
LA 970A	Independent Study/Guided Research	1-6
LA 980	Law and Public Policy	2
LA 982a	Law and Literature: Revenge, Justice and Mercy	1

LA 989	Moot Court	1-2
LA 991	Law Review	1-3
LA 995bc	Insurance Law	1-3
LA 995ml	Attorneys as Moral Leaders	1
LA 995np	Law of Nonprofit Organizations	3

Juris Doctor Flex Track Program Overview

Students who have not taken the Law School Admissions Test (LSAT) or who do not meet the requirements for the regular Juris Doctor program may be considered for admission into the Juris Doctor Flex Track program. Students must complete 18 units of study in separate Juris Doctor Flex Track courses specifically designed to pass the California First Year Law Students Examination, FYLSX. At the end of the first year of 18 units of study, a student with a cumulative grade point average (GPA) of 2.67 or higher will have the FYLSX requirement waived.

During the first semester, students enrolled in the Flex program who take the LSAT and score a 145 or higher, and who earn a grade of C or higher in all of their required courses in the first semester, may apply to the Admissions Committee for consideration for admission into the regular J.D. program. Students doing so and who are accepted into the regular J.D. program will finish taking all courses required in the second semester of the Flex program, but will be permitted thereafter to register and take courses in the second year of the regular J.D. program.

All other students must sit for and pass the FYLSX to continue in the regular J.D. program at Trinity Law School.

Students must enroll in and complete Torts 1, Contracts 1, and Criminal Law in the first semester, and Torts 2, Contracts 2, and FYLSX Skills in the second consecutive semester, which are offered in the evenings and online. Students who drop a class, receive a failing grade or unauthorized withdrawal in any class during either of the two semesters will be dismissed from the Juris Doctor Flex Track program.

Code	Title	Hours
Required Courses		
LA 521x	Contracts 1	3
LA 522x	Contracts 2	3
LA 531x	Criminal Law	3
LA 541x	Torts 1	3
LA 542x	Torts 2	3
LA 599x	FYLSX Skills	3
Total Hours		18

Final Course Grades

Grading is based upon the relative quality of each student's response compared with other students in the same class. Grades on individual components in a class may or may not be curved. Final grades will not be an average of grades on individual components.

For the following classes, grades are distributed according to Table A (p. 554):

Code	Title	Hours
LA 505a	Legal Institutions and Values	3
LA 521	Contracts 1	3
LA 522a	Contracts 2	3
LA 531a	Criminal Law	3
LA 541	Torts 1	3
LA 542	Torts 2	3
LA 559	Legal Research and Writing 1: Objective Writing	3
LA 560b	Legal Research and Writing 2: Persuasive Writing	3
LA 783i	Criminal Procedure	3

For all other required classes, grades are distributed according to Table B (p. 554).

Grading tables can be found in Appendix 1 (p. 554).

Grading Curves

In applying the curve, instructors will use the distribution of grades with reference to class size as shown in the tables located in Appendix 1 (p. 554). Instructors may petition the Dean to deviate from the curve slightly in classes where a strict application of the curve would not properly measure student performance.

Law Student Registration with the Committee of Bar Examiners

All students seeking admission to practice law in California must register with the Committee of Bar Examiners within 90 days from the commencement of their law studies. Registration must be completed through the State Bar of California website (www.calbar.ca.gov (<http://www.calbar.ca.gov>)).

Petitions to the Committee of Bar Examiners

All petitions filed with the Committee of Bar Examiners must be verified. Accordingly, students are requested either to appear before a notary public to have a petition sworn to, or in the alternative, to attach a declaration under penalty of perjury in the following form:

"I declare under penalty of perjury that the foregoing petition is true and correct to the best of my knowledge and belief. Executed on this __ day of, 20__, at __(city)__, __(state)___.

Signature

Master of Legal Studies

The MLS Program Mission

The Master of Legal Studies program at Trinity Law School is designed to give a broad understanding of law and legal systems for those students and professionals who seek to advance their careers in areas that involve legal compliance, regulations, contracts, negotiations, business, property, or human rights. The program provides a general introduction to legal principles that gives students already in the work force the ability to aid their employers in legal issues. The program will also provide students with the ability to assess the effectiveness of counsel retained by employers and use legal services effectively. In addition to a general survey of law and legal systems, the Trinity Law School MLS degree will provide opportunities for students to concentrate their degree program in Alternative Dispute Resolution, Bioethics, Church and Ministry Management, Contracts and Negotiations, Criminal Justice, Human Resources, Human Rights, or Nonprofit Management.

The Master of Legal Studies degree program is a 30-unit online degree program. Students complete a core curriculum of 15 units and must choose from one of several 15-unit tracks available for a total of 30 units.

"Except as provided in rule 4.30 of the *Admissions Rules* (Legal education in a foreign state or country), completion of a professional law degree program at this law school other than for the Juris Doctor degree does not qualify a student to take the California Bar Examination or satisfy the requirements for admission to the practice law in California. It may not qualify a student to take the bar examination or to satisfy requirement for admission to the practice of law in any other jurisdiction. A student intending to seek admission to practice law should contact the admitting authority in the jurisdictions where the student intends to qualify to sit for the bar examination or to be admitted to practice for information regarding their legal education requirements."

MLS Student Learning Outcomes

Upon successful completion of the Master of Legal Studies program, the graduate will be able to:

1. Demonstrate a basic knowledge of the law in areas applicable to a wide range of business and management positions.
2. Apply the law as a tool for effective and ethical decision-making.
3. Identify and formulate the legal issues and theories that impact their professional career.
4. Effectively interact with attorneys regarding the application of legal solutions to business and ministry challenges.
5. Recognize and resolve ethical issues by applying knowledge of secular law and biblical principles to content area topics.

Accreditation

Trinity Law School is a school of Trinity International University, which is accredited by the Higher Learning Commission.

Final Course Grades

Grading in the MLS program is on a criterion basis. Criteria are determined by the professor for each assignment. At the completion of a course, student scores for assignments will be totaled and translated into a final letter grade. Based on the total point percentage, students will be assigned a final letter grade as follows:

Grading Scale:

A = 92-100%	B- = 80-80%	D+ = 68-69%
A- = 90-91%	C+ = 78-79%	D = 62-67%
B+ = 88-89%	C = 72-77%	D- = 60-61%
B = 82-87%	C- = 70-72%	F = 0-59%

Degree Requirements

To graduate with a Master of Legal Studies degree, students must successfully complete 30 units of study. A cumulative grade point average of 3.0 or above is required for the degree.

Graduation with Honors

The following criteria are established for the determination of graduation honors for students in the MLS program:

Summa cum laude	3.90
Magna cum laude	3.80
Cum laude	3.50

Dual Emphasis

Trinity Law School allows students to earn a Master of Legal Studies degree and up to two emphasis. Students must complete the required 30 units of the first track and complete an additional 15 units of the other track to earn a second emphasis. If the classes for the two emphasis overlap, students will be given credit for the 3 units of overlap, and must complete a minimum of 12 track specific unique units.

Academic Year

The academic calendar consists of modular classes meeting for seven-week periods with a one-week break between each module. Full time students will complete the program in two years. Please see the academic calendar in this catalog or at [tls.edu \(https://catalog.tiu.edu/university/calendar\)](https://catalog.tiu.edu/university/calendar) for module start and end dates, registration deadlines, and holidays.

Transferring units from Trinity Law School J.D. program

Students who either have completed courses at Trinity Law School or have graduated with their Juris Doctor degree from Trinity Law School can transfer up to 18 units from the completed Juris Doctor units toward the 30 required units for the Master of Legal Studies degree. These students must complete a minimum of 12 Master of Legal Studies units.

Students with Disabilities

Students with disabilities requiring special arrangements will be accommodated upon petition accompanied by supporting documentation of the disability and upon approval of the Registrar. Special accommodations will be carefully tailored to meet the documented need in accordance with the Trinity Law School disability policy. An informational packet detailing the services available for students with disabilities can be obtained from the Registrar's Office.

Students with a Bachelor's Degree from a Foreign School

Trinity Law School accepts students who have earned a Bachelor's degree at a foreign institution. Students who have completed course work or earned degrees from foreign institutions must submit transcripts through a foreign credit evaluation service to determine eligibility for transfer credit. In addition, students for whom English is not the first language must demonstrate English competency by earning a minimum TOEFL score of 92 for the internet based examination, 237 for the computer examination, or 580 for the paper examination.

Code	Title	Hours
Core Curriculum		
MLS 505	Philosophy and Theology of Justice	3
MLS 521	Contracts	3
MLS 541	Torts	3
MLS 558	Legal Fundamentals	3
MLS 702	Business Organizations	3
Total Hours		15

Tracks to choose from (15 hours):

Code	Title	Hours
General Track		
Concentration		
MLS 600	Constitutional Law	3
MLS 660	Property	3
Electives (3 courses)		9
Choose electives from those listed below or from the other tracks		
MLS 531	Criminal Law	
MLS 783	Criminal Procedure	
MLS 800	Wills, Trusts, and Estates	
Total Hours		15

Code	Title	Hours
Human Resources Management Track		
Concentration		
MLS 400	Human Resources Compliance	3
MLS 531	Criminal Law	3

Electives (3 courses)		9
MLS 410	Staffing and Compensation Administration	
MLS 414	Employment Discrimination	
MLS 415	Labor Law and ADR	
MLS 421	Performance Assessment	
MLS 860	Strategic Planning	
Total Hours		15

Code	Title	Hours
Human Rights Track		
Concentration		
MLS 600	Constitutional Law	3
MLS 901	International Criminal Law	3
MLS 923	Introduction to International Human Rights Law	3
Electives (2 courses)		6
MLS 540	Human Trafficking	
MLS 700	Introduction to Bioethics	
MLS 905	The Theory and Law of Armed Conflict	
MLS 910	The Right to Life and the Law	
MLS 913	The Rights of Vulnerable Persons: Women, Children and the Impoverished	
MLS 914	The Rights of Minorities	
MLS 951	Religious Liberty and the Law	
MLS 995	Genocide and the Law	
Study Abroad		
MLS 543	Human Trafficking and Economic Development–Cambodia	
MLS 920	International Institute of Human Rights	
MLS 921	International Forum on Human Rights	
Total Hours		15

Code	Title	Hours
Nonprofit Organizations Track		
Concentration		
MLS 850	Exempt Organizations	3
MLS 861	Nonprofit Law	3
Electives (3 courses)		9
MLS 410	Staffing and Compensation Administration	
MLS 660	Property	
MLS 800	Wills, Trusts, and Estates	
MLS 830	Legal and Ethical Issues in Fundraising for Nonprofits	
MLS 855	Religious Organizations	
MLS 860	Strategic Planning	
MLS 870	International Non-Governmental Organizations	
Study Abroad		
MLS 543	Human Trafficking and Economic Development–Cambodia	
Total Hours		15

Code	Title	Hours
Church and Ministry Management Track		
Concentration		
MLS 600	Constitutional Law	3
MLS 850	Exempt Organizations	3
MLS 861	Nonprofit Law	3
Electives (2 courses)		6

MLS 400	Human Resources Compliance	
MLS 410	Staffing and Compensation Administration	
MLS 660	Property	
MLS 800	Wills, Trusts, and Estates	
MLS 855	Religious Organizations	
MLS 860	Strategic Planning	
MLS 951	Religious Liberty and the Law	
Study Abroad		
MLS 543	Human Trafficking and Economic Development–Cambodia	
Total Hours		15

Code	Title	Hours
Bioethics Track		
Concentration		
MLS 600	Constitutional Law	3
MLS 700	Introduction to Bioethics	3
or MLS 700b	Intensive Bioethics Institute	
Electives (3 courses)		9
MLS 710	Current Issues in Bioethics	
MLS 710a	Bioethics National Conference	
MLS 710b	Bioethics Regional Conference	
MLS 720	Landmark Cases in Bioethics	
MLS 750	Bioethics Seminar	
MLS 760	Bioethics and Public Policy	
MLS 760a & MLS 760b	The Public Policy Context and Bioethics and Public Policy	
MLS 790	Advanced Bioethics Institute	
MLS 910	The Right to Life and the Law	
Total Hours		15

Code	Title	Hours
Criminal Justice Track		
Concentration		
MLS 531	Criminal Law	3
MLS 783	Criminal Procedure	3
Electives (3 courses)		9
MLS 540	Human Trafficking	
MLS 565	Juvenile Law and Delinquency	
MLS 567	Race, Ethnicity, Gender, and Criminal Justice	
MLS 570	Forensic Mental Health	
MLS 572	Victimology and Restorative Justice	
MLS 573	Cyber Criminology	
MLS 575	Law and Theory of Corrections	
Study Abroad		
MLS 543	Human Trafficking and Economic Development–Cambodia	
Total Hours		15

Code	Title	Hours
Alternative Dispute Resolution		
Concentration		
MLS 670	Alternative Dispute Resolution	3
MLS 675	Mediation	3
MLS 680	Negotiation Theory and Practice	3

Electives (2 courses)		6
MLS 415	Labor Law and ADR	
MLS 686	Cross Cultural Dispute Resolution	
MLS 691	Conflict Management in Business and Nonprofit Organizations	
Total Hours		15

Code	Title	Hours
Contracts and Negotiation		
Concentration		
MLS 670	Alternative Dispute Resolution	3
MLS 675	Mediation	3
MLS 680	Negotiation Theory and Practice	3
Electives (2 courses)		6
MLS 415	Labor Law and ADR	
MLS 523	Contract Drafting	
MLS 686	Cross Cultural Dispute Resolution	
MLS 691	Conflict Management in Business and Nonprofit Organizations	
MLS 962	Real Estate Transactions	
Total Hours		15

Academic Rules and Practices

Examination Taking Regulations

- Students may not bring their own scratch paper into examination rooms. Bluebooks and scratch paper will be furnished by the proctor;
- Use of an electronic device, other than an authorized computer, during examinations is prohibited;
- Students who are taking examinations may not use the library at any time during the examination period unless so instructed by the professor;
- Students who fail to turn in answers to all of the questions on an examination because they fail to realize that the examination contains more questions, or for any other reason, will be graded on the basis of the normal weight of the questions answered. No make-up opportunities will be allowed for the questions omitted. Unanswered questions will receive no credit;
- Students arriving late to begin an examination will not be given extra time to complete the examination;
- Students who take their bluebooks home, or who otherwise fail or forget to turn them in at the time of the examination, will not be permitted to turn them in for a grade later;
- Students are not permitted to write personal notes or comments on examination papers that may be construed as an attempt to influence the grading of the examination;
- Students engaging in any other activity that indicates reliance on sources outside the examination room during testing times are in violation of the cheating prohibition.
- Students who encounter computer problems during the examination will not be provided with technical assistance. They may attempt to correct the problem or must immediately raise their hand to receive a bluebook from the proctor to continue with the examination by handwriting. No extra time will be allotted. The examination must be handwritten to receive a score and the exam cannot be retaken. The examination will count against the student's grade notwithstanding computer problems.

Grading on Examinations and Papers

Juris Doctor Degree Program

Examinations and student papers in the Juris Doctor program are graded using a strict curve rather than on a criteria basis. When classes are sufficiently small to warrant deviation from the curve, professors may depart from the curve in grading so as to assure that grading is generally consistent with grades given in other classes.

Master of Legal Studies Degree Program

Examinations and student papers in the Master of Legal Studies program are graded on a criteria basis. Criteria are determined by the professor.

Standing

Juris Doctor Degree Program

The minimum cumulative grade point average necessary to maintain good standing is 2.0 for the Juris Doctor Degree program.

Master of Legal Studies Degree Program

The minimum cumulative grade point average necessary to maintain good standing is 3.0 for the Master of Legal Studies degree program.

Juris Doctor Ranking

To assist students in assessing their own academic performance, students enrolled in the Juris Doctor program who have completed 18 or more units will be provided a rank in the student portal. Students who have completed 18 or more units will be ranked within two tiers. Those students completing 18-54 units are considered the middle tier. Those students earning 55-89 units are considered the upper tier. The ranking information on the student portal will indicate the number of students in their tier and their ranking within that tier.

On October 1st of each year, all students who will have graduated within the preceding 12 months will receive an electronic document indicating their rank among all the students who graduated during that year.

Ranking is not indicated on the students' transcripts.

Contesting Grades

An examination or course grade, once recorded, shall not thereafter be changed except after consultation with the professor of record and with the approval of the Law Faculty Senate. A grade may be changed by the professor with the approval of the Registrar in the instance of a calculation error.

A student who claims that a grade was the product of unfairness or a departure from established grading policy may elect to have such claim reviewed by the Law Faculty Senate. All requests for a grade change must be made using a student petition form and must be filed within 20 days of the date that grades and copies of the graded exams are posted by the Registrar's Office. The Law Faculty Senate will review such requests and may seek input from the faculty member who graded the class. The Law Faculty Senate will make the final decision on requests for a grade change.

Specific Course Requirements

Specific requirements and weighting for graded components that make up the course grade are set forth in the course syllabus.

Transfer Credit

The transferability of credits earned at Trinity Law School is at the complete discretion of an institution to which the student may seek to transfer. Acceptance of the J.D. or MLS degrees earned in the Juris Doctor or Master of Legal Studies programs is also at the complete discretion of the institution to which the student may seek to transfer. If the J.D. or MLS degrees that the student earns at this institution are not accepted at the institution to which the student seeks to transfer, the student may be required to repeat some or all of the coursework at that institution. Students should make certain that their attendance at this institution will meet their educational goals. This may include contacting an institution to which they may seek to transfer after attending Trinity Law School to determine if the student's J.D. or MLS degree units will transfer.

Trinity Law School does not have any course-to-course articulation agreements that identify individual courses or sequences of courses from a sending institution that are acceptable in lieu of a corresponding course or sequence of courses in the Juris Doctor or Master of Legal Studies program.

Juris Doctor Degree Program

The maximum age of units that will be considered for transfer credit is 36 months and the maximum number of units that can be transferred is 45 semester units. A unit of credit is considered to consist of 15 classroom

hours. One classroom hour is defined as 50 minutes of classroom-based instruction. Transfer credit is normally granted only for courses taken at an ABA-approved or California Accredited Law School. Transfer credit is evaluated on a case-by-case basis. Classes are individually considered for transfer and only classes with grades at the prior school's good standing level may be accepted for transfer credit subject to similarity to Trinity Law School course contents.

Master of Legal Studies Degree Program

The maximum number of units that can be transferred from an outside institution is 15 semester units, or 50% of the degree. Students transferring from the Juris Doctor program at Trinity Law School may transfer up to 18 units to the Master of Legal Studies program. A minimum of twelve units must be taken in the Master of Legal Studies program. A unit of credit is considered to consist of 15 classroom hours. One classroom hour is defined as 50 minutes of instruction. Transfer credit is evaluated on a case-by-case basis. Classes are individually considered for transfer and only classes with grades C- or higher at the prior school may be accepted for transfer credit subject to similarity to Trinity Law School course contents.

Grading for Elective Courses in the Juris Doctor Program

Elective courses will be graded according to Table B in Appendix 1 (p. 554). Law Review, Moot Court, clinical courses and internships are graded on a credit/no credit basis.

Transcript Notations

Non-letter grades on student transcripts will be reflected as follows:

CR - Credit: Represents the successful completion of a course offered on a credit/no credit basis. These units 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 units are calculated as units attempted but do not apply toward graduation requirements and are not used in the calculation of grade point average.

Transcript notations where no grade is given will be reflected as follows:

AU - Audit: Indicates registration for a class on an audit basis, which normally indicates regular attendance in class and participation in discussion. Students who audit courses are not enrolled for credit. No grade is assigned, and grade points and units are not awarded for courses audited.

N - In Progress: Represents course work in progress.

AW - Authorized Withdrawal: Indicates withdrawal from a course while doing acceptable work. These units do not apply toward graduation requirements and are not calculated in the student's grade point average.

UW - Unauthorized Withdrawal: Indicates student failure to withdraw from a course in a timely manner, or administrative withdrawal from a course. These units do not apply toward graduation requirements and are not calculated in the student's grade point average.

Repeating Courses

Juris Doctor Degree Program

A student on probation or in good standing receiving a grade below C may retake courses to seek a higher grade. A student will not be

permitted to repeat a course in which the student received a grade of C or higher. Both grades will be reflected on the student's transcript, but only the highest grade will be used for purposes of computing the student's cumulative grade point average.

In all cases of repeating courses, students will be charged the normal rate of tuition.

Students in the Juris Doctor Flex Track program do not have the option to retake Flex Track courses.

Master of Legal Studies Degree Program

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 through a regularly scheduled class, or as an independent study/guided research course with the instructor's permission. The higher grade earned in the course will be used in the calculation of the grade point average. A repeated 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 grade point average calculations will remain printed on the transcript.

In all cases of repeating courses, students will be charged the normal rate of tuition.

Academic Advancement, Probation, and Dismissal

Juris Doctor Degree Program

If a student's cumulative grade point average after any semester is less than 2.0, the student will be placed on academic probation for the following semester. This applies to fall, spring, and summer sessions. Any student failing to earn a cumulative grade point average of at least 2.0 at the end of the semester during which they are on probation will be academically dismissed. An academic dismissal is noted on the student transcript; probation is not noted on the transcript.

Students will not be allowed to graduate with a cumulative grade point average below 2.0.

Students are prohibited from completing law school prior to 32 months as required by the State Bar rules.

Students should also be aware that failing a required course necessitates that the course be repeated. No credit will be earned for the failed course. Students should be advised that failing a course will have implications on registration and may delay anticipated graduation date.

Master of Legal Studies Degree Program

The minimum cumulative grade point average to earn a degree is 3.0. If a student's cumulative grade point average after completion of any term is less than 3.0, the student will be placed on academic probation. The probationary status will remain in effect until the student raises the cumulative grade point average to 3.0. Any student who earns a C- or below in any three courses will be academically dismissed. An academic dismissal is noted on the student transcript; probation is not noted on the transcript.

Students will not be allowed to graduate with a cumulative grade point average below 3.0.

Students should also be aware that failing a required course necessitates that the course be repeated. No credit will be earned for any failed course.

Students should be advised that failing a course will have implications on registration and may delay anticipated graduation date.

Special Rules for Spring Matriculants

Juris Doctor Degree Program

Students who start their legal studies in the spring semester are subject to distinct rules regarding academic advancement, probation, and dismissal. All year-long classes started in the spring semester must be completed during the following summer. A student matriculating in the spring semester who receives a grade point average of less than 2.0 at the end of that semester is placed on academic probation. If students on probation under these circumstances do not raise their grade point average to at least 2.0 by the end of the summer, they will be academically dismissed. A student wishing to repeat a required course must file a petition with the Registrar. Students matriculating in the spring are subject to the 32-month residency requirement set by the California State Bar. Due to this requirement, any student who matriculates in the spring and wishes to graduate in three years will complete the program during the summer session.

Special Students

Juris Doctor Degree Program

Students admitted as special students (students who have not completed the minimum two years of college work but have demonstrated equivalent intellectual achievement by achieving acceptable scores on Committee-specified examinations (CLEP) prior to beginning the study of law) must pass the First-Year Law Student's Examination to advance to the second year of study. In accordance with Rule VIII of the Rules Regulating Admission to Practice Law in California, credit is not received until the applicant has passed the examination. Once a special student becomes eligible to sit for the First Year Law Students Examination, they must pass the exam within the first three administrations. Special students at Trinity Law School are not allowed to accumulate more than 40 units if the exam is not passed.

Requirements for Graduation

Juris Doctor Degree Program

The Juris Doctor degree is conferred upon students who have met the admissions requirements for the degree and who have satisfactorily completed the prescribed program of law study. To graduate with a Juris Doctor degree, students must successfully complete the prescribed program of 90 units of study within 5 years. The 90 units must include all of the required courses. A cumulative grade point average of 2.0 or above is required for the degree.

Candidates for the Juris Doctor degree must complete their studies no earlier than 32 months and no later than 60 months after the student has commenced law study at Trinity Law School, or a school from which the law student has transferred credit. A student who requires more than 60 months to complete the Juris Doctor degree must file a petition with the Registrar for authorization. Final responsibility for meeting degree requirements for graduation rests with each student.

Candidates for the Juris Doctor degree must complete six units of practical skills courses. Courses that meet the practical skills requirement include legal research and writing, clinics and practical skills electives. Each practical skills course description indicates if a specific course meets the practical skills requirement.

Master of Legal Studies Degree Program

The Master of Legal Studies degree is conferred upon students who have met the admissions requirements for the degree and who have satisfactorily completed the prescribed program of study. To graduate with a Master of Legal Studies degree, students must successfully complete the prescribed program of 30 units of study and may not exceed 6 years from date of matriculation in the program. The 30 units must include all of the required courses for the degree. A cumulative grade point average of 3.0 or above is required for the degree. Final responsibility for meeting degree requirements for graduation rests with each student.

Inspection and Photocopying of Examinations

All students are permitted to obtain and keep records of their essay examinations. If a student does not receive access to his or her essays within two weeks of the posting of grades, the student may request copies from the Registrar. Multiple-choice questions and answers will not be released to students.

Make-up Examinations

Juris Doctor Degree Program

Make-up examinations will only be allowed in very limited circumstances. No student will be allowed to defer taking an examination without prior approval by the Dean's Office. The Dean's Office will not entertain any pre-examination request for deferral by reason of lack of time for preparation. Failure to take an examination at the regularly scheduled time and date without approval by the Dean's Office will result in a failing grade for the examination. Students who are unable to inform the Dean's Office of their absence at an examination because of an emergency should petition the Dean's Office for relief from the failing grade immediately upon their availability to do so. Emergency situations will be limited to (i) hospitalization of the student or a member of the student's immediate family that requires the student's presence at the hospital, (ii) vehicular accidents occurring while traveling to the law school for an examination, and (iii) extraordinary circumstances that, in the discretion of the Dean's Office, justify a make-up examination. Any student who is determined to be eligible to take a make-up examination must pay \$500 to cover the cost of preparing a separate examination.

This charge is not intended to be punitive and applies without regard to the reason for the late examination. All late examinations must be taken as soon as possible but in no event later than two weeks after the scheduled examination date or such later date that is determined by the Dean's Office.

Anonymity

Juris Doctor Degree Program

To preserve anonymity in examination grading, students are assigned an examination number. The examination number is to be used on every examination or paper in lieu of the student's name. Students can locate their examination number by logging in to the student portal under passwords. Students must maintain the confidentiality of their assigned numbers. New confidential examination numbers are issued once per academic year.

Courses requiring the professor to interact extensively with students' written work, such as Legal Research and Writing and certain writing-intensive elective courses, do not require anonymity in grading. These courses require the professor to interact with students in person to give

feedback on written assignments. Students should refer to the course syllabus to determine if the course is not graded anonymously.

Exam Taking Options

Juris Doctor Degree Program

Students may either handwrite an exam in a bluebook provided at the time of examination or type answers on a laptop computer. Students wishing to take an examination on a laptop computer must download the ExamSoft software, Examplify, prior to the day of the exam. Students will receive notification each semester when Examplify is available for downloading. Students must conform to the exam taking protocols given by ExamSoft when registering.

State Bar Requirements for Admission to Practice Law

The State Bar of California regulates legal education in California. Each student has the responsibility to comply fully with the Rules Regulating Admission to Practice Law in California. Students are strongly advised to obtain a copy of the rules from the Office of Admissions of the State Bar of California.

Professional Responsibility Examination

Juris Doctor Degree Program

All applicants for admission to practice law in California are required to pass the Multi-state Professional Responsibility Examination (MPRE) administered by the National Conference of Bar Examiners. The law school recommends that students complete the Professional Responsibility and Ethics course prior to taking the MPRE exam. Students should consult the California State Bar website for details regarding this examination.

Admission to Practice Law Outside of California

Trinity Law School is accredited by the Committee of Bar Examiners of the State Bar of California. Juris Doctor students are qualified immediately upon graduation to take the bar examination in California.

Study at, or graduation from, this law school may not qualify a student to take the bar examination or be admitted to practice law in jurisdictions other than California. A student who intends to seek admission to practice law outside of California should contact the admitting authority in that jurisdiction for information regarding its education and admission requirements.

Admissions standards for each state are set forth in the American Bar Association's Comprehensive Guide to Admission to the Practice of Law. This resource may be obtained at ncbex.org (<http://ncbex.org>).

Records

Trinity Law School retains all documents received in the admissions process for at least two years for students who do not enroll. For students who do enroll, documents are retained for at least five years beyond the date last attended. Records of students' academic performance while at the law school are retained permanently.

Release of Transcripts

Unofficial transcripts are available online. Official transcripts may be ordered online at www.tls.edu (<http://www.tls.edu>) by clicking on the "Request Transcript" link at the bottom of the main page.

Emergencies Affecting Coursework

Requests for extensions for completion of course requirements are directed to the Registrar's Office by filing a Student Petition Form. Such requests are considered only in cases of serious illness or other unforeseeable emergencies and are authorized on a case-by-case basis.

Law School Student Petition Form

The Student Petition Form has been devised as a convenient medium of communication between the student and administration. This form is available at the Records Office. It should be filled out completely and forwarded to the Registrar's Office.

Attendance/Preparedness

Juris Doctor Degree Program

Attendance

Students must attend at least 80% of the regularly scheduled class hours in each course to receive credit for the course. If a student is dropped from a course due to inadequate attendance, the student will receive an "Unauthorized Withdrawal" on their transcript and will, in order to meet graduation requirements, be required to repeat the course when it is next offered. Students are required to come to class prepared to actively participate as each course may require.

Students should be aware that failure to meet the attendance standard can take place through tardiness or early departure from class as well as absence for an entire class. For example, in a class that meets once each week, a student who has missed three entire classes and has been tardy for one class has failed to meet the attendance standard and will not receive credit for the course.

- **Absence:** Under the statutory provisions and rules of the State Bar of California, absence from classes is never excused; a student is either "present" or "absent." A student who is not present for a significant period of time during a class session shall be deemed "absent" for that period of time. The class instructor may round time absent to the nearest one-half of an academic hour. An academic hour is 50 minutes, and a half-hour is 25 minutes. Thus, a student who misses 13 minutes of a class, whether by reason of tardiness and/or early departure from class, may be marked as absent for one-half hour. A student who misses less than 13 minutes of a class on two occasions may be marked as absent for a one-half hour, notwithstanding the total number of minutes missed.
- **Class Sign-In Sheets:** Attendance in class can be recorded in several ways, including through an instructor's coded entries on a seating chart or roll sheet or by each student personally signing a sign-in sheet for that day's class. Where a class sign-in sheet is used, failure to sign the sheet may result in the student being marked absent; school records will not be changed to accommodate a student who attended a class but neglected to sign in. By signing attendance sheets, students certify that they are present and did not affix the "signature" of any other student enrolled in that class and that they complied with the attendance rules. Any action inconsistent with

such certification may subject the student to disciplinary action according to the Honor Code.

Bar Examination Eligibility

Students must be in residence for a total of 1,200 hours in order to earn their Juris Doctor degree. If excessive absences cause a student to fall short of this requirement, the student will not be eligible to sit for the California Bar Examination.

Violation of the Law School Attendance Policy

The law school's attendance policy is that of the State Bar of California. Students must be in attendance for at least 80% of a course, or they will be notified that they have been automatically withdrawn from that course. To receive credit for the course, the student must retake the course when it is next offered. Students who are absent for more than 20% of a course and are automatically withdrawn cannot be reinstated. It is the responsibility of the student to record their attendance correctly.

Preparedness

Each student must be prepared at each class meeting to brief assigned cases and to participate meaningfully in class discussions.

The instructor has the authority to impose sanctions against any student who exhibits a pattern of unpreparedness in accordance with the policies set forth in the course syllabus. Students should be advised that repeated unpreparedness is a violation of the Honor Code. Students who are repeatedly unprepared may be referred to the Dean for disciplinary action which may include suspension or expulsion.

Master of Legal Studies Degree Program

Attendance

Attendance in this program is defined as participating in qualified academic events, as defined below. On rare occasions, a student may arrange to make up qualified academic events with the permission of the instructor. Students who do not participate (and therefore "attend") class will be administratively withdrawn after two weeks if they have not self-enrolled and participated in at least one assignment or discussion. If a student is dropped from a required course due to inadequate attendance, the student will be required to repeat the course to meet graduation requirements. Students are required to actively participate as each course may require.

Qualified Academic Events

A qualified academic event is defined as:

- Submission of an academic assignment
- Examination, interactive tutorial, or computer-assisted instruction
- Study group assigned by the school
- Participation in on-line discussion about academic affairs
- Initiation of contact with the instructor to ask a question about an academic subject

Preparedness

Each student must be prepared to participate meaningfully in class discussions.

The instructor has the authority to impose sanctions against any student who exhibits a pattern of unpreparedness in accordance with the policies set forth in the course syllabus. Students should be advised that repeated unpreparedness is a violation of the Honor Code. Students who are repeatedly unprepared may be referred to the Dean for disciplinary action which may include suspension or expulsion.

TLS Courses

Juris Doctor Program

LA 505a Legal Institutions and Values - 3 Hours

This course surveys foundational sources in history, philosophy, Christian theology, and the Bible as the basis for legal and governmental order in the United States. Topics range from Sumerian democracy to Greek and Roman law to the sources and impact of the English common law. Delivery Mode: Traditional Juris Doctor.

LA 521 Contracts 1 - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Contracts 1 covers remedies, offer, acceptance, discerning the agreement, parol evidence rule, Statute of Frauds, multi-party transactions, and enforceability. Contracts 2 covers consideration, promissory estoppel, warranties and conditions, breach, and defenses. Delivery Mode: Traditional Juris Doctor.

LA 521x Contracts 1 - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Contracts 1 covers offer, acceptance, bilateral & unilateral contracts, discerning the agreement, consideration, promissory estoppel, restitution, battle of the forms, statute of frauds, incapacity, undue influence, misrepresentation, non-disclosure and unconscionability. Contracts 2 covers remedies, parol evidence rule, multi-party transactions, enforceability, warranties and conditions, breach and defenses. Delivery mode: JD Flex Track.

LA 522a Contracts 2 - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Contracts 1 covers remedies, offer, acceptance, discerning the agreement, parol evidence rule, Statute of Frauds, multi-party transactions, and enforceability. Contracts 2 covers consideration, promissory estoppel, warranties and conditions, breach, and defenses. Delivery Mode: Traditional Juris Doctor.

LA 522x Contracts 2 - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Contracts 1 covers offer, acceptance, bilateral & unilateral contracts, discerning the agreement, consideration, promissory estoppel, restitution, battle of the forms, statute of frauds, incapacity, undue influence, misrepresentation, non-disclosure and unconscionability. Contracts 2 covers remedies, parol evidence rule, multi-party transactions, enforceability, warranties and conditions, breach and defenses. Delivery mode: JD Flex Track.

LA 523 Contract Drafting - 1-3 Hours

This course teaches students practical contract drafting skills, including how to translate a business deal into contract concepts, how to draft each of a contract's parts, how to draft with clarity and without ambiguity, how to negotiate a contract, and how to review and analyze a contract. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 523b Government Contracts - 3 Hours

This course provides an overview of government contract law. It identifies provisions of the Federal Procurement Integrity Act as well as general federal acquisitions contract principles. It examines the authority of contracting officers, how such authority is delegated, and the impact of such delegation. The formation of government contracts protest procedures are reviewed along with government property fundamentals. Government contract funding and fiscal matters, labor, social, economic, and environmental concerns and fraud are examined. Government contract legal aspects of inspection, acceptance, delivery, warranties, changes, terminations and contract disputes are also discussed. Delivery Mode: Traditional Juris Doctor.

LA 531a Criminal Law - 3 Hours

This course teaches students how to deal with substantive criminal law problems in both practical and policy terms. The course inquires into the proper scope and objectives of criminal law, limitations on the State's power to define criminal liability, and general principles of liability and defenses for offenses against the person and property. Delivery Mode: Traditional Juris Doctor.

LA 531x Criminal Law - 3 Hours

This course teaches students how to deal with substantive criminal law problems in both practical and policy terms. The course inquires into the proper scope and objectives of criminal law, limitations on the State's power to define criminal liability, and general principles of liability and defenses for offenses against the person and property. Delivery mode: JD Flex Track.

LA 541 Torts 1 - 3 Hours

This course covers the civil laws governing compensation for injury to person and property. Torts 1 focuses on intentional torts and defenses, negligence and defenses, wrongful death, survival, statute of limitations, immunities, and vicarious liability. Torts 2 studies strict liability, products liability, nuisance, defamation, invasion of privacy, civil rights, misuse of legal procedure, intentional and negligent misrepresentation, business torts and familial relationships, torts in the age of statutes, and compensation systems as substitutes for tort law. Delivery Mode: Traditional Juris Doctor.

LA 541x Torts 1 - 3 Hours

This course covers the civil laws governing compensation for injury to person and property. Torts 1 focuses on intentional torts and defenses, negligence and defenses, wrongful death, survival, statute of limitations, immunities, and vicarious liability. Torts 2 studies strict liability, products liability, nuisance, defamation, invasion of privacy, civil rights, misuse of legal procedure, intentional and negligent misrepresentation, business torts and familial relationships, torts in the age of statutes, and compensation systems as substitutes for tort law. Delivery mode: JD Flex Track.

LA 542 Torts 2 - 3 Hours

This course covers the civil laws governing compensation for injury to person and property. Torts 1 focuses on intentional torts and defenses, negligence and defenses, wrongful death, survival, statute of limitations, immunities, and vicarious liability. Torts 2 studies strict liability, products liability, nuisance, defamation, invasion of privacy, civil rights, misuse of legal procedure, intentional and negligent misrepresentation, business torts and familial relationships, torts in the age of statutes, and compensation systems as substitutes for tort law. Delivery Mode: Traditional Juris Doctor.

LA 542x Torts 2 - 3 Hours

This course covers the civil laws governing compensation for injury to person and property. Torts 1 focuses on intentional torts and defenses, negligence and defenses, wrongful death, survival, statute of limitations, immunities, and vicarious liability. Torts 2 studies strict liability, products liability, nuisance, defamation, invasion of privacy, civil rights, misuse of legal procedure, intentional and negligent misrepresentation, business torts and familial relationships, torts in the age of statutes, and compensation systems as substitutes for tort law. Delivery mode: JD Flex Track.

LA 543b Open Development in Cambodia: Human Trafficking and Economic Development - 2-4 Hours

This is an advanced course in human trafficking and economic development. Students will analyze and discuss current issues in human trafficking, focusing on sex trafficking in Southeast Asia. Students will learn the history of human trafficking, and how human trafficking is combatted in the modern world. Students will also learn about economic development in Southeast Asia, and how it is a modern way of combating human trafficking. Trinity Law School teaches this course from a Christian perspective and actively incorporates Biblical principles into the curriculum. Thus, this class/trip has three major aspects or themes to it: (1) basic concepts and laws relevant to human rights; (2) human trafficking; and (3) the role and relationship of worldviews and economic factors and development or lack thereof to human rights and human trafficking. Delivery Mode: Traditional Juris Doctor.

LA 559 Legal Research and Writing 1: Objective Writing - 3 Hours

This course introduces students to fundamental legal reasoning, research, and writing skills in the context of objective legal documents. Students will learn to identify, use, and analyze primary and secondary legal authorities to solve legal problems, and how to structure and draft legal memoranda. Delivery Mode: Traditional Juris Doctor.

LA 560b Legal Research and Writing 2: Persuasive Writing - 3 Hours

This course helps students develop their analytical, writing, and research skills in the advocacy context. Students produce litigation documents including either a pre-trial motion or an appellate brief. Students are also required to participate in an oral argument competition to practice oral advocacy skills. Delivery Mode: Traditional Juris Doctor.

LA 560d Litigation Writing Skills - 3 Hours

This course is designed to provide legal writing experience to students interested in civil litigation, such as the drafting of demand letters, complaints, answers and other responsive pleadings, discovery, discovery responses, law and motion and pre-trial documents. It focuses upon areas of legal writing commonly associated with and required in civil litigation. It is designed to simulate attorney case handling in a civil litigation setting. Students will be provided with a class hypothetical based upon a real civil case and will be taught how to handle the case as a practicing attorney. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 560e Transactional Writing Skills - 3 Hours

This course is designed to provide legal writing experience to students interested in transactional civil practice. It focuses upon areas of legal writing commonly associated with and required in transactional civil practice, such as, opinion letters, letters to opposing counsel, commonly utilized contractual provisions, mutual settlements and releases, clauses related to indemnification and hold harmless agreements, anti-competition provisions, and confidentiality agreements. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 599x FYLSX Skills - 3 Hours

This course consists of a substantive law review of each subject tested on the California First Year Law Students Examination (FYLSX). In addition to the review of the substantive law, students receive extensive practice at both essay exam writing and multiple choice questions. This practice provides integration of the law and exam skills and is the means by which students earn their grades in this course. Approaches, checklists, and writing techniques are focused on throughout the course to enhance student issue spotting, analysis, and application skills, all of which are necessary to pass the FYLSX. Delivery mode: JD Flex Track.

LA 600i Constitutional Law 1 - 3 Hours

This course covers the powers of the federal government and selected topics regarding the relationship of the branches of the federal government to each other and to the States, as well as selected topics regarding the Bill of Rights, due process, equal protection, and the effect of the Fourteenth Amendment on the application of the Bill of Rights to the States. Delivery Mode: Traditional Juris Doctor.

LA 601i Constitutional Law 2 - 3 Hours

This course covers the powers of the federal government and selected topics regarding the relationship of the branches of the federal government to each other and to the States, as well as selected topics regarding the Bill of Rights, due process, equal protection, and the effect of the Fourteenth Amendment on the application of the Bill of Rights to the States. Delivery Mode: Traditional Juris Doctor.

LA 613 Professional Responsibility and Ethics - 3 Hours

This course covers the rules of law governing lawyers' professional conduct are studied through ethics codes, lectures, text, cases, professional responsibility opinions, ethics problems, and class discussion. Principal attention is given to the lawyer's role in an adversary system, zealous representation, lawyer-client confidentiality, conflicts of interest, competency in providing legal services, ethics for prosecutors, judges, and litigation, solicitation of clients, lawyer advertising, and pro bono obligations. Students will focus on the ABA Model Rules of Professional Conduct, ABA Model Code of Judicial Conduct, and the California Rules of Professional Conduct. This course also explores when lawyers must subordinate their own moral judgment to that of their clients or whistle-blow and violate what would otherwise be protected client confidences. In addition, the ethics aspect of the course will examine the broader moral and ethical issues and responsibilities of lawyers, judges, and clients, including Christian ethical perspectives. Delivery Mode: Traditional Juris Doctor.

LA 651a Law and Advocacy: Immigrants, Refugees and Displaced Persons - 1-2 Hours

This module course will present an overview of national and international law as it relates to immigrants, refugees, and displaced persons. This course will also discuss current trends and concerns regarding these populations, as well as a review of key advocacy organizations and advocacy practices that help address these concerns. Underlying this course is the concept of Biblical justice. Students will receive both grounding in Biblical principles and related moral and ethical concepts to provide a framework for understanding and discussing the human rights and other topics that interrelate with the course subject. Delivery Mode: Traditional Juris Doctor.

LA 661 Property 1 - 3 Hours

This course focuses on the acquisition, disposition, and use of personal and real property. Property 1 focuses on the nature of ownership and possession, bailment, adverse possession, common law classifications of estates in land, concurrent ownership, present and future interests in land, and landlord-tenant law. Property 2 focuses on transfers of interests in real property, real estate contracts, legal descriptions, conveyances and deeds, recording systems, title insurance, private land-use restrictions (easements, covenants, and equitable servitudes), public land-use regulations, eminent domain, and regulatory takings. The course may include introductory exposure to trusts, donative transfers, intellectual property, fixtures, mortgages, and ownership of natural resources (i.e., water, oil, gas, wildlife). Delivery Mode: Traditional Juris Doctor.

LA 662 Property 2 - 3 Hours

This course focuses on the acquisition, disposition, and use of personal and real property. Property 1 focuses on the nature of ownership and possession, bailment, adverse possession, common law classifications of estates in land, concurrent ownership, present and future interests in land, and landlord-tenant law. Property 2 focuses on transfers of interests in real property, real estate contracts, legal descriptions, conveyances and deeds, recording systems, title insurance, private land-use restrictions (easements, covenants, and equitable servitudes), public land-use regulations, eminent domain, and regulatory takings. The course may include introductory exposure to trusts, donative transfers, intellectual property, fixtures, mortgages, and ownership of natural resources (i.e., water, oil, gas, wildlife). Delivery Mode: Traditional Juris Doctor.

LA 671i Evidence 1 - 3 Hours

This course covers the standards regulating admissibility of evidence in both civil and criminal trials. Topics include common law and statutory principles and policy considerations underlying rules of evidence, admission and exclusion, relevancy and materiality, privileged communications, the hearsay rule and its exceptions, opinion evidence, authentication, the best evidence rule, impeachment and rehabilitation, judicial notice, public policy exclusions, presumptions and burden of proof. Trial situations will be simulated, students will argue for and against the admission of evidence under the rules, and the course will explore how evidence has an impact on tactical trial decisions. Delivery Mode: Traditional Juris Doctor.

LA 672i Evidence 2 - 3 Hours

This course covers the standards regulating admissibility of evidence in both civil and criminal trials. Topics include common law and statutory principles and policy considerations underlying rules of evidence, admission and exclusion, relevancy and materiality, privileged communications, the hearsay rule and its exceptions, opinion evidence, authentication, the best evidence rule, impeachment and rehabilitation, judicial notice, public policy exclusions, presumptions and burden of proof. Trial situations will be simulated, students will argue for and against the admission of evidence under the rules, and the course will explore how evidence has an impact on tactical trial decisions. Delivery Mode: Traditional Juris Doctor.

LA 673b Civil Procedure 1 - 3 Hours

This course offers an introduction to the court system, including jurisdiction over the person, venue, and the role of state law in federal courts. The course covers aspects of civil litigation, including pleading, discovery, parties, counterclaims, cross-claims, impleader, intervention, and interpleader. The course emphasizes federal civil procedure, but also addresses California procedure where it differs from the federal rules. Delivery Mode: Traditional Juris Doctor.

LA 674b Civil Procedure 2 - 3 Hours

This course offers an introduction to the court system, including jurisdiction over the person, venue, and the role of state law in federal courts. The course covers aspects of civil litigation, including pleading, discovery, parties, counterclaims, cross-claims, impleader, intervention, and interpleader. The course emphasizes federal civil procedure, but also addresses California procedure where it differs from the federal rules. Delivery Mode: Traditional Juris Doctor.

LA 674d E-Discovery - 1 Hour

This course introduces students to this increasingly competitive world and provides a basic understanding of the legal and technological issues surrounding the use of electronically stored information (ESI), and the practical parameters of eDiscovery and electronic case management. Students will learn what electronic discovery is, and how the Federal Rules of Civil Procedure, the Federal Rules of Evidence, and case law affect this aspect of litigation. This course will discuss what an attorney and his team need to consider when handling ESI prior to and during the litigation process, how to manage the cost of production and processing, and how those considerations should affect an attorney's thought process when working with this type of information. Students will also learn how preservation obligations and spoliation claims can come into play. Lastly, the course explores the developing issues and new rules and practices involving the application of e-discovery, digital evidence and computer forensics issues in litigation and general practice. Delivery Mode: Traditional Juris Doctor.

LA 675a Alternative Dispute Resolution - 2-3 Hours

This course provides students with an opportunity to develop a thorough understanding of the different forms of ADR through the study of various ADR vehicles such as arbitration and mediation. In addition to developing an academic understanding of the appropriate use of ADR and the procedural posture upon which cases move into and through ADR, students will also be given an opportunity to engage in mock ADR hearings both as counsel for the litigants in a hypothetical case, and as the neutral conducting the hearing. Finally, students will also be given the opportunity to prepare certain documents typically associated with ADR hearings such as Arbitration Briefs, Mediation Briefs, etc. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 702a Business Associations - 3 Hours

This course covers the formation of agency relationships, partnerships and corporations, the fiduciary duties of agents, directors and officers, shareholder voting, shareholder lawsuits, rules around corporate disclosures, insider trading, and corporate control transactions. Particular attention is given to the way in which corporations organize and operate. The course also examines the respective roles, relationships, and liability exposure of shareholders, directors, and officers. Delivery Mode: Traditional Juris Doctor.

LA 716 Advanced Ethics for Lawyers - 1 Hour

This course is an advanced ethics class. Together, the professor and students explore complex ethical considerations of one's role as an attorney and counselor-at-law, taking an advanced look at the practices, issues, and problems surrounding a lawyer's professional responsibility to his or her client and the profession. Students will analyze various rules of professional conduct through Christian and competing worldviews. In like manner, students will also examine complex moral and ethical issues and responsibilities relating to the practice of law. Students will also evaluate the nature of law practice itself and the nature of a professional and religious "calling." Taught primarily through the problem method, students identify issues and solve problems while participating in a number of legal practice modules. Students will also have the opportunity to reflect personally on the material taught while preparing a personal code of conduct. Delivery Mode: Traditional Juris Doctor.

LA 750 Appellate Advocacy - 3 Hours

This course offers students the opportunity to study composition, mechanics, and advocacy style for federal appellate court briefs. Organization and presentation of effective oral argument is a component of the class. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 753 Trial Practice - 3 Hours

This is a practical skills course in advocacy that introduces students to the fundamental components of a typical civil and criminal trial. It requires students to perform exercises involving each component, and try a mock civil or criminal case from provided problem materials. The course requires student participation in discrete exercises, including jury voir dire, opening and closing statements, presentation and objections to evidence, and direct and cross - examination. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 763 Family Law - 3 Hours

This course studies the legal aspects of the relationships associated with marriage and parenthood, including spousal and parental rights and responsibilities, children's rights, marital dissolution, annulment, unmarried cohabitation, child custody, illegitimacy, adoption, and guardianship. Delivery Mode: Traditional Juris Doctor.

LA 764 Community Property - 2 Hours

This course focuses on the principles of California's community property system, contrasting those principles with the treatment of assets in common law jurisdiction. This course analyzes how California classifies different types of assets which a couple might acquire during the course of a marital relationship. In particular, we will discuss how California classifies personal injury awards, pensions, disability benefits, professional degrees, bonuses, credit acquisitions, and jointly-titled assets. Practical problems and solutions are emphasized. Delivery Mode: Traditional Juris Doctor.

LA 780 Crimininal Trial Practice - 1-3 Hours

This course will provide a complete overview of trial practice, including client interviews, research, negotiation techniques, rules of evidence, pre-trial motions, witness preparation, cross-examination, jury instructions, and final arguments. The course will involve litigating a felony criminal case as a court trial, with pre-trial motions and a trial notebook. Each student will be required to participate as a witness in the other court trials. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 783i Criminal Procedure - 3 Hours

This course is designed to provide a comprehensive understanding of important issues of criminal procedure arising during the investigation and early stages of prosecution of crimes. Topics include constitutional limits on arrests and stops, search and seizure, interrogation of suspects, right to counsel, exclusionary rule, identification procedures, and the privilege against self-incrimination. Delivery Mode: Traditional Juris Doctor.

LA 790b Jurisprudence - 3 Hours

This course requires substantial reading in each of the following general categories: Classical natural law, contemporary natural law, Law and Economics, critical studies, postmodernism, law of the family, and critical gay theories. Minor readings also required in legal positivism. The class also should provide the students with a working familiarity with Thomas Aquinas' Treatise on Law, Oliver Wendell Holmes' The Path of the Law, and John Rawls' A Theory of Justice. Delivery Mode: Traditional Juris Doctor.

LA 803 Wills, Trusts, and Estates - 3 Hours

This course examines rules pertaining to intestate succession, testamentary dispositions, execution, modification, and revocation of wills, testamentary capacity and will contests, interpretation of wills, protection of spouse and children, and the use of will substitutes. The creation, types, and characteristics of trusts are also examined, including coverage of the construction of trusts, trust administration, and wealth transfer taxation. Fiduciary administration issues also are considered. Delivery Mode: Traditional Juris Doctor.

LA 822a Remedies - 3 Hours

This course analyzes the judicial remedies available in the American system of jurisprudence. The course familiarizes students with compensatory and punitive damages, preliminary and permanent injunctions, restitution and unjust enrichment, rescission, declaratory judgments, attorneys' fees, and pre-judgment interest. The course will also cover claims for and defenses to quiet title, reformation, fraudulent conveyances, subrogation, contribution, indemnity, and replevin. The course will also include discussions of recent developments in the law of American remedies as well as important practical issues regarding enforcing money judgments, initiating and prosecuting contempt proceedings, and obtaining writs of attachment and other pre-judgment remedies. The course will conclude with discussions of equitable and other remedies available to defendants, such as unclean hands, unconscionability, waiver, estoppel, laches, statutes of limitations, and California SLAPP laws. Delivery Mode: Traditional Juris Doctor.

LA 870 Civil Litigation Skills - 2-3 Hours

This course provides students with an opportunity to develop an approach to the pleading and discovery aspects of litigation. The course covers drafting and opposing pleadings, preparing a discovery plan, drafting and responding to written discovery, preparing witnesses for depositions, and deposition skills in accordance with the California Code of Civil Procedure. Successful completion of Evidence 1 & 2 and Civil Procedure 1 & 2 are prerequisites for this course. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 870a California Civil Procedure and Evidence - 2-3 Hours

This course examines the California Code of Civil Procedure and the California Evidence Code, and contrasts them with the Federal Rules of Civil Procedure and the Federal Rules of Evidence. The course is designed to prepare students to address these content areas on the California Bar Examination. Delivery Mode: Traditional Juris Doctor.

LA 901 Introduction to International Human Rights - 3 Hours

This course introduces the student to the history, theory, and legal development for the systematic protection of human rights throughout the world. The course considers the theological and philosophical foundations of human rights; the primary sources of human rights law; the role of non-State actors, including nongovernmental organizations like Amnesty International and Human Rights Watch; important debates regarding legitimacy, compliance, efficacy, national sovereignty, responses to mass violence, universal jurisdiction, and more. It also equips students to critically examine the strengths and weaknesses of the human rights protection system from a Christian perspective. Delivery Mode: Traditional Juris Doctor.

LA 910 The Right to Life and the Law - 2-3 Hours

This course studies the complex medical, social, legal, and ethical issues raised by topics such as abortion, euthanasia, and infanticide. The course includes a survey of Supreme Court and other judicial decisions pertaining to these issues.

LA 916c Human Trafficking: Prosecution of Domestic Cases - 1 Hour

This class focuses on the advocacy and trial aspects of prosecuting domestic human trafficking cases from jury selection to closing argument. Students will learn about the central understanding of human trafficking in California and the advocacy against it. This includes the realities of human trafficking from recruitment of victims, the typical trafficker, the laws that effect trafficking, and the prosecution of trafficking. The course will give a basic overview of a human trafficking jury trial and discuss how to advocate for or against the trafficker during trial. Delivery Mode: Traditional Juris Doctor.

LA 919 International Forum on Human Rights - 2 Hours

This course is presented in conjunction with the annual program of the International Institute of Human Rights and enables students to interact with human rights lawyers, judges, government officials, academics, and activists from all over the world, and to experience European culture. May be repeated for credit as topics vary. Delivery Mode: Traditional Juris Doctor.

LA 920a International Institute of Human Rights - 4 Hours

This course covers recognition and protection of human rights under international law is the subject of this unique course taught for four weeks during the month of July on the campus of the University of Strasbourg in Strasbourg, France. The course is presented in conjunction with the annual program of the International Institute of Human Rights. Delivery Mode: Traditional Juris Doctor.

LA 923a International Criminal Law - 3 Hours

This course examines issues in the field of international criminal law which encompass individual responsibility for conduct that is labeled as criminal under international law, nation- state responsibility for conduct that may be considered a crime under international law, and individual responsibility for conduct with international dimensions that is labeled a crime under U.S. domestic law. The course will expose students to the prosecution, trial and punishment of individuals alleged to have committed crimes considered to be among the most serious violations of international humanitarian and human rights law including genocide, war crimes and crimes against humanity. Delivery Mode: Traditional Juris Doctor.

LA 953a Legal Internship - 1-6 Hours

Internships/Externships combine academic training in lawyering skills and professional responsibility with practical experience working for a judge, district attorney, public defender, government agency or non-profit law office. Interns/Externs work under the supervision of experienced practicing attorneys or judges who provide guidance and training in research, writing, and practical lawyering skills. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 955 Uniform Commercial Code - 2 Hours

This course will explore the primary laws governing sales of goods within the United States or involving parties located within the United States: Article 2 of the Uniform Commercial Code and the United Nations Convention on Contracts for the International Sale of Goods. The course will cover the scope of the laws, contract formation, the requirement of a writing, express and implied warranties, the terms of the contract, performance, breach, and remedies. The course will include a brief analysis of strict products liability and of consumer rights and remedies under the Magnuson-Moss Warranty Federal Trade Commission Improvement Act. Substantial emphasis will be placed on applying the laws to factual situations. Delivery Mode: Traditional Juris Doctor.

LA 957 Law Practice Management - 2-3 Hours

This course covers the practical aspects of opening a law practice, forms of practice, legal assistants and the use of systems for professional and business functions, timekeeping and fees, bookkeeping, client relationships, the law office staff manual, library and retrieval systems, calendar and monitor systems, essential equipment and law office layout, and developing a practice. The course will also discuss the business and ethical issues as well as the personal pressures encountered in the solo or small firm practice. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 958 Law as a Vocation - 1 Hour

This course explores the foundations of the lawyer's calling. Participants will discuss the foundations of the idea of "professionalism," the religious roots of the idea of "calling" in the context of ordinary work outside the local congregation, and the implications for these ideas on a philosophy of lawyering. The course will also address the practical consequences of the fundamental view of the lawyer's vocation. Delivery mode: Traditional Juris Doctor.

LA 958a Lawyer, Clients, and Moral Responsibility - 1 Hour

This course discusses that various roles of attorneys: advocate, counselor, guardian of the system, vindicator of rights, and explores the ethical framework in which attorneys do work in light of obligations as moral beings. Through hypotheticals, case studies, and discussion, students will explore how differing visions of the lawyer's role will lead to different visions of ethical obligations. Delivery mode: Traditional Juris Doctor.

LA 959j Trinity Legal Clinic - 1-2 Hours

The Trinity Law Clinic is designed to give students hands-on experience providing legal advice and services to the poor of Orange County under the direction of a professor and licensed attorney at the Orange County Rescue Mission's Village of Hope. All advice and services will be provided under the direct supervision of an experienced attorney. A student interviews prospective clients, consults with the attorney, provides information to clients based on the attorney consultation, and assists clients in resolving their legal problems. Students participating in the clinical program are expected to be present at the Village of Hope every Friday during the semester from 8:30 a.m. to 4:30 p.m. to meet with Rescue Mission clients and work on various matters involving diverse subjects such as family law, criminal law, and debt collection relief. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 959k Trinity Mobile Legal Clinic - 1 Hour

This clinical course was opened to further Trinity Law School's partnership with the Orange County Rescue Mission, the Mobile Legal Clinic opened its doors during the spring 2012 semester. This "Law Office on Wheels" runs in conjunction with other mobile services coordinated by the Mission. Each week, law students under the direction of a supervising attorney work with low-income and homeless residents of Orange County in the parking lot of the Courtyard Transitional Center in Santa Ana, CA. Students interview clients and provide information to them, help complete court or administrative paperwork, assist clients in contacting government agencies and preparing for court hearings. Students address many of the biggest legal issues faced by the homeless including family law, criminal law, and debt issues. Through this ministry, Trinity Law Students are able to provide pro-bono legal services to members of society who might not otherwise have access to legal assistance. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 959o Trinity Religious Liberty Clinic - 2-3 Hours

This clinical course is a partnership with the Pacific Justice Institute and operates on the campus of Trinity Law School. PJI is a non-profit providing pro bono legal services to churches and individuals primarily in cases involving the defense of religious freedom, parental rights, and other civil liberties. This writing-intensive clinic is designed to give students the unique opportunity to hone legal writing skills while under the supervision of an attorney specializing in constitutional law. Students will be exposed to writing various trial and appellate level documents including complaints and amicus briefs for current cases. Students' research and writing will directly contribute to important religious freedom matters. LA 566 Legal Research and Writing 3, LA 600 Constitutional Law 1, and LA 601 Constitutional Law 2 are prerequisites for this course. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 959t Trinity Mediation Clinic - 1-2 Hours

This clinical course operates in conjunction with the Orange County Superior Court and Orange County Human Relations. It is designed to give students hands-on experience providing mediation services to the disputants and operates under the direction of Professor Ryul Kim, a mediator and licensed attorney. As mediators, the students act as third party neutrals to help the litigants facilitate a resolution of their pending lawsuits. This clinic equips students who may be interested in entering the field of alternative dispute resolution or those who would like to integrate peacemaking principles in their own legal practice. LA 675a Alternative Dispute Resolution is a prerequisite to this course. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 960 Administrative Law - 3 Hours

This course will cover the basic principles of administrative law, including: issues of delegation of legislative and executive power to agencies; statutory and constitutional due process; statutory interpretation by agencies; standards of judicial review of agency decisions; and the prerequisites of judicial review. This class is especially useful for understanding the rights individuals, interest groups, and regulated business entities when they confront rules or enforcement actions by regulatory agencies (e.g., EPA, OSHA, Social Security Administration, Federal Trade Commission, Federal Communications Commission, and Bureau of Indian Affairs). Delivery Mode: Traditional Juris Doctor.

LA 961c Bankruptcy - 3 Hours

This course examines the United States Bankruptcy Code and the Federal Rules of Bankruptcy Procedure. Areas of emphasis are: financing, operating and administering debtors estates, treatment of executory contracts and leases, formulation and confirmation of plans of reorganization, and the avoiding powers of the trustee in bankruptcy. The course will focus primarily on cases under chapter 7 (i.e., liquidation cases), litigation arising under the Code (e.g., avoidance power claims such as preference and fraudulent transfer claims), and the allowance, priority, and dischargeability of claims. We will also review the provisions of chapter 13 (wage earner plans) and there will be some material covered relating to chapter 11 reorganizations. Delivery Mode: Traditional Juris Doctor.

LA 962a Intellectual Property - 3 Hours

This course examines patents, copyrights, trademarks, unfair competition, and rights of publicity, trade secrets, and protection of designs. The course analyzes the rights and remedies associated with each type of intellectual property that it covers, as well as the relationships between different types of intellectual property. Delivery Mode: Traditional Juris Doctor.

LA 970A Independent Study/Guided Research - 1-6 Hours

This course offers individualized research on an approved topic under the supervision of a law professor. The Registrar must approve any independent study. Delivery Mode: Traditional Juris Doctor.

LA 980 Law and Public Policy - 2 Hours

This course surveys policy objectives and underlying philosophical systems. Judicial decision-making, legislation, and executive action are examined for their theoretical foundations. Various theories are studied with particular emphasis placed on Christian perspectives. The emphasis of the course varies each time it is offered. Past sections of the course have studied a combination of issues involving education, poverty, sex discrimination, privacy, war, and religion. Delivery Mode: Traditional Juris Doctor.

LA 982a Law and Literature: Revenge, Justice and Mercy - 1 Hour

This course examines the nature of law and justice through the medium of literature. We will explore how literature addresses revenge and mercy, and their place in the pursuit and achievement of justice, particularly in our legal system. Readings will include Shakespeare's Merchant of Venice, Aeschylus's Agamemnon, and short stories from Flannery O'Connor and Andre Dubus, as well as selections from Holy Scripture. Delivery Mode: Traditional Juris Doctor.

LA 984b Law, Faith, and Politics - 1 Hour

This course in an overview of the underlying worldview issues that shape law and politics, with a focus on how a fully-orbed Christian worldview informs and inspires our pursuit of justice and virtue in the American legal and political context. Delivery Mode: Traditional Juris Doctor.

LA 989 Moot Court - 1-2 Hours

This course allows students to gain practical advocacy skills through researching, drafting, and arguing an appellate brief. The course may not be repeated for credit. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 991 Law Review - 1-3 Hours

This course allows students to participate in the publication of The Trinity Law Review. The Trinity Law Review is a legal journal that the student members edit and publish. Members are selected on the basis of academic achievement and a writing competition. Students receive credit for demonstrable competence in scholarly writing and editing. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 994a Employment Law - 3 Hours

This course is a study of the law governing the employment relationship, including the establishment and termination of that relationship. Delivery Mode: Traditional Juris Doctor.

LA 995al Accounting for Lawyers - 1 Hour

This course covers the methods, standards and procedures utilized by the accounting profession in the preparation and issuance of financial and accounting documents. The objective of the course is the familiarization of legal professionals with the nomenclature and processes incorporated in accounting reportage and to enable legal professionals to become conversant with accounting principles so as to be more effective in interpreting financial reports and advising clients. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 995bc Insurance Law - 1-3 Hours

This course covers the fundamentals of insurance, interpretation of insurance policies, litigation of insurance disputes, liability insurance and the duty to defend, property insurance and other first party coverages, directors' and officers' and employers' liability insurance coverages, insurance bad faith, statutory and regulatory oversight of insurance and the impact of insurance law on other practice areas. Delivery Mode: Traditional Juris Doctor.

LA 995i Immigration Law - 3 Hours

This course will explore the foundation of immigration law and policy. The student will examine the cases and statutes which form the basis of the law, as well as essays by the top scholars in the field. The course will emphasize both a substantive understanding of the law as well as the historical and legislative evolution of U.S. immigration law and policy. Delivery mode: Traditional Juris Doctor.

LA 995ml Attorneys as Moral Leaders - 1 Hour

This intensive-style course teaches students about the underlying principles of moral leadership and law. The main premise of the course is that ethical attorneys need moral knowledge. But what is moral knowledge in an age of pluralism, and what does moral reasoning look like? Can lawyers make decisions on the basis of moral knowledge in the context of a secular legal system? How does moral courage figure into the rigorous work of practicing law? How does a lack of moral courage influence many attorneys to lead demoralized lives with regard to their hollowed vocation? Is it possible for attorneys to exercise moral leadership in their roles? If so, what does that have to do with protecting the legal rights of human beings? If you are interested in learning about the wide frontier of theology as it relates to moral philosophy and law, this introductory course will be fascinating and meaningful to you. Delivery Mode: Traditional Juris Doctor.

LA 995nb Negotiation for Law and Business - 2-3 Hours

This course will survey negotiation skills in general including the areas of strategy, tactics, and planning. Specifically, the course will also consider relationships between the parties; multi-party negotiations; information bargaining; initial proposals; how to narrow differences; closure; competitive, cooperative and problem solving tactics together with negotiation counseling, alternative dispute resolution and identities in the context of culture, gender and race. Students will be called upon to complete reading assignments and prepare for and participate in in-class negotiation exercises. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 995np Law of Nonprofit Organizations - 3 Hours

This course is a study of nonprofit firms and the nonprofit sector. Topics include a survey of the role of nonprofits, theories and justifications of the nonprofit form, nonprofit statutes and other laws pertaining to nonprofits (e.g., the regulation of charitable solicitations), the formation, operation and dissolution of nonprofits, and tax and tax policy issues related to nonprofits. Delivery Mode: Traditional Juris Doctor.

LA 998e Advanced Exam Approaches and Skills - 3 Hours

This skills oriented course is designed to enhance the development of approaches to the essay, performance-style, and multiple choice components of the California Bar Exam. Emphasis is on the Multistate Bar Exam tested subjects, the refinement of skills employed in identifying issues, utilizing effective approaches, and organizing answers for purposes of essay exam writing will be joined with tactical approaches to selecting best responses to multiple-choice questions, the non-multiple choice essay, and performance style subjects tested on the California Bar exam. The students will be given the opportunity to build their skills in approaching the issues and organizing effective answers through participation in practice exams and workshops. This course is specifically NOT a substitute for bar-review courses undertaken near the end of, or after the conclusion of, the student's law studies. Rather, these courses are offered as a substantive course for advanced students who desire to further develop and refine their exam issue spotting, analysis, organizational and writing skills. Delivery Mode: Traditional Juris Doctor.

LA 999w Workers' Compensation - 3 Hours

This course presents general statutory principles of workers'.

Master of Legal Studies

MLS 400 Human Resources Compliance - 3 Hours

This course examines the institutional models and regulatory schemes governing the management of employees in the workplace. Topics include a survey of the creation, maintenance and termination of the employment relationship, employee/employer duties, employment protections, torts in the workplace, workplace privacy and workplace safety and health. Delivery mode: traditional graduate, online, and accelerated.

MLS 410 Staffing and Compensation Administration - 3 Hours

This course examines the planning for and implementation of the management of the hiring and compensation of employees. Topics include wage and hour regulations, workers' compensation, unemployment compensation, personal leave laws, other employment benefits regulations and Federal pre-emption of state wage and benefit laws. Delivery mode: traditional graduate, online, and accelerated.

MLS 414 Employment Discrimination - 3 Hours

This course examines the legal rules and public policies surrounding employer practices and employee claims sounding in discrimination against members of protected classes or in hostility in the workplace. Topics include the state and federal regulations governing employment discrimination; employer planning, best practices and prevention of claims; and the legal processes for determination and redress of discrimination in the workplace. Delivery mode: traditional graduate, online, and accelerated.

MLS 415 Labor Law and ADR - 3 Hours

This course examines the legal and policy implications of employee organization, bargaining and dispute resolution. Topics include employee organization - formal or informal, collective bargaining laws and processes, state and Federal regulation of organizing and bargaining, and arbitration of labor and employment disputes. Delivery mode: traditional graduate, online, and accelerated.

MLS 421 Performance Assessment - 3 Hours

This course examines the institutional models for assessing the efficiency and contractual performance of employees. Topics include organizational planning for and implementation of standards and expectations on the part of employees and management, the efficient, fair, and ongoing assessment of management and worker performance, and the imposition of rewards for satisfactory performance and the remediation for under-performance. Delivery mode: traditional graduate, online, and accelerated.

MLS 505 Philosophy and Theology of Justice - 3 Hours

This course surveys foundational sources in history, philosophy, Christian theology, and the Bible as the basis for law, justice, and governmental order in the United States. Delivery mode: Traditional graduate, online, and accelerated.

MLS 521 Contracts - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Topics include remedies, offer, acceptance, discerning the agreement, the parol evidence rule, Statute of Frauds, flaws in the agreement process, unconscionability, third-party interests, enforceability, consideration, promissory estoppel, performance and non-performance, warranties and conditions, breach, and defenses. Delivery mode: Traditional graduate, online, and accelerated.

MLS 523 Contract Drafting - 3 Hours

This course teaches students practical contract drafting skills, including how to translate a business deal into contract concepts, how to draft each of a contract's parts, how to draft with clarity and without ambiguity, how to negotiate a contract, and how to review and analyze a contract. Delivery mode: Traditional graduate, online, and accelerated.

MLS 531 Criminal Law - 3 Hours

This course teaches students how to deal with substantive criminal law problems in both practical and policy terms. The course inquires into the proper scope and objectives of criminal law, limitations on the State's power to define criminal liability, and general principles of liability and defenses for offenses against the person and property. Delivery mode: Traditional graduate, online, and accelerated.

MLS 540 Human Trafficking - 3 Hours

This course in an overview of the global issue of trafficking in persons for forced labor or sexual exploitation; examination of factors that contribute to the issue and how it is being addressed through legal, economic and other solutions. The course will also examine applicable international conventions and the United States policy responses to human trafficking. Delivery mode: Traditional graduate, online, and accelerated.

MLS 541 Torts - 3 Hours

This course examines common and modern law dealing with compensation for injuries to persons and property. Topics include intentional torts and defenses, negligence and defenses, strict liability, wrongful death, survival actions, statutes of limitation, immunities, vicarious liability, products liability, nuisance, defamation, invasion of privacy, civil rights, misuse of legal process, misrepresentation, and torts affecting businesses and familial relationships. Delivery mode: Traditional graduate, online and accelerated.

MLS 543 Human Trafficking and Economic Development--Cambodia - 3 Hours

This is an advanced course in human trafficking and economic development. Students will analyze and discuss current issues in human trafficking, focusing on sex trafficking in Southeast Asia. Students will learn the history of human trafficking, and how human trafficking is combatted in the modern world. Students will also learn about economic development in Southeast Asia, and how it is a modern way of combating human trafficking. Trinity Law School teaches this course from a Christian perspective and actively incorporates Biblical principles into the curriculum. Thus, this class/trip has three major aspects or themes to it: (1) basic concepts and laws relevant to human rights; (2) human trafficking; and (3) the role and relationship of worldviews and economic factors and development or lack thereof to human rights and human trafficking. Delivery mode: Traditional graduate, online, and accelerated.

MLS 558 Legal Fundamentals - 3 Hours

This course provides fundamental coverage relating to the key subjects of Constitutional Law, Civil Procedure, Tort Law, Contract Law, the Law of Property, and Criminal Law and Procedure. Also covered is the course of litigation, trials, appeals, and the foundational concepts of jurisdiction, and burdens of proof. Delivery mode: Traditional graduate, online, and accelerated.

MLS 565 Juvenile Law and Delinquency - 3 Hours

This course is designed to provide a comprehensive understanding of important issues surrounding juvenile delinquents and different stages of prosecution of these crimes. Topics include theories of causations of delinquency, gangs, drugs, interventions, court procedures, different types of consequences available for punishment, search and seizure, and interrogation of juveniles. Delivery mode: Traditional graduate, online, and accelerated.

MLS 567 Race, Ethnicity, Gender, and Criminal Justice - 3 Hours

This course examines the ways in which race, ethnicity, and gender impact the offender through the criminal justice system. The course considers crimes and justice patterns, overrepresentation of racial and ethnic minorities, policies, and reintegration into society. Delivery mode: Traditional graduate, online, and accelerated.

MLS 570 Forensic Mental Health - 3 Hours

This course provides an overview of the laws pertaining to the evaluation of a criminal defendant's mental health and how the diagnosis of a mental illness may impact juvenile and adult criminal proceedings. Topics covered include the role of forensic mental health experts, mental defenses and trial practice. Delivery mode: Traditional graduate, online, and accelerated.

MLS 572 Victimology and Restorative Justice - 3 Hours

This course covers the relationship between victims and their offenders, interaction between victims and the criminal justice system, the impact of crime on victims' families and the reintroduction of offenders to society. The course will focus on the Christian view of reconciliation and the reintroduction. Delivery mode: Traditional graduate, online, and accelerated.

MLS 573 Cyber Criminology - 3 Hours

This course covers the relationship between victims and their offenders, interaction between victims and the criminal justice system, the impact of crime on victims' families and the reintroduction of offenders to society. The course will focus on the Christian view of reconciliation and the reintroduction. Delivery mode: Traditional graduate, online, and accelerated.

MLS 575 Law and Theory of Corrections - 3 Hours

This course introduces students to penology, probation, punishment theory, and trends in alternatives to institutionalization. Delivery mode: Traditional graduate, online, and accelerated.

MLS 600 Constitutional Law - 3 Hours

This course covers the powers of the federal government and selected topics regarding the relationship of the branches of the federal government to each other and to the States, as well as selected topics regarding the Bill of Rights, due process, equal protection, and the effect of the Fourteenth Amendment on the application of the Bill of Rights to the States. Delivery mode: Traditional graduate, online, and accelerated.

MLS 602 Government Structure Under the U.S. Constitution - 3 Hours

This course in Constitutional Law surveys the United States Constitution; its text, principles, original meaning, historical development, contemporary construction and case law. The specific focus is distribution of powers (federal, state and private), judicial review, jurisdiction, justiciability, and economic regulations including the Commerce Clause, the Contracts Clause and the Takings Clause (eminent domain). This course will satisfy the Constitutional Law requirement for the MLS program. Delivery mode: Traditional graduate, online, and accelerated.

MLS 660 Property - 3 Hours

This course focuses on the acquisition, disposition, and use of personal and real property. Topics include the nature of ownership and possession, bailment, adverse possession, common law classifications of estates in land, concurrent ownership, present and future interests in land, and landlord-tenant law, transfers of interests in real property, real estate contracts, legal descriptions, conveyances and deeds, recording systems, title insurance, private land-use restrictions (easements, covenants, and equitable servitudes), public land-use regulations, eminent domain, and regulatory takings. Delivery mode: Traditional graduate, online, and accelerated.

MLS 670 Alternative Dispute Resolution - 3 Hours

This course provides students with foundational skills for helping people resolve conflict outside of court using peacemaking principles. In this intensive-style Christian Alternative Dispute Resolution course, students are taught to utilize critical thinking and peacemaking principles necessary for resolving personal conflict, and to practice personal peacemaking skills. Personal peacemaking is a prerequisite to acquiring advanced skills necessary for assisting others resolve conflict through Christian Mediation and Arbitration. Delivery mode: Traditional graduate, online, and accelerated.

MLS 675 Mediation - 3 Hours

This course will present the use of third party intervention as an alternative collaborative process for dispute resolution. Analysis of the skills needed to be an effective mediator. Ethical and practical limitations on the use of mediation. This course will include simulated mediation exercises. Delivery mode: Traditional graduate, online, and accelerated.

MLS 680 Negotiation Theory and Practice - 3 Hours

The course covers the theory and practice of negotiation as a process to reach contractual agreements and resolve disputes. The course examines negotiation strategies, Christian principles and ethical issues to develop a Christian approach to negotiation. This course will include simulated negotiation exercises. Delivery mode: Traditional graduate, online, and accelerated.

MLS 686 Cross Cultural Dispute Resolution - 3 Hours

This course will examine the impact of cultural differences on resolution of interpersonal and international disputes. Examines cultural differences such as long-term versus short-term horizons, risk aversion and individual/community expectations. Delivery mode: Traditional graduate, online, and accelerated.

MLS 691 Conflict Management in Business and Nonprofit Organizations - 3 Hours

This course presents an overview of the litigation process and its advantages/disadvantages in dispute resolution. The course will also focus on how organizations have effectively developed and institutionalized programs tailored to manage conflict among employees and managers. Delivery mode: Traditional graduate, online, and accelerated.

MLS 700 Introduction to Bioethics - 3 Hours

This course is an overview of the ethical issues in health care and biotechnology that make up the field of bioethics. Biblical-theological and other prominent contemporary perspectives are developed and assessed. Delivery mode: Traditional graduate, online, and accelerated.

MLS 700b Intensive Bioethics Institute - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and consummation, with special attention to Scriptural applications of ethical thought and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current bioethical issues in the light of biblical principles. Offered as in-person 6-day intensive at the Deerfield, IL campus (BE 5100). Delivery mode: Traditional graduate, online, and accelerated.

MLS 702 Business Organizations - 3 Hours

This course covers the formation of agency relationships, partnerships and corporations, the fiduciary duties of agents, directors and officers, shareholder voting, shareholder lawsuits, rules around corporate disclosures, insider trading, and corporate control transactions. Particular attention is given to the way in which corporations organize and operate. The course also examines the respective roles, relationships, and liability exposure of shareholders, directors, and officers. Delivery mode: Traditional graduate, online, and accelerated.

MLS 710 Current Issues in Bioethics - 3 Hours

This course addresses the current state of the law regarding a wide range of bioethical issues. With the help of case discussions, the course addresses questions such as how the law of bioethics responds to changes in moral, social, and political landscapes, and the proper role of law in shaping bioethical views and practices. Delivery mode: Traditional graduate, online, and accelerated.

MLS 710a Bioethics National Conference - 3 Hours

The annual national/international bioethics conference 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 post-conference writing program tailored to the topic of the conference. Class meetings with the professor immediately precede and are interspersed throughout the conference. This is a 3-day in-person intensive held at the Deerfield, IL campus (BE 5900). Delivery mode: Traditional graduate, online, and accelerated.

MLS 710b Bioethics Regional Conference - 3 Hours

The regional bioethics conferences held by Trinity International University in various parts of the U.S. and world provide special opportunities to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and post-conference writing program tailored to the topic of the conference. Class meetings with the professor take place at the conference. This is a 3-day in-person intensive course (BE 5800). Delivery mode: Traditional graduate, online, and accelerated.

MLS 720 Landmark Cases in Bioethics - 3 Hours

This course covers the many of the major issues in bioethics have been shaped by pivotal medical and legal cases. The course examines those cases in detail and uses them as a springboard for understanding the larger ethical issues that they address. Delivery mode: Traditional graduate, online, and accelerated.

MLS 750 Bioethics Seminar - 3 Hours

This is a 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. BE 7700 is the equivalent of this course (3-day intensive after Bioethics National Conference in Deerfield, IL in June). Delivery mode: Traditional graduate, online, and accelerated.

MLS 760 Bioethics and Public Policy - 3 Hours

This course is an interface of bioethics and public policy in North American and international contexts, with special attention to religious perspectives in the public square; important cases and bioethics commissions; and other documents. Students will have the opportunity to create a public policy strategy as they become familiar with basic federal and state governmental structures and legislative processes. Delivery mode: Traditional graduate, online, and accelerated.

MLS 760a The Public Policy Context - 1 Hour

This course covers the explanation of basic federal and state governmental structures and legislative processes for students not already familiar with them. Designed to be taken concurrently with MLS 760b. Offered as guided study at the Deerfield, IL campus (BE 5499). Delivery mode: Traditional graduate, online, and accelerated.

MLS 760b Bioethics and Public Policy - 2 Hours

This course is an interface of bioethics and public policy in North American and international contexts, with special attention to religious perspectives in the public square; important cases and bioethics commissions; and other documents. Students will have the opportunity to create a public policy strategy. Offered as a two-unit course for students familiar with basic federal and state governmental structures and legislative processes. Students must take MLS 760a concurrently with this course. Offered online and face-to-face at the Deerfield, IL campus (BE 5500). Delivery mode: Traditional graduate, online, and accelerated.

MLS 783 Criminal Procedure - 3 Hours

This course is designed to provide a comprehensive understanding of important issues of criminal procedure arising during the investigation and early stages of prosecution of crimes. Topics include constitutional limits on arrests and stops, search and seizure, interrogation of suspects, right to counsel, exclusionary rule, identification procedures, and the privilege against self-incrimination. Delivery mode: Traditional graduate, online, and accelerated.

MLS 790 Advanced Bioethics Institute - 3 Hours

This course is 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. This course is a 6-day intensive offered at the Deerfield, IL campus only (BE 6500). Delivery mode: Traditional graduate, online, and accelerated.

MLS 800 Wills, Trusts, and Estates - 3 Hours

This course examines rules pertaining to intestate succession, testamentary dispositions, execution, modification, and revocation of wills, testamentary capacity and will contests, interpretation of wills, protection of spouse and children, and the use of will substitutes. The creation, types, and characteristics of trusts are also examined, including coverage of the construction of trusts, trust administration, and wealth transfer taxation. Fiduciary administration issues also are considered. Delivery mode: Traditional graduate, online, and accelerated.

MLS 830 Legal and Ethical Issues in Fundraising for Nonprofits - 3 Hours

This course examines the various approaches nonprofit organizations take to fundraising, including solicitation of monetary donations, in-kind gifts, planned giving and joint ventures with for profits. The legal implications of fundraising in each of these contexts, including the oversight of professional fundraisers will be addressed. The development of ethical standards for fundraising and the impact they have on the legal environment of fundraising will be addressed. Delivery mode: Traditional graduate, online and accelerated.

MLS 850 Exempt Organizations - 3 Hours

This course surveys government regulation and oversight of nonprofit organizations by federal and state tax agencies, and addresses the attorney's role in annual reporting requirements, managing unrelated business income, and bequests to charities. Nonprofit Law is a prerequisite for this class. Delivery mode: Traditional graduate, online, and accelerated.

MLS 855 Religious Organizations - 3 Hours

This course addresses the unique legal issues faced by religious organizations, with an emphasis on government regulation of religious organizations, the unique legal issues faced by churches, political activism by charities, and the handling of deputized giving and foreign charitable work. Nonprofit Law is a prerequisite for this class. Delivery mode: Traditional graduate, online, and accelerated.

MLS 860 Strategic Planning - 3 Hours

This course provides an overview and applications of strategic planning theories, methods, and group processes in different nonprofit organizational environments. The course will emphasize the application of strategic planning specifically to the mission, fundraising, operations and human resources of charities. Delivery mode: traditional, online, and accelerated.

MLS 861 Nonprofit Law - 3 Hours

This course is the foundation course for studying nonprofit and tax-exempt organizations, with an emphasis on governance issues. The course addresses formation, board responsibilities, fundraising, operations and dissolution. Application for tax exempt status and annual informational tax returns are surveyed in this class. Delivery mode: Traditional graduate, online, and accelerated.

MLS 870 International Non-Governmental Organizations - 3 Hours

This course will explore the world of international nongovernmental organizations (NGOs) by reviewing the types of, and institutional issues related to, NGOs. Delivery mode: Traditional graduate, online, and accelerated.

MLS 901 International Criminal Law - 3 Hours

This course examines issues in the field of international criminal law, which encompass: individual responsibility for conduct that is labeled as criminal under international law; nation-state responsibility for conduct that may be considered a crime under international law; and, individual responsibility for conduct with international dimensions that is labeled a crime under U.S. domestic law. The course will expose students to the prosecution and punishment of individuals alleged to have committed crimes considered to be among the most serious violations of international humanitarian and human rights law, including genocide, war crimes, and crimes against humanity. Delivery mode: Traditional graduate, online, and accelerated.

MLS 905 The Theory and Law of Armed Conflict - 3 Hours

This course studies the law of armed conflict (also known as the law of war and international humanitarian law) applicable in times of both international and non-international armed conflict, examining both the right of states to use force (*jus ad bellum*) and the rules governing conduct during conflict (*jus in bello*). Issues to be addressed include: the history, sources (e.g., treaty and custom), principles (e.g., proportionality, distinction), and application of this law; the obligations and protections of state and non-state combatants, non-combatants, civilians, and prisoners; permissible means and methods of warfare; and occupation and neutrality. Delivery mode: Traditional graduate, online, and accelerated.

MLS 910 The Right to Life and the Law - 3 Hours

This course studies the complex medical, social, legal, and ethical issues raised by topics such as: abortion, embryonic research, IVF, infanticide, and euthanasia. The course includes a survey of U.S. Supreme Court and other U.S. and international judicial decisions pertaining to these issues. Delivery mode: Traditional graduate, online, and accelerated.

MLS 913 The Rights of Vulnerable Persons: Women, Children and the Impoverished - 3 Hours

This course is a survey of the international treaties and bodies intended to protect the rights of women, children, and families. Issues to be addressed include pertinent international instruments and principles of international law relating to gender-based discrimination; violence against women; children's rights to privacy, education, and information; pornography; slavery and servitude; child soldiers; and the implications of religious liberties on the family. Delivery mode: Traditional graduate, online, and accelerated.

MLS 914 The Rights of Minorities - 3 Hours

This course surveys international and regional efforts to articulate and protect the human rights of ethnic, racial, religious, linguistic, and national minorities, persons with disabilities, and indigenous groups. Related issues such as identity, autonomy, self-determination, xenophobia, nationalism, and racism will be addressed. Delivery mode: Traditional graduate, online, and accelerated.

MLS 920 International Institute of Human Rights - 4 Hours

This course covers the legal foundations for recognition, protection, and advocacy of human rights under international law. This unique course is taught over five weeks in June and July in The Hague, Netherlands and in Strasbourg, France. The course is presented in conjunction with the annual program of the International Institute of Human Rights, giving students the opportunity to study and network with law students, practitioners, and advocates from around the world. This also provides students with a first-hand experience of the competing views of human rights theories and practices.

MLS 921 International Forum on Human Rights - 2 Hours

This course (held in The Hague, Netherlands and Strasbourg, France) is presented in conjunction with the annual program of the International Institute of Human Rights. Students will investigate and discuss the jurisprudence of human rights, including its history and development, as well as the theological and rival philosophical foundations for reflecting on the nature and scope of human rights. The doctrines of God, human nature, and the nature of civil society are of particular interest, as well as those concerning the Church, the family, the State, and vocation. Delivery Mode: Traditional Graduate.

MLS 923 Introduction to International Human Rights Law - 3 Hours

This course provides an introduction to international human rights law. Topics include the foundational and historical development of human rights, and the development of international and regional legal systems to protect human rights. Delivery mode: Traditional graduate, online, and accelerated.

MLS 951 Religious Liberty and the Law - 3 Hours

This is an advanced course that examines critical issues of law and religion both in the United States and internationally. Issues to be addressed include the theological foundation of law and the legal foundation of theology; the relationship between church and state; religious discrimination and accommodation; prohibitions on blasphemy, apostasy, and defamation; persecution of and by religion; and the principles of law and regulations relating to churches and religious organizations, schools, and the military. Delivery mode: Traditional graduate, online, and accelerated.

MLS 962 Real Estate Transactions - 3 Hours

This course presents the basic statutory and common law principles of the fundamental elements of a real estate transaction including arranging the deal, performing the contract, closing the contract, assuring title, financing the purchase, federal income tax considerations, and condominium and other communal arrangements for home ownership. Delivery Mode: Traditional graduate, online, and accelerated.

MLS 995 Genocide and the Law - 3 Hours

This course introduces students to the laws governing the crime of genocide. Topics include efforts to name and identify incidents as genocide, and then to prosecute and punish the perpetrators. Students will also investigate specific occurrences of genocide in the Ottoman Empire, Nazi Germany, Cambodia, Rwanda, Darfur, Iraq and Syria, and other places. Delivery mode: Traditional graduate, online, and accelerated.

Admissions

Trinity is committed to the principle that a legal career is a calling and that students of all ages, backgrounds and occupations may sense the call to pursue a legal education. Accordingly, the Admissions Committee selects its students upon consideration of the “whole person.” While test scores and past academic experience are important, the Committee also considers a prospective student’s goals, achievements, work experiences, life circumstances and other criteria that reflect character and potential for academic success. All prospective students, regardless of race, gender, sexual orientation, national origin, religion, or disability are welcome at Trinity Law School.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Categories of Admission

Juris Doctor Degree Program

Regular Students with a Bachelor’s Degree

Applicants previously awarded a bachelor’s degree from a qualified institution of higher learning are considered for regular admission.

Regular Students without a Bachelor’s Degree

Trinity offers law school candidates without a bachelor’s degree an exceptional opportunity to enter law school before completing their undergraduate study. Applicants may be admitted upon completion of an associate’s degree from a qualified institution or upon earning at least 60 transferable units of undergraduate study. Applicants may also be admitted as Special Students (students who have not completed the minimum two years of college work but have demonstrated intellectual achievement by achieving acceptable scores on the College Level Examination Program (CLEP) exams prior to beginning the study of law) and must pass the First Year Law Student Exam to advance to the second year of study.

Transfer Students

Applicants enrolled in legal study elsewhere may be considered for transfer status. The Admissions Committee evaluates transfer applicants on a case-by-case basis but usually requires transfer students to complete their last four semesters in residence at Trinity Law School. Applicants who have completed some law school credits at their original school may be eligible for advanced standing. Grades at or above the good standing level (good standing level is determined by the school where the classes were taken) may be accepted for transfer credit subject to the similarity to Trinity Law course contents. Applicants who have been previously dismissed by another law school may be considered for admission. If the student was dismissed at the end of their first year, units would not transfer unless they take and pass the First-Year Law Students Exam. Admission of transfer students and transfer of units is determined by the Admissions Committee and in accordance with the rules of the Bar Examiners of California. Trinity Law School does not award credit for prior experiential learning.

Agreements

- **California Baptist University (CBU)** - Trinity Law School admits students from California Baptist University who earn a minimum 3.0 cumulative grade point average after completing all California Baptist University residency and general education requirements and all requirements for the Political Science Major with a Pre-Law emphasis. Students must complete a minimum of ninety-eight (98) semester units of undergraduate study and receive a Law School Admissions Test (LSAT) score of 143 or higher by the first semester of the junior year. Students must complete the Trinity Law School application process by the first semester of the junior year.
- **Handong Global University: Handong International Law School (HILS)** - In 2011 Trinity Law School and Handong International Law School signed an agreement to create a pathway where Handong International Law School students can more effectively advance their knowledge of the law and address the requirements to become general applicants to the California State Bar Examination according to the Rule 4.30 of Title 4, Division 1 of the Rules of the State Bar of California and the “Guidelines for Implementation of Chapter 2, Rule 4.30 Of The Admissions Rules”. Contact the Admissions department to request more information.

International Students

Trinity welcomes foreign-educated applicants. However, there are special admission requirements pertaining to the evaluation of foreign credentials. Foreign applicants must request a detailed report evaluating their transcripts from Credentials Evaluation Services (CES). Trinity Law School will assist students in applying for F1 visas for those who are not residents of the United States. There are no fees associated with the services offered by Trinity Law School.

All instruction at Trinity Law School is in English. Trinity Law School does not provide English language services.

For purposes of admission to Trinity Law School, international students are defined solely on their citizenship/residency status. If a student does not hold citizenship or permanent residency in the United States, the student is classified as an international student.

All students who have not completed one of the following are required to take the Test of English as a Foreign Language (TOEFL):

- The Scholastic Assessment Test (SAT) with a verbal recentered score of 450 or higher.
- A 'C' or better in a regular (non-English as a Second Language (ESL)) college-level English composition course at an accredited United States college or university.
- The completion of English Language Services (ELS) Language Centers' Level 112 of ELS's English for Academic Purposes (EAP) program with a grade of at least 'B'.
- A score of 6.5 or higher on the International English Language Testing System (IELTS) examination.

The Test of English as a Foreign Language (TOEFL) requirement is:

550 Paper based test

80 Internet based test

If students do not meet Trinity Law School's required level of English proficiency at the time of application, 'conditional letters of admission' may be granted.

Master of Legal Studies Degree Program

Applicants previously awarded a bachelor's degree from a qualified institution of higher learning are considered for admission.

How to Apply

Admissions Process

Juris Doctor Degree Program

Fill Out An Application

Complete an application for admission online at tls.edu/apply or in-person by visiting our campus. Incomplete applications will not be considered. In addition to the application, applicants are advised to promptly complete the Free Application for Federal Student Aid (FAFSA).

LSAT

J.D. Applicants are directed to complete the Law School Admission Test (LSAT), a standardized examination designed to assess law school candidates' potential for success in legal study. Applicants who have not yet taken the LSAT are still encouraged to apply. Those without an LSAT or who score below 145 may be eligible for a specialized track called the Flex Track. The Flex Track includes a separate set of academic support components.

Transcripts

Transcripts must be sent directly to Trinity Law School by the issuing school or provided through LSAC's Credential Assembly Service to be considered official.

Official transcripts from all colleges and universities attended are required for all J.D. applicants.

Recommendations

Two recommendations are required for all applicants. These recommendations may be from professors, instructors, or professional associates who can comment on the candidate's character and potential for success in legal study. Recommendations must be sent directly to Trinity Law School from the recommenders or provided through LSAC's Credential Assembly Service.

Personal Statement

All applicants are required to submit a personal statement. The personal statement should address why the applicant desires to study law, particularly at Trinity Law School. Also, the applicant should address all professional and personal goals for the future, as well as any factors that may have affected academic success in the past.

Interviews

Applicants will be required to interview with the Admissions Office prior to an admission decision. The Admissions Office will contact the applicant to schedule the interview.

Acceptance and Notification

As soon as the decision is made, the applicant will be promptly notified by the Admissions Office concerning your application to study law at Trinity Law School. If an applicant is accepted to the law school, they will also be advised of all the future dates and requirements for matriculation.

Master of Legal Studies Degree Program

Fill Out An Application

Complete an application for admission online at tls.edu/apply or in-person by visiting our campus. Incomplete applications will not be considered. In addition to the application, applicants are advised to promptly complete the FAFSA.

Transcripts

Official transcripts from colleges and universities at which bachelor degrees or higher were earned are required for MLS applicants.

Recommendations

Two recommendations are required for all applicants. These recommendations may be from professors, instructors, or professional associates who can comment on the candidate's character and potential for success in legal study. Recommendations must be sent directly to Trinity Law School from the recommenders.

Personal Statement

All applicants are required to submit a personal statement that is part of the admissions application. The personal statement should address why the applicant desires to study at Trinity Law School and all professional and personal goals for the future.

Interviews

Applicants will be required to interview with the Admissions Office prior to an admission decision. The Admissions Office will contact the applicant to schedule the interview.

Acceptance and Notification

As soon as the decision is made, the applicant will be promptly notified by the Admissions Office concerning their application to study law at Trinity Law School. If an applicant is accepted to the law school, they will also be advised of all the future dates and requirements for matriculation.

Accreditation Policies

Trinity Law School students must comply with the rules and regulations of the Committee of Bar Examiners of the State Bar of California (CBE), the rules and regulations of the Higher Learning Commission, and with the policies, rules, regulations and procedures of the law school as contained in the current Trinity Law School Catalog. Each student is responsible for knowing and complying with all applicable regulations of the law school, in letter and spirit. Trinity Law School provides students with this catalog as a convenient reference to the basic rules, regulations, and standards under which Trinity Law School operates in the ordinary course of its academic functions and student-related activities. Trinity Law School may adopt and publish additional or modified policies consistent with the operative Catalog at any time.

Trinity Law School is a school of Trinity International University. Students should refer to the Trinity International University catalog at <http://catalog.tiu.edu/policies/> for information on the following policies, each of which is incorporated by reference into the Trinity Law School catalog:

- Academic Integrity
- Acceptable Use of Technology and Telecommunications
- Auxiliary Aids and Services for Students with Disabilities
- Copyright
- Family Educational Rights and Privacy Act of 1974
- Firearms, Weapons, and Explosives
- Student Loan Program Code of Conduct

Catalog

Students are subject to the residency, unit, grade, and course requirements of the Trinity Law School Catalog in effect at the time of their matriculation. Students who withdraw from the program of study and are later re-admitted will be subject to the requirements of the Catalog that is current at the time of re-admission.

Registration

Registration for the Juris Doctor degree program generally begins in July for the fall semester and December for the spring semester.

Registration for the Master of Legal Studies program begins typically four weeks before the start of each module. Specific dates are found on the academic calendar published by the Registrar's Office.

Add/Drop/Withdrawal

To add or drop a class or to change a class schedule, a student must submit an ADD/DROP request through the Trinity Law School student portal at <https://tls.edu/portal>. The last day to add a class in the Juris Doctor degree program is the end of the third week of classes. The last day to add a class in the Master of Legal Studies degree program is the end of the first week of class. However, a student who misses more than 20% of the entire class will receive a grade of "UW" for an unauthorized withdrawal. A student who attends 80% or more of a class but fails to take a final exam because of a decision to discontinue the class will have the zero credit for the exam factored into a final grade. Failure to drop a class is not considered an authorized withdrawal from the class. The date the ADD/DROP request is submitted to the Registrar's Office is the date the student is deemed to have withdrawn from or enrolled in a class. Tuition refunds are based on the date the ADD/DROP request is submitted, as logged in the records maintained by the Registrar.

Students are responsible for the completion of every course in which they are enrolled. If a student properly drops a course prior to the ADD/DROP deadline, that course will not appear on the student's transcript. Withdrawals made after the ADD/DROP deadline will appear on transcripts as "AW," indicating authorized withdrawal from the course while doing acceptable work, or "UW," indicating withdrawal from the course while doing unacceptable work, or a failure to timely withdraw from a class. Neither a course grade designated as "UW" or "AW" will factor into the grade point average. The last day to drop a class and receive an "AW" is the end of the twelfth week of classes in the Juris Doctor degree program and the end of the fifth week of classes in the Master of Legal Studies degree program. Specific dates may be found on the academic calendar published by the Registrar's Office. Withdrawals after the deadline will result in a "UW" for that class.

Leaves of Absence and Withdrawal from the Law School

A Leave of Absence

A student in the Juris Doctor program may request a leave of absence for up to two semesters. To obtain a leave of absence the student must request a leave via the TLS student portal (<https://tls.edu/portal>) prior to withdrawal. In calculating the duration of a leave of absence, the first semester of a leave of absence is the semester or term in which the leave of absence is requested, even if the student attended classes for part of that semester or terms. Students in the Juris Doctor degree program on academic probation cannot obtain a leave of absence after the twelfth week of the semester in which they are on probation.

Students in the Juris Doctor Flex Track program do not have the option to request a leave of absence. Failure to register for classes or withdrawing from classes will result in permanent withdrawal. Students wishing to return after a permanent withdrawal must seek re-admission through the Admissions Office.

A Permanent Withdrawal

A permanent withdrawal occurs when a student leaves Trinity Law School at any time after registration and does not intend to complete the current semester and does not wish to return any subsequent semester. Failure to register for classes without seeking a leave of absence will also constitute a permanent withdrawal. Students wishing to return to Trinity Law School after a permanent withdrawal must seek re-admission through the Admissions Office. Re-admitted students are subject to the Catalog requirements that are current at the time of their re-enrollment.

Students who withdraw or are deemed withdrawn while on probation are likely to have re-admission denied except under unusually compelling circumstances.

Privacy and Confidentiality

Trinity Law School does not disclose to any outside person or entity any information about individual students such as social security number, grades, grade point average, class schedule, race, sex, religion and national origin, without student's prior consent, unless required by law (including statutes, government regulations, court orders, the Committee of Bar Examiners), accrediting agencies or emergency. Trinity Law School may release directory information, which includes: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Students may request in writing that all or part of their directory information be withheld. Students

have the right to inspect and review their educational records and request the records be corrected if they feel the records are incorrect.

By accepting admission to and/or taking any classes at Trinity Law School, each student (and his or her parents/ guardians if the student is under 18):

1. Authorize Trinity Law School and its employees, agents and contractors to use, copy, modify, publish, display, broadcast, and distribute
 - a. The student's name, voice and likeness,
 - b. Photographs, images and video and sound recordings of the student, and
 - c. The city, state or province, and country where the student lives (together, the "Materials");
2. Waive any right to inspect or approve Trinity Law School's use of the Materials and also waives any right to royalties or other payment for the use of the Materials; and
3. Release Trinity Law School, its employees, agents and contractors, and their successors and assigns from any claim or liability, whether known or unknown, resulting from use of the Materials, including but not limited to, claims for violation of publicity rights, privacy rights, defamation, and copyright infringement.

Change of Address

Changes of student mailing addresses, email addresses and telephone numbers must be updated on the TLS student portal (<https://tls.edu/portal>) within five days of the change. Notices from the school will be sent to the contact information on record. The school relies upon accurate contact information from students in order to inform students of important information, including notices of class cancellations and deadlines that must be met by students.

Campus Facilities

The campus is open Monday – Friday, 8:00 a.m. – 11:00 p.m. and Saturday, 10:00 a.m. – 8:00 p.m. The campus is closed on Sundays.

Formal Student Complaint Policy

Trinity Law School, as part of Trinity International University, in accordance with the federal compliance policy, keeps a record of formal student complaints. Students who have a complaint should make the complaint known to the Registrar. In the event that the complaint is not resolved, the student may choose to submit a formal complaint to one of the following offices: Law Faculty Senate, Dean of the Law School, Provost of the University, or the President of the University. The complaint must be dated, written and signed. Upon receipt of the formal complaint, the person to whom the complaint is addressed will initiate the Student Complaint Tracking Form, which records the nature of the complaint, the steps taken by the institution to resolve the complaint, the institution's final decision regarding the complaint, and other external action initiated by the student to resolve the complaint.

Information regarding student complaints is accessible to members of the Higher Learning Commission evaluation team. A student's privacy will be protected by removing the names of individuals involved unless the student has given permission for the release of his or her name.

Grievance Procedure for Discriminatory and Sexual Harassment Complaints

It is the policy of Trinity Law School 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 Law School's intent to comply with both the letter and the spirit of Title IX of the 1972 Education Amendments, of Title VI of the Civil Rights Act of 1964, of Section SOL of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. In compliance with these provisions, we have established a set grievance procedure to be followed should a discriminatory or harassment situation occur. The Registrar's 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.

Purpose and Policy

The policy and procedures hereunder have been developed by the administration and faculty of the law school. The basic purpose described herein is to resolve problems in a fair and equitable manner respecting the rights of all parties. Trinity Law School maintains equality of opportunity in legal education in admission and retention of students without discrimination or segregation on grounds of race, color, religion, national origin, sex, age, marital status, disability, or sexual orientation except insofar as such action is protected by the U.S. and or California Constitutions.

Procedure

A Trinity Law School student may allege discrimination based on any one or more of the following: race, color, religion, national origin, sex, age, marital status, disability, or sexual orientation except insofar as such action is protected by the U.S. and or California Constitutions.

There are two methods of resolving matters involving charges of discrimination:

1. Informal and
2. Formal.

For the informal process, any complainant may provide a discrimination complaint to any faculty or staff member. No record of informal complaint(s) will be made in either student or employee complainant files.

For the formal process, the Registrar must be notified by an aggrieved party in writing within 180 days of the alleged discriminatory act.

The complainant is urged to file a complaint soon after the alleged discriminatory act to facilitate the gathering and preservation of testimony from witnesses and/or other relevant evidence. Anonymous requests will not be processed. The following steps will be followed for all formal complaints:

- The Dean shall appoint a member of the California Bar to serve as a mediator. It shall be the mediator's responsibility to process the complaint and attempt to resolve the issue in a fair and equitable manner.
- The hearing shall be promptly held, no later than thirty days after the filing of the complaint. The person against whom the formal complaint is filed shall have notice within five calendar days of its filing and shall have no less than ten-calendar day's notice of the hearing date, time and location.

- Persons against whom the formal complaint is filed shall have the right to cross-examine any witnesses called and to present witnesses on their own behalf.
- The complainants shall have the right to be present throughout the hearing, and to present their evidence, including questioning witnesses called on behalf of the person against whom the complaint is filed.
- The findings of any hearing and the remedy therefore, if any, shall be reported in writing. Copies of the mediator's report will be sent to the complainant, the person against whom the formal complaint is filed, the Registrar and the Dean within five working days.
- The Dean or other appropriate official shall be responsible for implementing the findings. The proceedings will be documented in accordance with the law school policy.
- If students have a discrimination complaint against the Dean of the law school, they may file a formal complaint with the Provost of the university.

Reporting Procedure for Sexual Harassment

If the perpetrator is a student, follow the procedures outlined in the Honor Code Violations and Disciplinary Procedures. If the perpetrator is an employee or faculty member of Trinity Law School, follow the same procedure as outlined in the Grievance Procedure for Discriminatory and Sexual Harassment Complaints policy. If the perpetrator is not in the above categories, notify security and/or the police if necessary.

Sexual Assault

Under state law, Trinity Law School is required to provide certain information concerning sexual assault. The following information and procedures apply only to students, faculty and staff who are victims of, or witnesses to, sexual assault or other crimes committed at or upon the grounds or facilities of Trinity Law School. Any sexual assault must be reported to the police and emergency services authorities immediately. Telephone 911 (or 9-911 with an on-campus phone) using any available telephone. Give the authorities the following information:

1. Your name;
2. Your telephone number (i.e. the telephone number at which authorities can reach you at a later time);
3. The building name and address (2200 North Grand Ave., Santa Ana, CA 92705), and any other specific location information;
4. Describe the situation clearly and accurately; and;
5. Do not hang up the telephone. Let the person you are talking to end the conversation. The emergency service authorities may need additional information or assistance.

Trinity Law School's policy is one of encouraging the immediate reporting of all crimes, including sexual assault, to the administration office and to proper law enforcement authorities by victims and witnesses. Immediate reporting enhances the likelihood of apprehension and prosecution of the perpetrators, and assists in the improvement of preventative measures for the future. Trinity Law School also respects the privacy concerns of victims and attaches a high priority to dealing with those concerns in a sensitive and positive manner.

Photography and Videography Release

By accepting admission to and or taking any classes at Trinity Law School, each student (and his or her parents/guardians if the student is under 18):

1. Authorize Trinity Law School and its employees, agents, and contractors to use, copy, modify, publish, display, broadcast and distribute
 - a. The student's name, voice and likeness,
 - b. Photographs, images, and video and sound recordings of the student, and
 - c. The city, state or province, and country where the student lives (together, the "Materials");
2. Waive any right to inspect or approve Trinity Law School's use of the Materials and also waives any right to royalties or other payment for the use of the Materials; and
3. Release Trinity Law School, its employees, agents and contractors, and their successors and assigns from any claim or liability, whether known or unknown, resulting from use of the Materials, including but not limited to, claims for violation of publicity rights, privacy rights, defamation, and copyright infringement.

Soliciting

No soliciting is permitted on campus and violations of this policy should be reported to the Registrar.

Bureau of Private Postsecondary Education (BPPE) Approved School Disclosures

Under the provisions of the California Private Postsecondary Education Act of 2009, the State of California created within its Department of Consumer Affairs (DCA) a Bureau for Private Postsecondary Education (BPPE) which oversees the 1,500 private postsecondary institutions to prevent deception in the conferring and use of fraudulent or substandard degrees. Trinity International University is an accredited private institution and has been granted approval to operate an accredited institution in the state of California. The Bureau for Private Postsecondary Education has determined that the University is in compliance and was granted approval to operate under the terms of California Education Code (CEC) section 94890(a)(1).

Statements

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Website www.bppe.ca.gov. Trinity International University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, or has ever filed a petition, or has had a petition in bankruptcy filed against it in its history that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

General Rules of Law School Campus Eating and Drinking

Students may have drinks in sealed, spill-proof containers in the library and in all classrooms except the Moot Courtroom. No food or beverage

are permitted in the Moot Courtroom at any time. Students should avoid eating hot food or food with strong odors when in a classroom. Students should leave desks in the same condition as when they entered the classroom.

Audio and Video Recording Devices

Audio or video recording devices are strictly prohibited in all law school classrooms without permission of the instructor. Students with documented disabilities may be allowed to record classes upon recommendation by the Registrar.

Children on Campus

Children are not permitted in the law library or classrooms while classes are in session. Children must be accompanied by an adult at all times while on campus.

Use of the Law School Address Prohibited

Students may not use the address or telephone number of the law school for personal business and communication. Mail received at the law school addressed to or intended for a student will be returned to the sender.

Personal Use of Law School Facilities

Students are not permitted to use law school facilities or equipment for personal purposes, except equipment and facilities specifically designated for student use. This restriction applies to rooms, offices, computers, telephones, photocopiers, facsimile machines, and other locations and equipment. No law school property may be removed from the campus without express written permission of a school official.

Appendices

Appendix 1 (p. 554)

Appendix 2 (p. 556)

Appendix 3 (p. 557)

Appendix 4 (p. 560)

Appendix 1 Table A

Table A is used for the following courses only:

- Legal Research and Writing 1
- Legal Research and Writing 2
- Contracts 1 & 2
- Torts 1 & 2
- Criminal Law
- Criminal Procedure
- Legal Institutions and Values

Under this curve, 40% of each class will receive a grade of C- or below, 20% will receive a C, and 40% will receive a grade of C+ or higher.

Class Size	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
5	0	0	0	1	1	1	0	0	0	1	0	1
6	0	0	0	1	1	2	0	0	0	1	0	1
7	0	0	0	1	1	2	1	0	0	1	0	1
8	0	0	1	1	1	2	1	0	0	1	0	1
9	0	0	1	1	1	2	1	0	1	1	0	1
10	0	0	1	1	2	2	1	0	1	1	0	1
11	0	0	1	1	2	2	1	1	1	1	0	1
12	0	0	1	1	2	3	1	1	1	1	0	1
13	0	1	1	1	2	3	1	1	1	1	0	1
14	1	1	1	1	2	3	1	1	1	1	0	1
15	1	1	1	1	2	3	2	1	1	1	0	1
16	1	1	1	1	2	3	2	2	1	1	0	1
17	1	1	1	1	3	3	2	2	1	1	0	1
18	1	1	1	1	3	4	2	2	1	1	0	1
19	1	1	1	1	3	4	3	2	1	1	0	1
20	1	1	1	2	3	4	3	2	1	1	0	1
21	1	1	1	2	3	4	3	2	1	1	1	1
22	1	1	2	2	3	4	3	2	1	1	1	1
23	1	1	2	2	3	5	3	2	1	1	1	1
24	1	1	2	2	4	5	3	2	1	1	1	1
25	1	1	2	2	4	5	4	2	1	1	1	1
26	1	1	2	2	4	5	4	3	1	1	1	1
27	1	1	2	3	4	5	4	3	1	1	1	1
28	1	1	2	3	4	6	4	3	1	1	1	1
29	1	1	2	3	4	6	4	3	2	1	1	1
30	1	1	2	3	5	6	4	3	2	1	1	1
31	1	1	2	3	5	6	5	3	2	1	1	1
32	1	1	2	3	5	6	5	3	2	1	1	1
33	1	2	2	3	5	7	5	3	2	1	1	1

34	1	2	2	3	5	7	5	4	2	1	1	1
35	1	2	2	4	5	7	5	4	2	1	1	1
36	1	2	2	4	5	7	5	4	2	2	1	1
37	1	2	2	4	5	7	5	4	3	2	1	1
38	1	2	2	4	5	8	5	4	3	2	1	1
39	1	2	2	4	6	8	5	4	3	2	1	1
40	1	2	3	4	6	8	5	4	3	2	1	1
41	1	2	3	4	6	8	6	4	3	2	1	1
42	1	2	3	4	7	8	6	4	3	2	1	1
43	1	2	3	4	7	9	6	4	3	2	1	1
44	1	2	3	4	7	9	7	4	3	2	1	1
45	1	2	3	4	7	9	7	5	3	2	1	1
46	1	2	3	5	7	9	7	5	3	2	1	1
47	1	2	3	5	8	9	7	5	3	2	1	1
48	1	2	3	5	8	10	7	5	3	2	1	1
49	1	2	3	5	8	10	8	5	3	2	1	1
50	1	2	3	6	8	10	8	5	3	2	1	1
51	1	2	3	6	8	10	8	6	3	2	1	1
52	1	2	3	6	9	10	8	6	3	2	1	1
53	1	2	3	6	9	11	9	6	3	2	1	1
54	1	2	3	6	9	11	9	6	3	2	1	1
55	1	2	3	6	10	11	9	6	3	2	1	1
56	1	2	3	6	10	11	10	6	3	2	1	1
57	1	2	4	6	10	11	10	6	3	2	1	1
58	1	2	4	6	10	12	10	6	3	2	1	1
59	1	2	4	6	10	12	10	6	4	2	1	1
60	1	2	4	6	11	12	10	6	4	2	1	1

Table B

Table B is used for all other courses with the exception of Moot Court, Law Review, Clinics, and Internships.

Allocation

F/D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
2%	3%	4%	8%	13%	20%	20%	13%	8%	4%	3%	2%

Scores Per Class Size

Class Size	F/D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
5	0	0	0	0	1	1	1	0	0	1	0	1
6	0	0	0	0	1	2	1	0	0	1	0	1
7	0	0	0	0	1	2	2	0	0	1	0	1
8	0	0	1	0	1	2	2	0	0	1	0	1
9	0	0	1	0	1	2	2	0	1	1	0	1
10	0	0	1	1	1	2	2	0	1	1	0	1
11	0	0	1	1	1	2	2	1	1	1	0	1
12	0	0	1	1	1	3	2	1	1	1	0	1
13	0	0	1	1	1	3	3	1	1	1	0	1
14	1	0	1	1	1	3	3	1	1	1	0	1
15	1	0	1	1	1	3	3	2	1	1	0	1
16	1	0	1	1	2	3	3	2	1	1	0	1
17	1	0	1	1	2	3	3	2	1	1	1	1
18	1	0	1	1	2	4	3	2	1	1	1	1
19	1	0	1	1	2	4	4	2	1	1	1	1
20	1	1	1	1	2	4	4	2	1	1	1	1

21	1	1	1	1	2	4	4	3	1	1	1	1
22	1	1	1	1	2	5	4	3	1	1	1	1
23	1	1	1	1	2	5	5	3	1	1	1	1
24	1	1	1	1	3	5	5	3	1	1	1	1
25	1	1	1	1	3	5	5	3	2	1	1	1
26	1	1	1	2	3	5	5	3	2	1	1	1
27	1	1	1	2	3	6	5	3	2	1	1	1
28	1	1	1	2	3	6	6	3	2	1	1	1
29	1	1	1	2	3	6	6	4	2	1	1	1
30	1	1	1	2	4	6	6	4	2	1	1	1
31	1	1	1	2	4	6	6	4	3	1	1	1
32	1	1	1	3	4	6	6	4	3	1	1	1
33	1	1	1	3	4	7	6	4	3	1	1	1
34	1	1	1	3	4	7	7	4	3	1	1	1
35	1	1	1	3	4	7	7	4	3	2	1	1
36	1	1	2	3	4	7	7	4	3	2	1	1
37	1	1	2	3	4	7	7	5	3	2	1	1
38	1	1	2	3	4	8	7	5	3	2	1	1
39	1	1	2	3	4	8	8	5	3	2	1	1
40	1	1	2	3	5	8	8	5	3	2	1	1
41	1	1	2	3	5	8	8	5	4	2	1	1
42	1	1	2	4	5	8	8	5	4	2	1	1
43	1	1	2	4	5	9	8	5	4	2	1	1
44	1	1	2	4	5	9	9	5	4	2	1	1
45	1	1	2	4	5	9	9	6	4	2	1	1
46	1	1	2	4	5	10	9	6	4	2	1	1
47	1	1	2	4	5	10	10	6	4	2	1	1
48	1	1	2	4	6	10	10	6	4	2	1	1
49	1	1	2	4	6	10	10	7	4	2	1	1
50	1	1	2	4	7	10	10	7	4	2	1	1
51	1	1	2	4	7	10	10	7	4	2	2	1
52	1	1	2	4	7	11	10	7	4	2	2	1
53	1	1	2	4	7	11	11	7	4	2	2	1
54	1	2	2	4	7	11	11	7	4	2	2	1
55	1	2	2	4	7	11	11	8	4	2	2	1
56	1	2	2	4	8	11	11	8	4	2	2	1
57	1	2	2	4	8	11	11	8	5	2	2	1
58	1	2	2	4	8	12	11	8	5	2	2	1
59	1	2	2	4	8	12	12	8	5	2	2	1
60	1	2	2	5	8	12	12	8	5	2	2	1

Appendix 2

POLICIES AND PROCEDURES GOVERNING STUDENT ORGANIZATIONS

Trinity Law School supports the Student Bar Association and other registered student organizations in activities that promote career development, academic success, professional networking, and Christian discipleship.

How to Register a Student Organization

1. Obtain Student Organization Registration Form from the Dean's Office.
2. Acknowledge agreement with policies, principles and regulations governing Trinity Law School.

3. Submit the completed registration form with signed acknowledgment to the Dean. Registrations must be submitted 30 days in advance of the organizations first proposed event.

Requirements of Registered Student Organizations

All registered student organizations must meet and maintain the following requirements:

1. All members of a registered student organization must be enrolled students of Trinity Law School.
2. Every registered student organization must enlist a faculty mentor.
3. All student group activities whether on or off campus, are subject to the policies, principles, and regulations governing Trinity Law School.

Failure of a registered student organization to conform its conduct to the policies, principles, and regulations governing Trinity Law School or any action of the organization which detracts from the mission of the school may lead to a formal revocation of the organization's status as a registered student organization and ability to receive funding from Trinity Law School.

Only those organizations registered with Trinity Law School will receive funding for events from the school or be permitted to use the law school facilities. Registrations are valid only for the academic year in which they are submitted, with updated registrations required each academic year.

Requests for funding must be submitted to the Dean. Only events that promote career development, academic success, professional networking, or Christian discipleship will be considered for approval. All student organization advertising and marketing must be approved by the Dean's Office prior to posting materials on campus.

Officers of all student organizations must be Trinity Law Students in good standing with either more than 30 units or two semesters of legal studies at Trinity Law School to be completed by the end of the semester in which the election shall be held, and with at least a full year left in their J.D. program in which to serve as an officer in a student organization. Candidates for office must not be on academic probation at the time of the election. No Trinity Law School graduate may continue to serve as an officer of a student organization. Any holder of an officer position who shall be placed on academic probation shall be administratively ineligible to continue in office and that office shall be deemed vacant effective immediately.

Appendix 3

Trinity Law School Student Bar Association Constitution

Adopted by Dean's Office as of March 4, 2015

Article I – Name

The name of this organization shall be the Student Bar Association.

Article II – Purpose

The Student Bar Association exists to provide a means for the student body to communicate effectively with the Law School administration. Represented by the elected officers, the Student Bar Association will have the opportunity to meet regularly with the Dean to present the ideas and needs of the student body.

Article III – Members

§1 Student Body

(A) All students enrolled at Trinity Law School during regular academic periods are members of the Student Bar Association. The Student Bar Association shall be represented by four officers.

§2 Officers

(A) There shall be four elected officers:

1. President
2. Vice President for Professional Development
3. Vice President for Student Success
4. Secretary

Article III – Qualifications and Duties of Officers

§1 President

(A) Qualifications

1. The President must be a Trinity Law School student in good standing with either more than 30 units or two semesters of legal studies at Trinity Law School to be completed by the end of the semester in which the election shall be held, and with at least a full year left in his or her J.D. program in which to serve as SBA President. Candidates for this office must not be on academic probation at the time of the election. No Trinity Law School graduate may continue to serve as President. Any holder of this office who shall be placed on academic probation shall be administratively ineligible to continue in office and shall that office shall be deemed vacant effective immediately.

(B) Duties

The President shall:

1. Supply both vision and focus for the SBA.
2. Represent the needs and desires of the student body before the Law School administration at regularly scheduled meetings with the Dean.
3. Represent the student body in events such as inauguration, commencement, orientation, and other formal or informal meetings on or off campus.
4. Oversee or appoint a committee to oversee SBA elections.
5. Call and assign times for SBA meetings.

§2 Vice Presidents**(A) Qualifications**

1. The Vice Presidents must be Trinity Law School students in good standing with either more than 30 units or two semesters of legal studies at Trinity Law School to be completed by the end of the semester in which the election shall be held, and with at least a full year left in his or her J.D. program in which to serve as SBA Vice President. Candidates for this office must not be on academic probation at the time of the election. No Trinity Law School graduate may continue to serve as Vice President. Any holder of this office who shall be placed on academic probation shall be administratively ineligible to continue in office and shall that office shall be deemed vacant effective immediately.

(B) Duties

The Vice Presidents shall:

1. Preside over meetings in the absence of the President.
2. Assist the President in carrying out presidential duties as called upon by the President.
3. Assist the President in representing the needs and desires of the student body before the administration.
 - a. The Vice President for Professional Development will focus his or her attention on matters relating to career planning and professional networking.
 - b. The Vice President for Student Success will focus his or her attention on matters relating to academic success and Christian discipleship.

§3 Secretary**(A) Qualifications**

1. The Secretary must be a Trinity Law Student in good standing with either more than 30 units or two semesters of legal studies at Trinity Law School to be completed by the end of the semester in which the election shall be held, and with at least a full year left in his or her J.D. program in which to serve as SBA Secretary. Candidates for this office must not be on academic probation at the time of the election. No Trinity Law School graduate may continue to serve as Secretary. Any holder of this office who shall be placed on academic probation shall be administratively ineligible to continue in office and shall that office shall be deemed vacant effective immediately.

(B) Duties

The Secretary shall:

1. Record the minutes of all regular and special meetings of the SBA.
2. Maintain SBA records.
3. Assist the President and Vice President in representing the needs and desires of the student body before the administration.

§4 Vacancies**(A) President**

1. If the office of the President becomes vacant, the Vice President for Professional Development shall become President.

(B) Vice Presidents, and Secretary

1. If the office of either Vice President or Secretary becomes vacant, the President shall organize a special election to fill the vacancy.

2. Elections to fill vacancies shall take effect immediately.

Article IV – Powers and Duties of the Student Bar Association

§1 Powers

(A) The Officers of the SBA shall have the power to:

1. Meet privately with the Dean twice each semester to share ideas and represent the needs of the student body,
2. Provide for student and teacher awards and recognitions,
3. Organize approved student activities,
4. Remove upon a 3/4 vote the President, Vice President for Professional Development, Vice President for Student Success, or Secretary of the SBA who may fail to perform his or her duties according to reasonable standards
 - a. Due to moral turpitude,
 - b. by embarrassing the office to which he or she has been elected or appointed, or
 - c. by engaging in egregious behavior which causes shame to fall on the school, the student government or the office.
5. Adopt and amend bylaws governing meetings of the Student Bar Association.

§2 Duties

(A) The Officers of the SBA shall be required to:

1. Publish within its first month of business, dates and times during which it shall conduct regular meetings, and
2. Maintain an accurate record of meeting minutes.

Article V – Meetings

§1 Regular Meetings

(A) The SBA may conduct regularly scheduled meetings each academic semester. The time and place shall be specified by the President.

1. Regular meetings shall be open to all current students who may attend and propose ideas or begin discussion with the SBA officers.
2. The Secretary shall maintain minutes from all meetings of the SBA and shall file them with the Dean's Office.

(B) Notice for regularly scheduled meetings must be given to all members at least 5 business days in advance by email message. The notice shall include the date, time and location of the meeting.

§2 Special Meetings

(A) Special meetings may be called for business that must be addressed in between regular meetings.

(B) Notice for special meetings must be given to all members at least 48 hours in advance by personal contact, direct telephone contact, or an email message. The notice shall include the date, time and location of the meeting, as well as a description of each issue to be addressed at the special meeting.

(C) Special meetings may be called by the President.

Article VI – Finances

§1 Requests for Funds

(A) The Student Bar Association may request funding for event proposals by submitting a request to the Dean's Office. Events must be approved by the administration and only approved events will receive funding.

Article VII – Elections

§1 Elections

(A) Student elections shall be conducted during the second week in April in which classes are in session. The SBA President or a committee appointed by the President shall supervise and administer the SBA elections.

(B) The SBA president shall conspicuously post a registration form in the student lounge for candidates who wish to appear on the ballot. Registration forms must be made available to students at least one week prior to election week as dated in §1(a).

(C) Student candidates may post campaign information in appropriate designated areas of the school and may place campaign literature in student mail slots.

(D) The new student government shall be seated on the first day of the summer session.

§2 Voting Procedures

(A) Students shall vote for only one candidate in each position for officers. (B) The candidates receiving the most votes for each position shall be seated.

Article VIII – Amendment

§1 Power to Amend the Constitution

(A) This constitution may be amended only by simple majority by the Law Faculty Senate. The SBA Officers may advise the Law Faculty Senate by resolution on proposed amendments.

(B) The SBA Officers may approve bylaws that are consistent with this constitution.

Signatures

All officers of the Student Bar Association are required to sign this constitution, thereby agreeing to abide by its terms, and must also agree to the following pledge:

I promise to faithfully execute my duties as SBA President/Vice President/Secretary. I will provide leadership and set an example for the student body of a leader held to the highest standards of integrity. I acknowledge an affirmative duty to enforce the Honor Code and shall work diligently to advance the mission and values of Trinity Law School.

Signed

Date

Appendix 4 EMERGENCY PROCEDURES

Fire Evacuation Procedures

Students should learn the emergency escape routes in case of fire. Escape routes are posted.

Students should not in any way impede the work of firemen. Traffic lanes and sidewalks should be kept free for the fire-fighting equipment. Do not use the elevator to evacuate.

For emergencies (e.g., an unplanned fire alarm goes off, or there is a fire within the building):

- The administration or campus security will contact all pertinent agencies. If they are unavailable, students should call 9-911. All students should make a note of the location of each fire alarm and fire extinguisher.
- Once the alarm has sounded, all students along with the faculty and staff should proceed as per fire drill instructions. As persons assemble in the parking lot, they should stay together as a group.
- In the event of major injuries, first aid is of primary importance and must be attended to immediately. A first aid and disaster kit is located on both floors of the campus building.
- If the fire alarm rings during an examination, proctors will inform you of special procedures to follow.

Earthquake Emergency Procedures

Do not run outside. By going outside a student can be seriously injured by falling debris. The safest place in the event of an earthquake is under a desk or table. Damage and injury from an earthquake usually occurs due to panic, falling objects and broken glass. Some steps to follow:

- In a classroom, the instructor is in charge and everyone should immediately get under his/her desk or table until the shaking stops.
- In the library, the best place to be is under a library table. Stay away from bookshelves and windows.
- In an office, get under a desk or a table, but if not possible, "duck and cover." Be sure to stay away from windows, bookshelves and file cabinets.
- During an examination, stop and get under the desk or table. When the shaking has stopped, the proctors will inform you of special procedures to follow.
- Don't attempt to use the elevators. In the event of a power failure you could become trapped.
- At the first sign of an earthquake, you should take the appropriate action outlined above.

After the earthquake:

- Be aware that there will be aftershocks. If a major earthquake occurs, you can expect aftershocks every few minutes, every few hours, or every few days.

- Do not immediately run outside or into the hallway. Because of strong aftershocks, risk of injury may persist. Take a survey of the area you are in: (1) Are you hurt? (2) Is anyone else hurt? (3) Is there a fire or gas leak? (4) Is there a life-threatening situation?
- The only reason to leave the building would be in case of a gas leak, fire, or any other life-threatening situation. Otherwise, you will be safer staying inside until a designated official tells you to evacuate. The response team will take a survey of the library and classrooms to check for structural damage before classes can resume. If it is necessary to evacuate, please follow the procedures outlined in the fire evacuation plan outlined above.

TRINITY INTERNATIONAL UNIVERSITY - FLORIDA

About TIU - Florida

Welcome

Welcome to Trinity International University - Florida! Our mission is to educate men and women to engage in God's redemptive work in the world by cultivating academic excellence, Christian faithfulness, and lifelong learning. As a community of servants of Christ and educators, our commitment is to help you prepare well so that you can effectively fulfill God's calling to serve Christ, whether in the church or in our world.

All programs offered at Trinity Florida are fully accredited by the Higher Learning Commission. The Association of Theological Schools also accredits our Master of Arts in Theological Studies. These accreditations assure you of the quality of instruction at Trinity, the transferability of credits, and the recognition of your degree should you decide to continue your education after graduating from TIU-Florida.

Our staff is available to answer all your questions about admissions, programs and courses, and financial aid. Trinity professors are highly prepared and experienced professionals and practitioners who are dedicated to helping and encouraging you in your educational journey. They are committed to your success. And all of us at Trinity Florida are ready to welcome you as you walk through the door, assist you in your educational journey and service, and celebrate you when you graduate. We are here to serve you in the love of Christ. I personally look forward to meeting you.

God's grace to you!

Gene L. Green, PhD

Dean

Trinity International University - Florida

TIU-Florida Locations

Trinity International University Classified Sites

Broward County Site (Fort Lauderdale):

2701 West Cypress Creek Rd.
Ft Lauderdale, FL 33309
Phone: 954.382.6400
Toll-Free: 877-477-4848
Fax: 954.382.6420
Email: admissionsflorida@tiu.edu
Website: www.tiu.edu/florida

Miami-Dade County Site (Kendall):

9010 SW 137 Avenue, Suite 101
Miami, FL 33186
Phone: (305) 421-1000
Toll-Free: 877-477-4848
Email: admissionsflorida@tiu.edu
Website: www.tiu.edu/florida

Calvary Chapel Site (Kendall):

16435 SW 1117 Avenue
Miami, FL 33177
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Toll-Free: 877-477-4848

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Trinity International University of Florida Administration

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Dean of Trinity International University, Florida

Academic Life

EXCEL Adult Undergraduate Degree Programs

Purpose

Since its inception in 1993, EXCEL has been committed to providing adult learners with quality Christian higher educational opportunities in the liberal arts and professions in a manner that brings glory to God. Programs maximize convenience, relevance, and service to our students while helping them grow as whole individuals through engaging instruction and stretching curricula. We are dedicated to providing adults a means to complete degrees that will draw on past experience and provide tools for life. It is our desire that those proceeding through our programs will grow spiritually, intellectually, vocationally, and relationally and will have the tools to continue that growth throughout their lives.

The Mission of the EXCEL Program

EXCEL is committed to providing students with Christ-centered, nontraditional education for active participation in a culturally rich community by fostering academic excellence and Christian service, and promoting lifelong learning.

An Overview

The EXCEL programs of Trinity College offer unique opportunities for all learners to enhance their professional goals through accelerated education. The baccalaureate degree earned by EXCEL graduates is the same degree offered through Trinity's traditional programs and is accredited by the Higher Learning Commission. The programs offer a means for busy students to complete their undergraduate degree in a convenient and timely manner. Students may enter EXCEL with or without any number of prior college credits and, by taking accelerated courses one at a time, finish their degree within a manageable time-frame. To facilitate this, EXCEL offers clusters of courses that proceed in sequence in the context of a cohort community of fellow students. Diverse faculty members teach in their expertise, yet the students in the cohort stay together. Cohort schedules can take between eighteen and thirty months to complete. Single course electives may also be chosen. In addition, students may transfer credit, gain credit by examination, seek credit based on prior experience or job-related learning, or take courses from approved traditional campuses and/or online courses to meet graduation requirements.

We believe EXCEL meets the needs of 21st Century students like you, here in Florida. Are YOU this kind of student?

- **You are busy and have many competing responsibilities.** To introduce any educational program into already full schedules is a considerable challenge.
- **You are motivated to learn.** Students who choose TIU-Florida are typically ready to give the effort needed to benefit from classes for which they are sacrificing.
- **You have learned discipline.** As a result of being in the workforce, and managing the complexities of both professional and personal responsibilities, many of our students have developed a sense of discipline that serves them well in the EXCEL programs.
- **You have broad life experiences.** Learning theory tells us we learn by relating abstractions to memories of past experiences. Drawing on a broad background of experiential knowledge and ethnic diversity allows students to quickly grasp ideas.
- **You desire relevance.** In your daily life, you encounter situations where the classroom learning may be consistently applied to real life, allowing for a more motivated learning environment.
- **You have developed skill in independent learning.** You have, by necessity, learned to seek information on your own from a variety of sources allowing you to be an active participant in your own educational processes.
- **You learn best when you are personally involved.** There are many styles of learning, but when you interact in small groups, engage in role play, prepare projects, and apply techniques in the workplace, the learning is deep and retention is long.
- **You have many insights of your own.** Experience is a tremendous teacher. You have much to contribute to the learning of others. Discussion is valued as highly as lectures in EXCEL classes.

Goals Across the Curriculum

The key question that constantly confronts the curriculum in our rapidly changing society is "What educational qualities allow an individual to succeed and thrive in the unfolding future?" Eight competencies rise to the top. Trinity seeks to enhance these abilities across the curriculum for each of the EXCEL programs. They are:

Integration of a Christian worldview: The ability to formulate a distinctively Christian perspective concerning ideas, people, events, relationships, and issues and then to discern responses consistent with that perspective.

Self-knowledge: A willingness to examine one-self, including one's emotions, temperament, values, goals, experiences, preferences, habitual processes, and identity structure.

Open-minded inquiry: The commitment to explore, understand, and appreciate divergent perspectives, values, and cultures without losing identity through premature closure or complete relativism.

Critical thinking: The evaluation, through sound research and thinking, of the quality of ideas and information, the merits of courses of action, and the integrity of one's own beliefs and viewpoints.

Aesthetic appreciation: Love for the beautiful, the imaginative, the delightful and empathy for the unlovely, the commonplace, the tragic.

Organizational effectiveness: The ability to effectively participate in organizational settings, including working in teams, giving leadership, and solving problems creatively.

Communication: Competency in reading, writing, speaking, listening, and collaboration.

Lifelong learning: Awareness of foundational questions and knowledge structures in a variety of disciplines, coupled with curiosity, a desire to learn, and skills in self-direction.

Standard Framework

- EXCEL is designed to be a nonresidential program.
- Classes meet once a week for a four-hour block.
- Students generally take one course at a time.
- Students generally stay with the same group of people through their major, forming a cohort.
- Classes typically meet for five to seven weeks.
- Classes may be subdivided into study groups expected to accomplish group tasks in addition to individual work.
- Primary emphasis is placed on building transferable skills rather than preparing individuals for specific job functions.
- Skills that cross the curriculum are deemed just as important as the content specific to courses.
- Interaction is emphasized in the classroom, focusing on integrative activities and student input. Prior learning is valued and drawn upon to enhance the educational environment.
- Integrative papers are the primary means of evaluation, though tests may be used when appropriate to the content.
- Community building occurs outside the classroom using online formats.

Program Objectives

The EXCEL degree programs are designed to meet these objectives:

- Provide adult students a flexible means of completing their entire undergraduate degree in a reasonable time frame without forcing students to abandon work or family responsibilities.
- Meet adults' needs for relevance, convenience, and vocational advancement without forcing students to abandon work or family responsibilities.
- Foster key skills, such as writing, speaking, critical thinking, problem solving, information literacy, ethical thinking, and the ability to integrate faith, values, and practice.
- Students can enter the program at various stages in their academic career and enroll in courses that proceed one course at a time. Clusters can be combined to form an entire degree program supplemented by transfer hours, elective courses, credit for learning outside the classroom, and credit by examination.

For students to satisfactorily complete an undergraduate degree through Trinity, they may select general education courses, a major, and optionally, a minor. They may also take individual classes offered as electives and seek assessment of credit for prior learning. Some general education courses are offered online. Since students enter the EXCEL program at various points in their progress toward a degree, different majors have different admission requirements. The primary goal of the admission requirements is to ensure that students enter equipped for success. Students should work closely with an academic advisor.

General Education and Elective Courses

For All Majors

To guarantee a well-rounded liberal arts education, the college requires all EXCEL students to gain understanding in a variety of fields. These requirements can be met by taking EXCEL general education courses, through transfer credit, credit for prior college-level learning, or credit by examination. Before graduating, students must have 45 credit hours of general studies distributed in the following way. Education majors must follow the specifications established by the Division of Education to meet EXCEL General Education requirements, as found in the Elementary Education section of the catalog.

Code	Title	Hours
Biblical Studies / Theology / Lifelong Learning (9 hours)		
Select two:		
BI 101	Understanding the Old Testament	6

BI 111	Understanding the New Testament	
BI 210	Biblical Interpretation	
Select one:		
IDS 105	Foundations for Adult Learning	3
or IDS 150	Foundations of Christian Thinking and Living	
College Writing (6 hours)		
ENG 111	Critical Thinking and Writing	3
Select one:		
ENG 210X	Business Communication ¹	3
or ENG 115	Writing and Research	
Humanities (6 hours)		
Select one:		
ENG 222	Studies in Fiction	3
or ENG 308	Nineteenth-Century Women Authors	
Select one:		
HI 121	United States History Through the Civil War	
HI 122	United States History Since the Civil War	
HI 201	World Civilizations to 1600	
HI 202	World Civilizations Since 1600	
Math or Computer Science (3 hours) ³		
Select one:		
CS 230	Applied Computer Technology	3
MA 117	Mathematics in the Modern World	
PSY 280X	Introductory Statistics	
PSY 285X	Statistics	
Science (3 hours)		
Select one:		
PS 110	Introduction to the Physical World	3
BIO 145	Human Biology	
BIO 300	Environmental Conservation	
Social Science (6 hours)		
Select two course from the following options. The courses that are selected must come from two different areas of study, which are represented by the different prefixes (BUS, COM, CRJ, POL, PSY, and SOC).		
BUS 103	Introduction to Economics	
BUS 111	Principles of Management ¹	
BUS 115	Human Resources Management ¹	
BUS 181	Survey of International Business ¹	
BUS 201	Introduction to Business Law ¹	
BUS 310	Personal Finance	
BUS 333	Sales Principles and Practices ¹	
COM 332	Interpersonal Communication	
COM 335	Intercultural Communication in a Global Context	
CRJ 101	Introduction to Criminal Justice	
CRJ 201	Criminal Law and Procedure ¹	
CRJ 360	Race, Gender, Ethnicity, and Criminal Justice	
CRJ 361	Juvenile Justice and Delinquency ¹	
POL 250	American Government	
PSY 140	Introduction to Psychology	
PSY 240	Human Sexuality	
PSY 255	Psychology of Addiction	
SOC 101	Introduction to Sociology	
SOC 221	Marriage and the Family	

SOC 222	Social Problems	
SOC 232	Social Movements	
SOC 330	Race and Ethnic Relations	
Total Hours		33

- ¹ Not available for general education credit for students residing in the state of Florida.
- ² These courses must be taken at TIU to fulfill the requirement.
- ³ Math must be college algebra or above; computer must be general introduction, not programming, and completed within the past five years.

For Florida Students Only

General Education Courses are those college-level courses designed to place emphasis on principles and theory rather than on practical applications associated with a vocational, occupational, or professional objective. General education courses may include, but not limited to, English, history, philosophy, literature, religion, art, music, sociology, foreign languages, humanities, mathematics, chemistry, biology, and psychology, when such courses are not within the area of concentration of a vocational, occupational, or professional program. For example, English Composition is considered a general education course, but Business English is not. Courses designated as "applied", "specialized", "technical", or similar designation do not meet this definition.

Code	Title	Hours
In addition to the 33 hours listed above, Florida residents will complete the following requirements:		
Social Science Courses		6
Humanities Courses		6
Total Hours		12

Programs

- Biblical Studies Major (p. 570)
- General Business Major (p. 570)
- Business Administration Major (p. 571)
- Christian Ministries Major (p. 572)
- Criminal Justice Major (p. 572)
- Elementary Education Major (p. 573)
- Organizational Leadership Major (p. 574)
- Psychology Major (p. 574)

EXCEL Biblical Studies Major

The Biblical Studies major is designed to prepare students to interpret the Bible accurately and to apply the Bible wisely in a wide variety of settings. The major prepares students for graduate study at a seminary or university, for positions of leadership in the church, or for a variety of other ministry positions at home or abroad.

This program is a cohort-based, 124-hour degree program designed to serve adult and non-traditional student populations.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Biblical Studies* will be able to:

- identify the basic elements of Christian ethics, exhibit Christian maturity and professionalism (integrity, responsibility, etc.), and be able to describe their responsibilities in the context of ministry (*Biblical Living*)
- analyze biblical texts in their historical, grammatical, and theological context and interpret the Scriptures accurately by applying linguistic, historical, theological, and philosophical methods (*Biblical Interpretation*)
- develop a Christian worldview that describes how biblical truths apply to contemporary settings in order to be culturally relevant (*Biblical Application*)
- explain the major doctrines of Christianity and articulate his or her own theological convictions by integrating scriptural interpretation, biblical philosophy, and critical thinking (*Theological Integration*)

Code	Title	Hours
Core Requirements		
BI 210	Biblical Interpretation	3
BI 275	Teaching the Bible	3
BI 302	Pentateuch	3
BI 304	Old Testament Prophetic Books	3
BI 306	Old Testament Poetic Books	3
BI 308	Old Testament Historical Books	3
BI 312	Life of Christ	3
BI 335	Theology of the General Epistles	3
BI 336	Theology of the Pauline Epistles	3
BI 430	The Book of Acts	3
Choose three of the following courses:		9
BRS 332	Biblical Theology	
BRS 340X	History of Christianity	
BRS 341	Theology: Prolegomena, Scripture, Theology Proper	
BRS 342	Theology: Christ, Humanity, Sin, Salvation	
BRS 343	Theology: Holy Spirit, Church, Last Things	
Choose three of the following courses:		9
CM 211	Theology and Practice of Pastoral Ministry	
CM 321	Theology and Practice of Evangelism	
CM 375X	Foundations of Christian Counseling	
CM 331	Theology and Practice of Discipleship	
CM 341	Theology and Practice of Leadership	
PH 190 or BRS 330	Introduction to Apologetics Christian Evidences	
Total Hours		48

EXCEL General Business Major

To complete a major in **General Business**, a student needs to complete the following 36 hours:

Code	Title	Hours
BUS 103	Introduction to Economics	3
BUS 111	Principles of Management	3
BUS 113	Principles of Marketing	3

BUS 115	Human Resources Management	3
BUS 223	Managerial Accounting and Analysis	3
BUS 301	Legal Environment of Organizations	3
BUS 411	Financial Management	3
BUS 423	Management Information Systems	3
BUS 426	Strategic Planning	3
BUS 481	Organizational Ethics	3
COM 210X	Business Communication	3
PSY 280X	Introductory Statistics	3
Total Hours		36

Business Administration Major

To complete a major in Business Administration, a student needs to complete the 36 credit hour core (see below) and 12 credits in the area of Organizational Leadership.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Business Administration* will be able to:

- understand and articulate the varied trends in the field of business and leadership
- apply business and leadership concepts to practical situations
- formulate a philosophy of managing people
- delineate a critically reflective stand on key issues in the fields of business and leadership
- understand and utilize quantitative skills to make leadership decisions
- formulate a strategic plan for organizations

Business Core

Code	Title	Hours
BUS 103	Introduction to Economics	3
BUS 111	Principles of Management	3
BUS 113	Principles of Marketing	3
BUS 115	Human Resources Management	3
BUS 423	Management Information Systems	3
BUS 301	Legal Environment of Organizations	3
BUS 223	Managerial Accounting and Analysis	3
BUS 411	Financial Management	3
BUS 426	Strategic Planning	3
BUS 481	Organizational Ethics	3
COM 210X	Business Communication	3
PSY 280X	Introductory Statistics	3
Replaces BUS 360		
Total Hours		36

Organizational Leadership

Code	Title	Hours
BUS 340	Visionary Leadership	3
BUS 341	Leading Teams	3
BUS 351	Organizational Development	3
BUS 471	Leadership and Organizational Culture	3
Total Hours		12

Christian Ministries Major

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Christian Ministries* will be able to:

- demonstrate personal maturity
- engage in relational-based ministry
- penetrate culture with biblical truth
- lead and manage within a variety of organizational contexts
- articulate a coherent philosophy of ministry
- evaluate contemporary trends in light of church history
- accurately interpret biblical passages

Code	Title	Hours
Christian Ministries Major		
BI 210	Biblical Interpretation	3
BI 275	Teaching the Bible	3
BI 304	Old Testament Prophetic Books	3
BI 306	Old Testament Poetic Books	3
BI 312	Life of Christ	3
BI 335	Theology of the General Epistles	3
BI 336	Theology of the Pauline Epistles	3
BRS 331	Christian Doctrine	3
BRS/BI 340X	History of Christianity	3
BUS 214	Introduction to Managing Nonprofit Organizations	3
BUS 371	Board Governance and Volunteer Management in Nonprofit Organizations	3
CM 181	Spiritual Formation	3
CM 210	Ministry in its Cultural Context	3
CM 211	Theology and Practice of Pastoral Ministry	3
CM 321	Theology and Practice of Evangelism	3
CM 446	Reflective Internship in Christian Ministries	3
CM 375X	Foundations of Christian Counseling	3
PSY 383	Marital Counseling	3
Total Hours		54

Criminal Justice Major

The mission of the Criminal Justice Program is to provide students with a strong foundation in the studies of criminology including criminal law, legal systems, corrections, and policing in order to prepare them to enter advanced programs in legal studies and law enforcement, and for allied careers in the criminal justice field.

Program Outcomes:

Students completing a Bachelor of Arts degree in *Criminal Justice* will be able to:

- understand crime
- understand the ethics of criminal justice
- demonstrate a knowledge of the judicial system
- demonstrate critical thinking
- demonstrate research and writing skills
- appreciate race, culture and gender
- demonstrate appropriate interpersonal behavior

Elementary Education Major

The major consists of 78 credit hours. Coursework provides needed credit hours to qualify for elementary certification from the State of Florida plus two endorsements: ESOL and Reading. IDS 105 is a prerequisite.

Note: Upon notification from the Florida Department of Education credit hours and course listings are subject to change.

Goals

In addition to the goals that span the entire EXCEL curriculum, the elementary education major has these unique goals:

- **Theoretical Foundation:** understanding of the varied education trends and methods in the educational world and ability to apply this understanding to practical teaching situations.
- **Issues Analysis:** awareness of key issues in the field of education and ability to delineate a critically reflective stand on those issues.
- **Applied Communication Intervention:** ability to analyze actions, diagnose problems, and design effective and ethical educational interventions.

This major provides students with the skills, attitudes, and credentials necessary to enter elementary school teaching. Students who successfully complete the major are prepared to meet the requirements for certification in Florida public schools in accordance with the State of Florida Teacher Certification rules.

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Elementary Education* will be able to:

- demonstrate instructional design and lesson planning strategies
- create an effective learning environment
- demonstrate knowledge of instructional delivery and facilitation methods
- understand assessment methods and outcomes
- undertake continuous professional development
- demonstrate knowledge of research-based practices
- demonstrate knowledge of literacy strategies

Program Specifics

Code	Title	Hours
ED 234	Children's Literature for Elementary Educators	3
MA 117	Mathematics in the Modern World	3
ED 257	Technology for Elementary Educators	3
ED 104	Introduction to Education	3
ED 260X	Educational Psychology/Human Development	3
ED 339	Fundamentals of Elementary Education	3
ED 330	Introduction to Special Education	3
ED 431	Assessment of Learners	3
MA 204	Mathematics for Elementary Educators	3
ED 347	Elementary Math Methods	3
ED 305	Reading Fundamentals	3
ED 404	ESOL Methods	3
ED 332	Reading: Literacy Development and Assessment	3
ED 481	Field Study# 1 (Reading)	1
ED 351	Language Arts Methods	3
ED 407	Science for Educators	3
ED 346	Elementary Science Methods	3
ED 408	Social Studies for Educators	3
ED 344	Social Studies Methods in the Elementary Classroom	3
ED 416	Teaching Reading in the Content Areas	3
ED 482	Field Study #2 (Reading)	1
ED 436	Applied Linguistics: ESOL	3
ED 438	Cultural Dimensions of ESOL	3

ED 423	Classroom Management for Elementary Educators	3
ED 483	Student Teaching in the Elementary School	10
Total Hours		78

¹ This course must be completed before taking any of the education classes listed below it

² Candidates must maintain a GPA of 2.50 in all courses, complete the fingerprinting process, and be approved by the Program Director before being permitted to begin Student Teaching. Student Teaching must be passed with a grade of B or better and will be comprised of 13 weeks with 1 week counting as Field Study #3 in Reading.

Note: During the semester of student teaching, the student must be available during regular school hours and not be employed full time. This is an intense time of work, and student teachers must give full attention to teaching. The student must have all courses completed, and no other coursework may be taken during the student teaching experience. Any student applying to the Elementary Education degree program should be aware that certain experiences in their background can preclude them from eligibility to work in the state of Florida as an Educator pursuant to Florida Statute 1012.32. Please check the following websites to have a clearer understand of the local and state background checks to ensure that your graduation will not be delayed: [www.leg.state.fl.us/statutes/index.cfm?](http://www.leg.state.fl.us/statutes/index.cfm) (<http://www.leg.state.fl.us/statutes>) or Florida Department of Education: www.fldoe.org/ (<http://www.fldoe.org/>).

Candidates are required to take the General Knowledge Exam within the first four courses of the major. In addition, students must take and pass the Subject Area Exam and the Professional Education Exam in accordance with the sequence of the cohort schedule provided by their academic advisor.

Organizational Leadership Major

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Organizational Leadership* will be able to:

- understand and articulate varied trends in the field of business and leadership
- apply business and leadership concepts to practical situations
- formulate a philosophy of managing people
- delineate a critically reflective stand on key issues in the fields of business and leadership
- understand and utilize quantitative skills to make leadership decisions
- formulate a strategic plan for organizations

Code	Title	Hours
BUS 111	Principles of Management	3
BUS 113	Principles of Marketing	3
BUS 115	Human Resources Management	3
BUS 423	Management Information Systems	3
BUS 301	Legal Environment of Organizations	3
BUS 302	Project Management	3
BUS 328	Quantitative Skills for Managers	3
BUS 340	Visionary Leadership	3
BUS 341	Leading Teams	3
BUS 346	Organizational Behavior	3
BUS 351	Organizational Development	3
BUS 426	Strategic Planning	3
BUS 471	Leadership and Organizational Culture	3
BUS 481	Organizational Ethics	3
COM 210X	Business Communication	3
COM 335	Intercultural Communication in a Global Context	3
Total Hours		48

Psychology Major

Program Outcomes:

Students graduating with a Bachelor of Arts degree in *Psychology* will be able to:

- understand and articulate varied trends and methods in the field of psychology
- apply psychological concepts to practical situations
- demonstrate awareness of key issues in the field of psychology and delineate a critically reflective stand on those issues

Code	Title	Hours
Psychology Core		
PSY 140	Introduction to Psychology	3
PSY 220	Interpersonal Skills Training	3
PSY 255	Psychology of Addiction	3
PSY 285X	Statistics	4
PSY 300	Personality Theories	3
PSY 310	Abnormal Psychology	3
PSY 320	Theories of Learning	3
PSY 330	Developmental Psychology	3
PSY 346X	Research Methods and Design	3
PSY 356	Conflict Management	3
PSY 371	Dynamics of Group Behavior	4
PSY 381	Counseling Theories	3
PSY 382	Crisis Counseling	3
PSY 383	Marital Counseling	3
PSY 384	Parent Education	3
PSY 440	Integration of Psychology and the Christian Faith	3
Total Hours		50

Adult Bachelor of Arts in Psychology/Master of Arts in Mental Health Counseling

The Trinity College Excel Program and Trinity Graduate School (TGS) offer a dual degree Bachelor of Arts/Master of Arts in Mental Health Counseling option at Trinity Florida that allows students to take graduate coursework toward the MA in Mental Health Counseling while completing their BA in Psychology. With this accelerated option, students can apply to the MA/MHC program at TGS while still completing an undergraduate degree through Excel. Interested students are advised to discuss the program with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Students may apply for the dual degree program upon completion of 70 credit hours with a 3.0 cumulative GPA. A positive recommendation from a TIU instructor capable of assessing their suitability for graduate work is required. This instructor must have had substantial interaction with the student, per the final approval of Excel's Director of Academic Operations. Transfer students may apply for the program if they have 70 hours of undergraduate course work, a positive recommendation from a psychology instructor, and a 3.0 GPA for all transferred college work, including a 3.0 GPA in Trinity coursework.

Approved students will take nine (graduate) credits in the MA/MHC, which, upon completion of those nine credits, will reduce the number of (undergraduate) credits required to complete a bachelor's degree from 124 to 115. This can be accomplished in one or more of the following ways:

1. ID 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in the general education category Biblical Studies.
2. ID 5002 Foundations of Cultural Engagement (3 hours) replaces the general education requirement in the category Intercultural Study.
3. One graduate MHC course (3 hours) replaces 3 hours of undergraduate elective credit.

Or, if a student does not take ID 5001 and/or ID 5002 as an undergraduate, one or two additional MHC courses (3 or 6 credits) replace an additional 3 or 6 hours of undergraduate elective credit.

Thus on completion of the undergraduate degree, students will be approximately a full semester ahead as they continue graduate studies in the MA/MHC program.

Trinity Graduate School Programs

Overview of TGS Master's Programs in Florida

The Master of Arts in Mental Health Counseling (MA/MHC), a 54- or 60-semester-hour degree (depending on concentration selected), is offered through Trinity Graduate School at Trinity 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. The Master of Arts in Leadership (MA/L) is a 39-40 semester hour degree designed to prepare students to lead adaptively to meet the challenges of business, community, international and nonprofit organizations. The MA/L offers emphases in nonprofit, organizational, and international leadership to equip students for roles in a variety of contexts.

Programs

- Master of Arts in (p. 576) Mental Health Counseling (MA/MHC) (p. 576)
- Master of Arts in Leadership (MA/L) (p. 580)

Master of Arts in MA in Mental Health Counseling (MA/MHC)

Mission Statement

The MA in Mental Health Counseling (MA/MHC) equips students to integrate professional counseling with a biblical worldview to serve all peoples.

Program Outcomes:

Students graduating with a Master of Arts degree in *Mental Health Counseling* will be able to:

- demonstrate the integration of a Biblical worldview with counseling theory & practice
- articulate a faith-praxis involving the need for service to underserved client populations
- demonstrate knowledge of and adherence to cultural competency standards when working with diverse clients
- demonstrate sufficient knowledge in the field's core competency areas
- assess, deliver, and document interventions consistent with current standards of care in the counseling profession
- demonstrate personal and professional growth as evidenced by critical self-reflection

Program Objectives

Students graduating from the MA/MHC program will be able to:

- Integrate a biblical worldview in counseling theory and practice
- Apply their faith in areas of service to underserved client populations
- Adhere to cultural competency standards when working with the needs of diverse clients
- Display thorough content knowledge in core competency areas in the field of counseling psychology
- Assess, deliver, and document appropriate interventions that are consistent with current standards of care in the counseling profession
- Critically reflect upon their personal growth and refine their counseling skills in order to provide ethical and professional care for clients

Additional Admissions Requirements

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

Candidacy

In addition to the candidacy requirements outlined in "Academic Policies," MA/MHC students are **required to participate in one semester of group counseling while in residence**. This group experience is offered in the summer.

A separate fee is charged for this counseling.

Program Prerequisites

The following courses are program prerequisites for the MA/MHC:

9 semester hours of psychology, including

- General Psychology (3 hours)
- Statistics (3 hours)

- any clinical psychology elective, including therapeutic, personality, or abnormal psychology or any developmental elective (3 hours).

Code	Title	Hours
Common Core Courses		6
ID 5001	Foundations for Integrative Thought	3
ID 5002	Foundations for Cultural Engagement	3
Required Counseling Courses		27
MH 5210	Counseling Skills Training	3
MH 5310	Counseling Theories	3
MH 6110	Career Counseling	3
MH 6130	Group Counseling	3
MH 6520	Human Growth and Development	3
MH 6710	Psychology and Theology	3
MH 6720	Ethics & Issues in Counseling	3
MH 7210	Psychological Testing	3
MH 7900	Psychological Research Methods	3
Concentration		21-27
Select one of the two concentrations listed below:		
Total Hours		60

Concentrations

Mental Health Counseling (60 credits)

Code	Title	Hours
Required Courses		21
MH 5120	Substance Abuse Counseling	3
MH 6015	Community Counseling	3
MH 6610	Human Sexuality	3
MH 6650	Multicultural Issues in Counseling	3
MH 7450	Psychopathology	3
Participation in Group Counseling Experience		0
MH 7961	Internship in Counseling I	3
MH 7962	Internship in Counseling II	3
Concentration Electives		6
Select 2 courses:		
MH 5140	Principles of Guidance and Counseling	3
MH 6530	Child & Adolescent Counseling	3
MH 6625	Theoretical Foundations of Marriage & Family Therapy	3
MH 7140	Crisis Counseling	3
MH 7950	Counseling Practicum	3
MH 7963	Advanced Counseling Practicum	3
MH 8000	Current Studies in Counseling and Psychology	1-3
Total Hours		46-48

¹ The State of Florida requires 1,000 internship hours for licensure, a percentage of which may be specified as face-to-face. Students unable to meet this requirement in two semesters of internship can enroll in further onsite work using MH 7950 or MH 7963 as one of the Mental Health Counseling concentration electives.

Guidance and Counseling (54 credits)

Code	Title	Hours
Required Courses		18
MH 5140	Principles of Guidance and Counseling	3
MH 5145	School Consultation Procedures	3
MH 6140	Counseling Exceptional and At-Risk Children	3

MH 6530	Child & Adolescent Counseling	3
Participation in Group Counseling Experience		0
MH 6911	Guidance & Counseling Practicum I	3
MH 6912	Guidance & Counseling Practicum II	3
Concentration Electives		3
Select one of the following:		
MH 5120	Substance Abuse Counseling	3
MH 6015	Community Counseling	3
MH 6610	Human Sexuality	3
MH 6625	Theoretical Foundations of Marriage & Family Therapy	3
MH 6650	Multicultural Issues in Counseling	3
Total Hours		54

Capstone Options for Students Not Pursuing Licensure

Code	Title	Hours
MH 7480	Counseling Psychology Capstone Integrative Paper	3
MH 7478	Counseling Psychology Capstone Project	3
MH 7985	Counseling Psychology Thesis	3
MH 7910	Advanced Research Methods	3
MH 7969	International Counseling Experience	3

Required Capstone Experience

Students in the MA in Counseling Psychology with a Mental Health Counseling concentration must meet internship requirements in order to be licensed in the state of Florida. In addition, students in the Guidance and Counseling Concentration must meet the practicum requirements for state certification. Students not pursuing licensure/certification may opt to complete the degree by choosing among three other capstone options: Capstone Project, Capstone Thesis or the International Counseling Experience with the program director's approval. Students completing the capstone options will need 60 credit hours for graduation in the Mental Health Counseling concentration and 54 hours in the Guidance and Counseling concentration.

However the student chooses to meet the capstone experience requirement, all students must register for course credit for their selected capstone experience in the semester in which they start the capstone. Students making progress toward completion of a capstone but unable to finish in a single semester can apply for a capstone extension. They must then register for MH 7486. Capstone extension fees will be assessed. Students who opt to fulfill the capstone by writing a thesis must also take MH 7910.

The capstone experience must be completed subsequent to candidacy and is supervised by a faculty member. Students opting to write a formal master's thesis should consult the Counseling Psychology Program Director for details.

Adult Bachelor of Arts in Psychology/Master of Arts in Mental Health Counseling

The Trinity College Excel Program and Trinity Graduate School (TGS) offer a dual degree Bachelor of Arts/Master of Arts in Mental Health Counseling option at Trinity Florida that allows students to take graduate coursework toward the MA in Mental Health Counseling while completing their BA in Psychology. With this accelerated option, students can apply to the MA/MHC program at TGS while still completing an undergraduate degree through Excel. Interested students are advised to discuss the program with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

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Approved students will take nine (graduate) credits in the MA/MHC, which, upon completion of those nine credits, will reduce the number of (undergraduate) credits required to complete a bachelor's degree from 124 to 115. This can be accomplished in one or more of the following ways:

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3. One graduate MHC course (3 hours) replaces 3 hours of undergraduate elective credit.

Or, if a student does not take ID 5001 and/or ID 5002 as an undergraduate, one or two additional MHC courses (3 or 6 credits) replace an additional 3 or 6 hours of undergraduate elective credit.

Thus on completion of the undergraduate degree, students will be approximately a full semester ahead as they continue graduate studies in the MA/MHC program.

Master of Arts in Leadership (MA/L)

Program Purpose

The MA in Leadership (MA/L) equips students to lead adaptively to meet the challenges of the business, community, international and nonprofit organization.

Program Outcomes:

Students graduating with a Master of Arts degree in *Leadership* will be able to:

- integrate Christian faith with their thoughts, feelings, and actions (*Ethical Character*)
- become lifelong agents of ethical conduct, influence, and organizational participation (*Contextual Relationships*)
- employ leadership skills and tools to manage the operational aspects within the specialized context of their occupational and/or academic discipline (*Managerial Skills*)
- demonstrate increased proficiency in leadership theory and practice, research, life-long learning, and discernment of current and emerging issues in leadership (*Academic Capability*)

Program of Study (32 Credits)

Code	Title	Hours
Leadership Studies Core Courses		13
LR 5010	Introduction to Leadership: Definition and Perspectives	
LR 5020	Ethical Foundations and Integration of Leadership	
LR 6020	Contextualization, Worldview & Communication	
LR 6720	Followership	
LR 6850	Organizational Dynamics	
LR 6380	Assessment and Innovation	
Electives		6
Electives may be from any TGS or TEDS program as deemed appropriate.		
Recommended:		
LR 5460	Change and Conflict Management	
LR 6030	Leadership and Finances	
LR 6811	Social and Cultural Understanding for Leadership	
Emphases Courses (9 hours)		
Choose one of the following three emphases:		
Emphasis: Nonprofit Leadership (9 hours)		
LR 6920	Human Resource Management	
LR 6940	Essentials of Nonprofit Operational Management	
LR 6960	Nonprofit Organizational Dynamics	
Emphasis: Organizational Leadership (9 hours)		
LR 5570	Group and Organizational Communication	
LR 6520	Coaching and Mentoring	
LR 6920	Human Resource Management	
Emphasis: International Leadership (9 hours)		
LR 5820	Globalization for Leadership	
LR 5890	International Practicum	
ME 8210	Intercultural Communications	
Emphasis Total:		9
Capstone or Class & Comprehensive Exam (4 hours)		
Choose one of the following two options:		
Capstone Process (4 hours)		
LR 7468	Leadership Capstone Literature Review	
May be taken for 1 or 2 hours		
LR 7478	Leadership Capstone Project	
May be taken for 2 or 3 hours		

- LR 7468 & LR 7478 should total 4 credits, but can be spread differently over 2 semesters.
- LR 7468 should be taken prior to LR 7478, with LR 7468 coursework completed before students take LR 7478.

Additional Coursework and Comprehensive Examination Process (4 hours)

LR Coursework from the Leadership catalog offerings.

LR 7400 Leadership Comprehensive Examination

- Students doing a Capstone (see process above) do not need to take a comprehensive examination.
- Students should take the Comprehensive Examination during the last semester before graduation.

Capstone/Comprehensive Exam Total

4

Other Program Requirements

- Cumulative GPA at 3.0 or above, with all grades at least a "C" or above.
- Advising plan & Capstone/Comprehensive Examination sequence established.
- Applied for graduation (Check due dates from Student Handbook).
- Capstone or Comprehensive Examination

Total Hours

32

Trinity Evangelical Divinity School Programs

TEDS offers a number of accredited degree programs to enable Christians to pursue God's calling for their lives of ministry. Each program, or group of programs, has specific objectives, and the student should consider these when selecting a program to pursue. The TEDS Program available at Trinity Florida is briefly outlined below. (Note that admission to a particular program at TEDS does not ensure admission to another, if a student should decide to switch programs. Consult an admissions counselor for guidance on the appropriate program to make application.)

Master of Arts (Theological Studies) Program

The MA/TS provides a basic understanding of Christianity for general educational purposes. Trinity's MA/TS draws from the breadth of the curriculum requiring substantive study in biblical, theological, and historical and global areas, combined with a significant number of hours in the student's area of interest. The MA/TS is particularly suited for Christians desiring to better understand God's revelation to humanity in the biblical and theological context of orthodox historic Christianity and who are engaged in non-pastoral vocations or for those seeking a general theological degree to accompany a specialized master's degree. As a seminary degree, its particular focus is to relate theological studies to the work of the church. Program participants may also elect to focus their elective coursework, capstone project, and field education coursework on a particular subject area available in the curriculum or at their particular site.

Visiting Faculty for the Master's Degree Program

Regular Deerfield-based faculty, plus Trinity-approved adjunct extension faculty regularly teach courses. These faculty members include the following:

- Steven Roy, PhD
- Emanuel Naydenov, PhD
- Phil Sell, PhD
- Dana Harris, PhD
- Peter Cha, PhD
- John Monson, PhD
- Joshua Jipp, PhD
- David Luy, PhD

Affiliated Programs

Trinity offers graduate courses in conjunction with several ministry organizations that are applicable to a TEDS graduate degree. These special courses are offered at times and places specific to the ministry. For a current complete listing, contact TEDS at 800.588.7705 or 847.317.6550.

Cru

Graduate courses are available through the School of Leadership in Fort Collins, Colorado. These courses are designed for Cru staff but are also available for enrollment by others. For further information, call Keith Johnson at 919.401.6398 or e-mail Keith (Keith.Johnson@uscm.org). (Keith.Johnson@uscm.org)Johnson (Keith.Johnson@uscm.org)@ (Keith.Johnson@uscm.org)uscm (Keith.Johnson@uscm.org). (Keith.Johnson@uscm.org)org (Keith.Johnson@uscm.org).

The Center for Bioethics and Human Dignity

Graduate-level and Doctor of Ministry courses are offered in conjunction with conferences and institutes of the Center each summer in Deerfield and at other locations during the year. For information, call 888.246.3844 or 847.317.8180.

InterVarsity Christian Fellowship

Graduate courses are offered in conjunction with year-round staff training programs and intensive summer training events in Madison, Wisconsin. They are available only for InterVarsity staff. For information, call Judy Johnson of InterVarsity at 608.443.3708 .

Perspectives

ME 5050 is offered at locations around the United States in conjunction with the Perspectives Study Program of the U.S. Center for World Mission. For information, call Perspectives at 626.398.2125.

Young Life

Graduate courses are offered in conjunction with Young Life year-round staff training programs. They are available only for Youth for Christ staff. For information, call Ken Knipp of Young Life at 719.381.1999.

Occasional Courses

Throughout the calendar year, TEDS offers graduate credit courses throughout North America at a variety of sites linked with special events or anticipated future program sites. These often include conference settings in such venues as the Urbana Conference, The Spiritual Formation Forum,

Xenos Summer Institute, and others such as those affiliates listed above. Contact the Office of Extension and Affiliated Education at 800.588.7705 or 847.317.6550 for current information.

TEDS Online - Distance Education

Fully Online Distance Education Courses

Fully Online Distance Education courses provide a virtual classroom experience, while allowing students to fit their studies around their own schedule. Students watch lectures and complete assignments on a weekly basis, interacting with other students and the instructor to deepen their understanding of the subject. Courses follow the same semester schedule as courses offered at the TEDS Deerfield campus including registration, adds/drops, and withdrawal.

Further information regarding Fully-Online Distance Education Courses may be obtained from the TEDS Online Office: TEDSONline@tiu.edu, 800.588.7705 or 847.317.6554, or Trinity Florida students should register through the coordinator for the Master of Arts in Theological Studies program. Please call 954.382.6400 and ask for the program coordinator.

Course registration is for a given semester. All Fully-Online Distance Education courses are tied to the regular semester schedule.

The TEDS Online Office anticipates offering the following courses on a rotating basis, with new courses being added as they are available. Please consult the TEDS course schedule on MyTIU for the list of courses available in a given semester. Please consult the Course Descriptions section of the catalog for a description of each course.

Code	Title	Hours
EM 5210	Christian Leadership and Administration	2-3
HM 5000	Theology and Methodology of Biblical Preaching	2-3
NT 4030	Beginning Greek I (undergraduate credit only)	4
NT 4031	Beginning Greek II (undergraduate credit only)	4
NT 5000	Intro to the New Testament	4
OT 5000	Intro to the Old Testament	4
PT 5000	Personal Assessment and Introduction to Ministry	1
ST 5201	Theology I: The God of the Gospel	3
ST 5202	Theology II: The Gospel of God	3

Programs

- Master of Arts (Theological Studies) (MA/TS) (p. 583)

Master of Arts (Theological Studies) (MA/TS)

MA/TS Program Purpose

The MA/TS purposes to provide a basic understanding of Christianity for general educational purposes. Trinity's MA/TS program draws from the breadth of the curriculum requiring substantive study in biblical, theological, and historical and global areas, combined with a significant number of hours in the student's area of interest. The program is particularly suited for Christians desiring to better understand God's revelation to humanity in the biblical and theological context of orthodox historic Christianity and who are engaged in non-pastoral vocations or for those seeking a general theological degree to accompany a specialized master's degree. As a seminary degree, its particular concern is to relate theological studies to the work of the church. Program participants may also elect to focus their elective coursework, capstone project, and field education coursework on a particular subject area available in the curriculum or at their particular site. The MA/TS may be completed in total at Trinity Florida. Some coursework may also be completed through distance education.

MA/TS Program Objectives

The MA/TS will enable participants to

1. Understand the biblical and theological constructs that form the foundation for the Christian faith
2. Think critically and constructively about the historic and global contexts of Christianity
3. Examine closely an area of theological studies of personal interest
4. Articulate their Christian faith in light of their present vocational engagement
5. Grow in personal and spiritual maturity
6. Demonstrates competence in writing and research

MA/TS Program Admission Requirements and Prerequisites

The admission requirements for the MA/TS are those described under the Admissions section of the catalog and the following further requirements specific to the MA/TS program:

1. Applicants must possess a baccalaureate degree, or the educational equivalent, from a recognized accredited institution. In some cases, admission with deficiencies is possible with fulfillment of those deficiencies at Trinity.
2. The applicant's undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indication of an applicant's abilities for graduate work, those with a lower GPA are encouraged to consult with an admissions counselor.
3. Scores from the Miller Analogies Test (MAT) (preferred) or the Graduate Record Exam (GRE) are required for applicants whose undergraduate GPA is less than 2.5, and for others upon request from the Admissions Office. The recommended minimum scores are the 50th percentile for both GRE (150 verbal, 4.0 analytical) and MAT (400). Note that standardized test scores alone will not determine whether an applicant is admitted to a program of study, but will be considered in conjunction with the rest of an applicant's file.

MA/TS Residency Requirement and Program Duration

The residency requirement for the MA/TS degree is that a minimum of 24 hours must be completed through Trinity coursework, with the final 8 hours taken through Trinity. The 24 hours may be completed in Florida, at an extension site, at the Deerfield campus, or through Trinity Distance Education or independent study courses as arranged with the program advisor.

Note: It is not the design or intent of the MA/TS program to be completed solely in an independent or distant mode. Participants should anticipate spending a majority of their coursework in the classroom at a TEDS site. Numerous delivery options are available, including summer, weekend, evening, and other class formats.

MA/TS Statute of Limitations

All MA/TS program requirements must be completed within eight years of matriculation into the program. Extension of the statute of limitation for up to two years may be granted by petition when a student has demonstrated consistent program progress toward the degree.

MA/TS Candidacy Requirements

Admission to the MA/TS program must be followed by achievement of candidacy for the degree. Program candidacy occurs when:

1. A minimum of 16 hours in the program is completed with a minimum GPA of 2.5 for program coursework after admission to the program
2. All entrance deficiencies and conditions are removed.
3. Formal action has been taken by the faculty to grant candidacy for the degree.
4. Additional candidacy requirements may be present at regional sites. Contact the local program director for details.

MA/TS Graduation Requirements

1. Complete the General Graduation Requirements for all master's programs.
2. Complete a minimum of 42 semester hours with a cumulative GPA for program coursework of at least 2.5, with no coursework graded below a "C-" applicable to the degree.
3. Complete two semesters of Field Education; or one semester of Field Education and two semesters of Formation Group.
4. Complete the MA/TS capstone project in the form of an integrative paper or ministry project for 2 hours.

The flexibility of the curriculum in the MA/TS allows participants to focus a significant part of their studies in an area of interest. Options available vary widely according to the eclectic interests of the student, curriculum available at a particular site, and course selections a student might make from the ability to cross-register into other seminaries in the Association of Chicago Theological Schools (ACTS) consortium. Such flexibility provides a strong understanding of Christianity for general educational purposes while enabling students to complete as many as 14 or more semester hours (electives plus capstone) in their area of interest. Interest areas include: church administration, age or specialized ministry, Bible, theology, and many others. Many interest areas may be further pursued in a complete degree program in that area.

Code	Title	Hours
Biblical Studies		
Select 7-12 hours of Biblical Studies ¹		7-12
Recommended:		
OT 5000	Intro to the Old Testament	
NT 5000	Intro to the New Testament	
Theological Studies		
Select 9-12 hours of Theological Studies ²		9-12
Recommended:		

ID 5000	Biblical Theology and Interpretation	
ST 5201	Theology I: The God of the Gospel	
ST 5202	Theology II: The Gospel of God	
Historical and Global Studies		
Select 5-9 hours of Historical and Global Studies ³		5-9
Recommended:		
CH 5051	History of Christianity I	
CH 5052 or CH 5060	History of Christianity II American Church History	
ID 6500	Understanding the Social and Cultural Contexts of Ministry	
ME 6410	History of Missions in the Modern World	
ME 6760	Theology of Mission & Evangelism	
ME 7710	Contextualization	
Electives⁴		5-16
Required		
PT 5100	Spiritual Formation for Ministry	2
Select one option from the following:		0
Option 1:		
PT 5090	Field Education (two semesters)	
Option 2:		
PT 5090	Field Education (one semester)	
ID 5080	Formation Group (two semesters)	
Capstone		
ID 7468	MA (Theological Studies) Capstone	2
Total Hours		42

¹ Include both OT and NT studies; languages not applicable.

² Select from ST, PR, CC, BE studies

³ Select from CH and ME studies

⁴ These courses may focus in a department or area of interest or be selected from across the curriculum.

Admissions

EXCEL Admissions

Admission Requirements

Standard Admission Requirements

The standard requirements for admission to EXCEL coursework, no matter how many credits are transferred from other institutions are:

1. Proof of high school graduation or GED certification
2. Original transcripts from all previous college/university study indicating an overall cumulative grade point average of 2.0 (using 4.0 scale)
3. Minimum age 18

Admission decisions may be appealed to the Appeals Committee when questions of qualification arise.

Admission for Those Transferring Fewer than 15 Semester Credits

Applicants seeking admission with fewer than 15 college credits may take only lower-division (100-200) courses offered in General Education Courses. Given the lack of formal college experience on which to base an admission decision, prospective students will need to give evidence of ability in reading comprehension, critical thinking, and writing. Students must complete a writing assessment, which will determine placement in the program. Students who do not wish to take the placement assessment test must begin by taking at least two of Trinity's developmental writing courses and passing them with a grade of "C" or better before continuing in the program.

Admission to Upper-Division Courses

Beyond the standard admission requirements, additional requirements to any upper-division courses include:

- Completion of at least 25 transferable credits from an accredited college or university or from Trinity for which a grade of "C" or better was received, and an overall GPA of 2.0 on a 4.0 scale. ("C" includes C, C+)
- Completion of at least 3 credits in college composition with a "C" or better
- Completion of IDS 105 E Foundations for Adult Learning

Admission to All EXCEL Majors (except Elementary Education)

In addition to the general admission requirements, a student entering the major cohorts must meet the following criteria:

- Completion of at least 25 transferable credits from an accredited college or university or from Trinity for which a grade of "C" or better was received and an overall 2.0 on a 4.0 scale ("C" includes C, C+)
- Completion of EXCEL composition course (when applicable as determined by writing placement test)
- Completion of at least 3 credits in college composition with a "C" or better
- Completion of IDS 105E Foundations for Adult Learning

Admission to the Elementary Education Major

In addition to the standard admission requirements, a student entering the Elementary Education major must meet the following criteria:

- Completion of at least 25 transferable credits from a regionally accredited college or university or accredited by an agency accepted by the U.S Department of Education or accepted by its own State Department of Education for certification purposes, or from Trinity for which a grade of "C" or better was received and an overall 2.5 GPA on a 4.0 scale ("C" includes C, C+)
- A grade point average of 2.5 or higher on a 4.0 scale on all previous college work from a regionally accredited college or university.
- Successful demonstration of thinking, organization, and writing ability through a writing sample.
- Completion of at least 6 credits in college composition with a "C" or better.
- Successful interview with Program Director
- Faculty references/recommendations
- Completion of IDS 105E Foundations for Adult Learning

Admission to the Teacher Education Program

For a student to progress into the Teacher Education Program (TEP), upon completion of the fourth course in the cohort sequence, the following must be successfully accomplished:

- Application to (TEP)
- Successful interview with Director of Elementary Education
- Writing sample with a passing grade
- Positive faculty references
- Passage of GKE (General Knowledge Exam)
- Completion of first four courses in the major with a 2.5 GPA average or better
- Background screening
- Formal acceptance into the Teacher Education Program

Computer Expectations

Students enrolled in the EXCEL program are expected to have easy access to a computer, printer, and the Internet. It is very difficult to complete the degree programs without these tools. Courses will require the production of papers and interaction using email and other technologies. Students may also be required to do research online, complete web-based assignments, and produce computer-based electronic products.

All Trinity Florida EXCEL students have access to the campus computer lab at Trinity Florida. The computer lab is available during the University's operating hours.

Writing Placement

EXCEL is a writing-intensive program. Students are expected to achieve a level of writing competence early in their Trinity experience to excel in their studies. In an effort to ensure the success of all students, a computerized writing evaluation will be administered by the EXCEL admissions staff for students who do not meet all of the following criteria:

- Have 15 or more college credits (technical credits are not considered in meeting this criterion)
- Have been enrolled in school within the last five years • Have a cumulative GPA of at least 2.5 from previous college work

- Have completed six credits of English Composition, or the relevant equivalents, achieving a minimum grade of C

The results of the writing assessment will determine what, if any, writing course(s) students will be required to complete with a “C” or better within the first 24 credits of the EXCEL program. If students have met all their writing general education requirements and achieve a satisfactory score on the assessment, no further writing courses will be required. If, however, the score is below the determined level on the assessment, students will be required to take the course(s) most appropriate to their level, regardless of whether all general education requirements have been met.

Second Bachelor’s Degree Option

Applicants to the EXCEL Program who already hold a regionally accredited baccalaureate degree will be allowed to pursue and, if all requirements are met, earn a second bachelor’s degree from Trinity. From the existing bachelor’s degree coursework, we would transfer applicable general education and elective credits that meet current Trinity degree requirements for the second bachelor’s degree. Also, students would be required to complete the major, as well as BI 101 and BI 111, if they do not transfer in equivalent courses. **Students who have a baccalaureate degree from another school need to take a minimum of 33 credit hours at Trinity and must complete at least two-thirds of a major in new coursework at TIU to receive the second bachelor’s degree from Trinity-Florida.** This second-degree option is also available to students who already hold a TIU bachelor’s degree. Students pursuing a second bachelor’s degree are not eligible for federal grant funds. Lifetime Direct Loan limits for undergraduate work must be reviewed to determine a student’s remaining Direct Loan eligibility if any.

Application Process

Initial inquirers interested in an EXCEL degree program, and students who are reapplying to EXCEL are encouraged to begin the application process as soon as possible. The application packet must be completed no later than two weeks prior to the start of class. The typical sequence of the application process is:

- Contact the Admissions Office to request the EXCEL Degree Programs Application Packet.
- Return the completed application with the application fee to the Admissions Office.
- Using the transcript request form in the application packet, request official transcripts from all colleges or universities where you have attended classes. Student copies or hand-delivered copies are not considered official transcripts and will not be accepted for purposes of admission. Upon receipt of all official transcripts, the EXCEL admissions staff will provide the applicant with an assessment of previous college coursework.
- Complete the writing sample as described in the application packet.
- Upon completion of the transfer credit assessment and evaluation of the writing sample, the EXCEL admissions staff will evaluate your application packet for admission. You will then be notified of your admission status, usually within two weeks.
- If you are offered admission, you must confirm that you accept being admitted. At this time you will select the course(s) with which you will begin classes at TIU.
- Although not required for admission, you are strongly encouraged to complete the financial aid application as early in the admission process as possible since some types of aid are available only at

certain times of the year. More details on financial aid are provided in the Financial Aid section of this catalog.

Additional Considerations for International Applicants

Trinity welcomes students from all over the world to our campus; however, the added challenges for international students should not 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

Prospective international students need to provide their e-mail address to the Records Department so a Welcome Letter can be sent to them. The Welcome Letter contains detailed instructions and an I-20 Application that must be completed and returned to the Records Department. In the I-20 Application, the prospective international student provides preliminary documentation, as required by the U.S. Government, to identify their sources of funding for both education and living expenses while at Trinity. Applications for program admission will not be reviewed until the I-20 Application 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 should not plan on working in the U.S. to fund their studies. They are required to register as a full-time student each semester and Trinity Florida requires payment in full prior to starting semester classes. A payment plan is not an option at Trinity Florida.

Subsequent to approval of the I-20 Application, the prospective student’s Application for Admission will be received and reviewed for admission to Trinity.

Financial Requirements

After the I-20 Application has been received, the Application for Admission will be reviewed.

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 starting at US \$30,000 to satisfy this requirement.

In order to issue a Certificate of Eligibility (I-20) for a student visa:

Accepted international applicants must submit the Application Fee that pertains to their program of study.

Visa Requirements

Trinity is authorized under U.S. law to enroll non-immigrant 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 embassy in the student’s country.

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 documentation provided with the I-20 Application
4. Applicant has submitted the application fee that pertains to their program of study

In accordance with U.S. immigration law, Trinity does not allow non-immigrant 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). It is the responsibility of the student to maintain legal immigration status.

The EXCEL admissions staff is available to help you with any of these steps.

Student Classifications

Regular Student: A student who is enrolled in a degree program at Trinity International University.

Auditor: A student who is permitted to enroll in a course without being required to fulfill the normal requirements of a course when it is taken for credit. No credit is granted. Audited courses will be recorded on the official transcript. Those students wishing further knowledge of a particular topic, but not interested in pursuing a degree or additional credits are invited to audit any of the elective courses offered. To enroll, a person completes an audit application, registers, and pays the audit fee for each course. The school reserves the right to limit the number of students in any class. VA students seeking audit status are not approved for benefits by the DVA.

It is recommended that auditors do all reading and writing assignments and prepare for each class. If assignments are submitted on their due dates, faculty may provide feedback on prepared work but will not assign grades. An auditor is required to follow the EXCEL attendance policy to successfully complete the course.

Transfer Student

Trinity accepts credits earned at other accredited institutions with some minor exceptions (please refer to Transfer of Credit Policy in the Trinity College Traditional Undergraduate Admissions section of the catalog, Transfer credit tab).

Leave of Absence

Students who do not wish to register for classes for a period of one to two semesters should request a Leave of Absence (LOA) from the Director of Academic Operations. This notifies TIU of the student's academic plans and enables Trinity to respond appropriately to the student's needs. A student on an approved LOA is considered active and campus services, such as library and e-mail, remain available. The student must be in good standing with Student Accounting to remain active and be able to register for the next semester.

TGS Admissions Contact Information

Trinity Graduate School seeks applicants who 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: TIU Florida

Trinity International University-Florida | Kendall Site
9010 SW 137th Ave, Suite #101, Miami, FL 33186
877-477-4848 Toll-Free
305-421-1000

Email: admissionsflorida@tiu.edu

Web: florida.tiu.edu (<http://florida.tiu.edu>)

Admissions policies and procedures are subjected 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 admission requirements described in the program prospectus in the catalog. Admission to the graduate school normally requires the following items:

1. The completed Application Form.
2. 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 coursework. Official transcripts must be submitted from schools attended since high school. Applicants who attended secondary (high school) outside the United States should submit those transcripts as well. Certified translations for non-English transcripts are required.
3. A cumulative undergraduate grade point average of 3.0 or higher (on a 4.0 scale)
4. Submission of scores from Graduate Record Examination (GRE) verbal and analytical sections or the Miller Analogies Test (MAT) for those whose undergraduate GPA falls below a 3.0. Test scores must be less than five years old.
5. Completed recommendation forms from
 - a. a pastor or church leader who knows the applicant,
 - b. a faculty member in a school where the applicant recently pursued academic studies (undergraduate or graduate), and
 - c. an employer or other relevant individual.
6. Proof of English competency if English is not the applicant's first language. English competency is typically measured by the Test of English as Foreign Language (TOEFL). Applicants must obtain a minimum TOEFL score of 92 (Internet-based test), 237 (computer test), or 580 (paper-based test). Scores submitted must be less than two years old. Waivers from TOEFL are not normally granted; however, if a waiver is authorized, applicants are required to submit qualifying scores from either the Graduate Record Exam (GRE) or Miller Analogies Test (MAT). Waiver request must be submitted in writing to the Director of Admissions at least three months prior to

the application deadline to allow sufficient time for testing if the waiver is denied. Failure to submit qualifying test scores by the application deadlines may result in postponement or denial of the application decision. Students must submit all other necessary application materials for a TOEFL waiver to be considered.

7. Personal statements that include the following:
 - a. A statement of the applicant's past and present spiritual life. This may include one's Christian conversion and/or other significant spiritual events and formative influences in one's life (one or two pages).
 - b. 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).
8. Submission of a \$40 nonrefundable application fee.
9. Submit a one-time \$100 refundable tuition deposit in \$U.S. and drawn from a U.S. bank. Fees may also be paid using Visa, MasterCard, or Discover.

Program Prerequisites

Each program will have required relevant prerequisites defined in at least one of the following categories:

1. undergraduate coursework,
2. program-oriented work,
3. program-oriented extensive or intensive experience, or
4. other (writing, etc).

Prospective students should note specific program prerequisites in the individual program prospectus and in the catalog.

Application Procedure

The application process is detailed on the admission website (<http://florida.tiu.edu/admissions-financial-aid/apply-now>). Trinity follows a rolling admissions process; thus, master's program applicants may begin their studies during fall, spring, or summer terms. We strongly encourage application six to twelve months prior to the expected enrollment date. Applications for admission and all accompanying materials should be submitted by the following deadlines:

U.S. Citizens

August 1	For fall semester admission
December 1	For spring semester admission
April 1	For summer session admission

International Applicants

March 1	Fall semester pre-application information form deadline (including summer session)
April 1	Fall semester deposit deadline
June 1	Spring semester pre-application information form deadline
September 1	Spring semester application deadline
November 1	Spring semester deposit deadline

Applications received after these deadlines may not be considered in the term for which originally applied, and no applications will be considered for a given semester after the second week of that semester.

Upon admission to Trinity, students should submit a tuition deposit to the Admissions Office to reserve their place in TGS. This deposit is credited toward the first term's tuition and may be refundable. New students are encouraged to submit their deposit early since course registration times are assigned based on the date the deposit is received.

Denied applicants may appeal in writing to the Admissions Committee no later than ninety days following the date of the decision.

Additional Considerations for International Applicants

Trinity welcomes students from all over the world to our campus; however, the added challenges for international students should not 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 Master's Applicants

Prospective international students need to provide their e-mail address to the Records Department so a Welcome Letter can be sent to them. The Welcome Letter contains detailed instructions and an I-20 Application that must be completed and returned to the Records Department. In the I-20 Application, the prospective international student provides preliminary documentation, as required by the U.S. Government, to identify their sources of funding for both education and living expenses while at Trinity. Applications for program admission will not be reviewed until the I-20 Application 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 should not plan on working in the U.S. to fund their studies. They are required to register as a full-time student each semester and the Florida Regional Center requires payment in full prior to starting semester classes. A payment plan is not an option at the FRC.

Subsequent to approval of the I-20 Application, the prospective student's Application for Admission will be received and reviewed for admission to Trinity.

Financial Requirements

After the I-20 Application has been received, the Application for Admission will be reviewed.

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 starting at US \$30,000 to satisfy this requirement.

In order to issue a Certificate of Eligibility (I-20) for a student visa:

- Accepted international applicants must submit the Application Fee that pertains to their program of study

Visa Requirements

Trinity is authorized under U.S. law to enroll non-immigrant 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 embassy in the student's country.

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 documentation provided with the I-20 Application
4. Applicant has submitted the application fee that pertains to their program of study

In accordance with U.S. immigration law, Trinity does not allow non-immigrant 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). 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 coursework into their studies that will fulfill the following guidelines:

- Students coming into Trinity Graduate School should typically have had at least 60 semester hours of liberal arts coursework, including a broad undergraduate background in the humanities and the natural and social sciences.
- Pre-graduate studies should give evidence that the applicant has 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.
- The applicant should carefully note the prerequisites 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 coursework, the deficiency can be removed through additional coursework at Trinity International University.
- Applicants are encouraged to become familiar with the content of the Bible, either through formal coursework 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 TGS program, may modify their program through 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 by the 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

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 re-enroll in coursework.

Change of Enrollment Date

Students may find it necessary to postpone their anticipated date of enrollment. If the new date is more than two years from the original date of acceptance, students will be required to submit new application materials. However, if the new enrollment date is within a two-year timeframe, students should notify the Admissions and Financial Aid Offices to receive applicable instructions. Students' program of study will be governed by the catalog that is current in the semester they enroll.

Active and Inactive Student Status

Active student status requires successful completion of one course each semester for consecutive terms. Students unable to register for classes for one to three semesters (twelve months) should request a **Leave of Absence (LOA)** or a **Withdrawal** from the Student Life Office (see Leave of Absence or Withdrawal Policies). This enables Trinity to provide appropriate counsel and services to students. Students who do not enroll in courses for a twelve-month period or submit the LOA or Withdrawal forms are placed in an inactive student status and must reapply to TGS with no guarantee of readmission.

Change of Program (COP)

If after initial enrollment the student wishes admission to a different program, the following apply:

1. All possible options should be considered in consultation with a faculty member, Admissions Counselor, Program Director, and/or Records Office representative in light of coursework already completed.
2. Admission to one TGS/TEDS program does not guarantee admission to another program. All admission requirements for the new program must be met.
3. At least one semester of TGS/TEDS coursework must be completed before a COP application will be considered, together with the review of that semester's grades. No more than one change of program will be permitted within a single semester.
4. The online Change of Program Application should be submitted to Admissions by January 15th for the spring semester and September 1st for the fall semester. Changes requested after those dates will be recognized in the next academic term.
5. The catalog current at the time of admission to the degree program will govern the student's new program.
6. If COP is denied, applicants may submit a written appeal within thirty days to the Director of Admissions.

Inter-school Transfer

Contact the Admissions Office for detailed information about transferring from one school to another within Trinity International University (e.g., transferring from the Graduate School to the Divinity School).

Transfer Credits

Prior to matriculation, transfer credits will be evaluated at no cost to the student. However, students already enrolled at TIU will be charged a fee of \$50 per course taken and considered for transfer.

Students Classifications

Visiting Students

If students wish to take courses for credit on a part-time basis but do not want to enroll in a degree program, they may submit a Visiting Students Application. In addition to the application form, they must submit to the Admissions Office an official transcript indicating an earned bachelor's degree with a minimum GPA of 2.0. Visiting students may enroll in a maximum of 9 hours each semester, and it is recommended that they enroll in no more than 12 hours before applying to a degree program. Please contact the Admissions Office for more information.

Auditors

If students wish to enroll in courses but are not interested in earning credit, they may audit classes. An auditor may participate in all class activities but will not receive a grade or credit. To enroll a student completes an audit application, registers, and pays the audit fee for each course. The graduate school reserves the right to limit the number of auditors in any class, and some classes may be closed to auditors.

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 coursework taken at non-accredited graduate schools. Also, graduate-level coursework 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.

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 Trinity University Records Office (note: the Transfer Credit Request form can be downloaded at [MyTIU \(http://my.tiu.edu\)](http://my.tiu.edu)>Records).

The Records Office will evaluate transfer coursework under the direction of the TGS Associate Dean and Program Directors. Transfer of credit is not automatic; it is considered only when requested. Regardless of the amount of coursework that a student may have taken elsewhere,

all students must fulfill the minimum residency requirement for their programs at Trinity Graduate School.

Prior to matriculation, transfer credits will be evaluated at no cost to the student. However, students already enrolled at TIU will be charged a fee of \$50 per course considered for transfer.

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

TEDS Admissions Contact Information

Trinity Evangelical Divinity School seeks applicants who are committed to Jesus Christ, endowed with the necessary gifts for service, and in sympathy with our statements of faith and purpose. Admission to Trinity 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 information concerning our admissions policies or procedures, please contact TIU Florida at:

Trinity Florida

Admissions

Trinity International University-Florida | Kendall Site
9010 SW 137th Ave, Suite #101, Miami, FL 33186
877-477-4848 Toll-Free
305-421-1000
admissionsflorida@tiu.edu
florida.tiu.edu (<http://florida.tiu.edu>)

Admissions policies and procedures are subject to change without notice.

General Admission Requirements for Master's Program

Applicants to the MA/TS program or certificate, as well as any visiting or special status student, must meet the following requirements:

- Possess an earned bachelor's degree or its equivalent from an accredited college or university (generally at least 120 hours), which normally includes a minimum of 60 hours of liberal arts coursework, with a minimum grade point average (GPA) of 2.50 on a 4.00 scale;
- Submit a one-time \$40 nonrefundable application fee payable in \$U.S. and drawn from a U.S. bank. Fees may also be paid using Visa, MasterCard, or Discover.
- Submit a one-time \$100 refundable tuition deposit in \$U.S. and drawn from a U.S. bank. Fees may also be paid using Visa, MasterCard, or Discover.
- Submit official transcripts in a sealed envelope directly from the institution from all schools attended since high school. Students should request that institutions send transcripts directly to Trinity via postal mail.
- Submit recommendations forms from each of the following:
 - Applicant's pastor or church leader
 - Applicant's employer or a business acquaintance
 - A faculty member or school administrator at an institution previously attended (contact the Admissions Office for alternative suggestions)
- Submit a written three-part statement with
 - a. your personal testimony, and
 - b. your present spiritual life and Christian service, and
 - c. ministry goals as described in the application.
- Submit standardized tests results (Graduate Record Exam or Miller Analogies Test) as required for admission to specific programs (see program section of catalog).

- All applicants for whom English was not their primary language of instruction must submit the Test of English as Foreign Language (TOEFL) as required below. Waivers from these English language tests are not normally granted; if granted, such applicants are required to submit scores from a standardized exam required for native English speakers (Graduate Record Exam or Miller Analogies Test).
- A personal interview may also be required.
- See program description in this catalog for additional program-specific admission requirements.

***See doctoral sections of the Catalog for admission requirements for doctoral programs.**

Application Procedure for Master's Program

The application section of this catalog contains specific instructions and required application materials. Trinity uses a rolling admissions process; thus, master's program applicants may begin their studies during fall, spring, or summer terms. We strongly encourage that applications be submitted six to twelve months prior to the expected enrollment date. Applications for admission and all accompanying materials should be submitted by the following deadlines.

U.S. Citizens

August 1	Fal fall semester admission
December 1	For spring semester admission
April 1	For summer session admission

International Applicants

March 1	Fall semester pre-application information form deadline (including summer session)
April 1	Fall semester application deadline
June 1	Fall semester deposit deadline
August 1	Spring semester pre-application information form deadline
September 1	Spring semester application deadline
November 1	Spring semester deposit deadline

Applications received after these deadlines may not be considered for the term for which they were originally submitted. No applications will be considered for a given semester after the second week of that semester.

Upon admission, an applicant should submit a tuition deposit to the Admissions Office. This will reserve their place in school and will enable them to register for the next semester's classes at the time course registration is open to new students. An early tuition deposit secures an early opportunity to register for courses that may close. The tuition deposit is credited to the student's first-term tuition and is refundable (see application instructions for information on refunds). Occasionally a student may be admitted to Trinity on academic probation for one of the following reasons:

- A weak academic background as reflected in the student's undergraduate grade point average (GPA) and/or standardized admissions test scores.

- A bachelor's degree from a non-accredited institution accompanied by marginal standardized admissions test scores. In such cases, the probationary status may be removed after 10 or more hours of satisfactory academic performance at Trinity.

If admission is denied, an applicant may submit a letter of appeal within ninety days to the Admission Office.

Additional Considerations for 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 for International Applicants, Language Requirements, Financial Requirements, and Visa Requirements.

Pre-Application Information Form for International Master's Applicants

Prospective international students need to provide their e-mail address to the Records Department so a Welcome Letter can be sent to them. The Welcome Letter contains detailed instructions and an I-20 Application that must be completed and returned to the Records Department. In the I-20 Application, the prospective international student provides preliminary documentation, as required by the U.S. Government, to identify their sources of funding for both education and living expenses while at Trinity. Applications for program admission will not be reviewed until the I-20 Application 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 should not plan on working in the U.S. to fund their studies. They are required to register as a full-time student each semester and Trinity Florida requires payment in full prior to starting semester classes. A payment plan is not an option at Trinity Florida.

Subsequent to approval of the I-20 Application, the prospective student's Application for Admission will be received and reviewed for admission to Trinity.

Financial Requirements

After the I-20 Application has been received, the Application for Admission will be reviewed.

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 starting at US \$30,000 to satisfy this requirement.

In order to issue a Certificate of Eligibility (I-20) for a student visa:

- Accepted international applicants must submit the Application Fee that pertains to their program of study

Visa Requirements

Trinity is authorized under U.S. law to enroll non-immigrant 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 embassy in the student's country.

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 documentation provided with the I-20 Application
4. Applicant has submitted the application fee that pertains to their program of study

In accordance with U.S. immigration law, Trinity does not allow non-immigrant 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). It is the responsibility of the student to maintain legal immigration status.

Admission Categories

Admission to TEDS is either for enrollment directly into a degree program, or for enrollment in one of the following other categories for persons not wishing to pursue a master's degree.

Program Enrollment Students

Persons applying and enrolling in a master's program are considered Program Students and must complete the full application packet. Such students generally have met all program prerequisites and enroll in good standing. On occasion, a student may be admitted to a program but be assigned to one of the following categories:

1. Academic probation when the prior academic record is below what is required for program admission (Status is removed by the Records Office when 10 semester hours have been completed in good standing);
2. Conditional acceptance when the application packet has not yet been completed in full (Application packet must be completed during the first semester of enrollment, at which time the status is removed by the Records Office); and
3. Acceptance with deficiencies when program prerequisites remain outstanding (Prerequisite deficiencies must generally be removed before program candidacy).

Visiting Students

Persons may apply for visiting student status if they wish to enroll in master's courses for credit on a part-time basis but not enroll in a degree program. Visiting students must submit the visiting student application and fee and an official transcript indicating a completed bachelor's degree. (Visiting students receive "conditional acceptance" until their bachelor's transcript is received.)

Visiting students may enroll in a maximum of 9 hours each semester, and it is recommended that they enroll in no more than 12 hours before applying to a degree program. If a visiting student desires later to enroll in a degree program, the entire program application must be completed, and there is no guarantee of admission. Completed coursework generally

applies toward program requirements, though program applicants should particularly note program residency requirements (hour that must be completed subsequent to program admission).

Auditors

Auditors are persons who wish to attend classes but do not wish to complete work for credit. Auditors must complete the visiting student application, though they need not have completed a bachelor's degree. Auditors may participate in all class functions, but will not be held accountable for tests or assignments, and will not receive a grade or credit, nor are faculty required to review submitted tests or papers.

Auditors may enroll in classes during any open registration period through the first class session; however, their registration is contingent upon available seating after the first class meeting. This ensures that credit students are first seated, with remaining seats available to auditors. Some classes are closed to auditors, and Trinity reserves the right to limit auditors in all courses. Auditors are not permitted in beginning language courses, unless they have already completed and passed the course at Trinity for credit.

Multiple Masters

Students seeking admission to more than one program at Trinity are considered "Multiple Masters" students and must seek advisement from Registrar and the relevant Program Directors for completing their programs in a timely progression. Multiple Masters and students seeking their second degree at Trinity should complete the Second Degree Program/Multiple Masters Application.

Scholars-in-Residence

Scholars-in residence hold an earned or honorary doctorate and are persons who do not wish to pursue a doctoral degree at Trinity. Such persons may enroll in doctoral courses as an auditor or visiting student upon consultation with the Admission Office and Program Director. Regrettably, Trinity is unable to provide stipends, housing, meals, office space, or other benefits to these persons.

Admission and Advanced Program Placement

Upon acceptance applicants may find they are eligible for one of three types of advanced placement in their program: transfer credit, advanced standing, or course substitution.

Transfer Credit

Accepted students may be eligible for transfer credit for graduate study completed at a regionally accredited institution when such coursework parallels courses in the TEDS Catalog and has been completed at a "C-" or better grade level. Graduate transfer credit is not granted for undergraduate coursework, graduate-level coursework applied to an undergraduate degree, or generally for coursework taken at non-accredited graduate schools. Distance Education credit is limited to Association of Theological School guidelines. Transfer credit is limited to a maximum of 50 percent of a degree. Coursework older than ten years is not considered current and must be retaken.

Transfer credit is not automatic and is considered upon petition by the student generally at the time of admission. Transfer Credit Request forms are available online from the Records Office who evaluates the request at the direction of the Dean. All Trinity residency requirements must be met.

Prior to matriculation, transfer credits will be evaluated at no cost to the student. However, students already enrolled at TIU will be charged a fee of \$50 per course taken and considered for transfer.

TEDS students desiring to complete a semester or year abroad should carefully arrange the application of this transfer credit prior to their departure. Such coursework is generally applied to electives and may not be equivalent to required TEDS program courses.

Course Substitution and Program Modifications

Students who have taken coursework as part of their bachelor's degree that would be repeated in their master's program are encouraged to build on their previous studies by requesting permission to substitute advanced courses in the same department. Such substitutions are granted, without examination, in consultation with faculty. See the *TEDS Academic Handbook* for details.

Photographs, images, video and sound recordings policy

By accepting admissions to and/or taking any classes at TIU, each student (and his or her parents/guardians if the student is under 18):

1. Authorize TIU and its employees, agents and contractors to use, copy, modify, publish, display, broadcast, and distribute
 - a. the student's name, voice and likeness,
 - b. photographs, images and video and sound recordings of the student, and
 - c. the city, state or province, and country where the student lives (together, the "Materials");
2. Waive any right to inspect or approve TIU's use of the Materials; and
3. Release TIU, its employees, agents and contractors, and their successors and assigns from any claim or liability, whether known or unknown, resulting from use the Materials, including but not limited to, claims for violation of publicity rights, privacy rights, defamation, and copyright infringement.

Program Enrollment Changes

Subsequent to admission, a student may desire, or find it necessary, to defer enrollment, apply for readmission, change their program, or transfer to another school in Trinity International University.

Deferring Enrollment

Master's students may defer enrollment for up to two years from the semester to which they were originally admitted. Longer deferments require submission of a complete set of new application materials. A Supplemental Application may also be necessary.

If deferment is necessary, notify the Admissions Office, which will advise the applicant of any special instructions. Applicants are also responsible for contacting the Financial Aid office, if necessary. The student's required program of studies is governed by the catalog current at the time of enrollment.

Application for Readmission

A Supplemental Application is necessary when a student

- Is admitted but defers his or her admission from original date of intended matriculation.
- Officially or unofficially withdraws

If more than two years lapse after the original acceptance, withdrawal, or completion of the first program, the applicant will be required to submit

a complete set of new application materials. Students who are admitted are subject to the program requirements of the catalog current at the time they re-enroll.

Active and Inactive Student Status

Students who desire not to register for classes for a period of one to three semesters (twelve months) should request a **Leave of Absence (LOA)** from the Registrar's Office (see Leave of Absence Policy in this Catalog). This apprises Trinity of student programs plans, and enables appropriate services to be provided. If a student desires to leave TEDS, a **Withdrawal** must be completed through the Registrar's Office (see "Withdrawal" in this Catalog).

If a LOA or Withdrawal has not been completed by a student, and a student does not register and successfully complete coursework each consecutive semester (fall, spring; summer is exempt), his or her status 'is rendered **inactive** (e.g. active students must register for at least one course each semester). **Inactive students must reapply to TEDS with no guarantee of readmission.**

Change of Program (COP)

If after initial enrollment the student wishes to be admitted to a different program, the following apply:

1. All possible options should be considered in consultation with a faculty member, Admissions Counselor, Program Director, and/or a Records Office representative in light of course work already completed.
2. Admission to one TEDS/TGS program does not guarantee admission to another program. All admission requirements for the new program must be met.
3. At least one semester of TEDS/TGS coursework must be completed before a COP application will be considered, together with the review of that semester's grade. No more than one change of program will be permitted within a single semester.
4. The online Change of Programs Applications should be submitted to Admissions by the following dates: January 15th for the Spring semester and September 1st for the Fall semester. Changes requested after those dates will be recognized in the next academic term.
5. The Catalog current at the time of admission to the degree program, not the Catalog in effect at the time of original enrollment, will govern the student's new program.
6. If COP is denied, applicants may submit a written appeal within thirty days to the Director of Admissions.

Inter-school Transfer

Contact the Admissions Office for detailed information about transferring from one school to another within Trinity International University (e.g., transferring from the Divinity School to the Graduate School).

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