2012-2013 Catalog

Trinity Graduate School

TRINITY
INTERNATIONAL UNIVERSITY

Trinity Graduate School
2012-2013 Catalog

Contact Information

Trinity International University
Trinity Graduate School
2065 Half Day Road
Deerfield IL 60015

General: 847.945.8800

Academic Dean: 847.317.7001
curriculum, academic majors, faculty matters

Accounts Payable: 847.317.8020

Admissions: 847.317.6900 847.317.8097 800.533.0975
E-mail: tgsadm@tiu.edu Website: www.tiu.edu/graduate/admissions

applications, catalogs, campus visits

Chapel: www.tiu.edu/chapel

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

Financial Aid: 847.317.8060 800.435.8805
loans, grants, scholarships

Mail Services: 847.317.8170
student mailbox, central receiving

Records: 847.317.7050
transcripts, grade reports, transfer credit

Student Accounting: 847.317.7080
fees, insurance, payment procedures

Student Affairs (Graduate): 847.317.4060 housing, activities, new student orientation, counseling, career services, multicultural development

The Office of Christian Formation and Mission: 847.317.7030
chapel, convocations, gospel teams, spiritual life

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

Trinity International University
Trinity Graduate School, Florida Regional Center

8190 West State Road 84	Phone:	954.382.6400
Davie, Florida 33324	Admissions:	954.382.6410
	Fax:	954.382.6420
Website: florida.tiu.edu	E-mail:	gradflorida@tiu.edu

Trinity International University:
South Chicago Regional Center

PO Box 946	Phone:	708.201.2900
14240 Dante Ave.		877.237.0037
Dolton IL 60419	Fax:	708.201.7980

Website: www.tiu.edu/southchicago E-mail: reachchicago@tiu.edu

Accreditation

Trinity International University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

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

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

Commission for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee FL 32399-0400
888.224.6684 / 850.245.3200
www.fldoe.org/cie/

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

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

Memberships

Associated Colleges of the Chicago Area
Association of Christian Schools International
Association of Christian Continuing Education Schools and Seminaries
Chicagoland Collegiate Athletic Conference
Christian Adult Higher Education Association
Christian College Consortium
Council for Adult and Experiential Learning
Council for Christian Colleges and Universities (CCCU)
Council for Higher Education Accreditation
Department of Veterans Affairs State Approving Agency
Federation of Independent Illinois Colleges and Universities
The Higher Learning Commission (312.263.0456; www.ncahigherlearningcommission.org)
Illinois State Board of Education
Illinois State Scholarship Commission
Learning Resources Network
Mid-States Football Association (MSFA)
National Association of Intercollegiate Athletics (NAIA)
National Christian College Athletic Association (NCCAA)
National Small College Athletic Association (NSCAA)
Resources for the Education of Adults in the Chicago Area

Disclaimers

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

Students are responsible for reviewing catalog program requirements, 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.

By accepting admission to and/or taking any classes at TIU, each student (and his or her parents/ guardians if the student is under 18): (1) authorize TIU and its employees, agents and contractors to use, copy, modify, publish, display, broadcast, and distribute (a) the student's name, voice and likeness, (b) photographs, images and video

and sound recordings of the student, and (c) the city, state or province, and country where the student lives (together, the “Materials”); (2) waive any right to inspect or approve TIU’s use of the Materials and also waives any right to royalties or other payment for the use of the Materials; and (3) release TIU, its employees, agents and contractors, and their successors and assigns from any claim or liability, whether known or unknown, resulting from use of the Materials, including but not limited to, claims for violation of publicity rights, privacy rights, defamation, and copyright infringement.

Publication Date: July 1, 2012

Effective Date: July 1, 2012

Contents

Welcome to Trinity Graduate School **1**
A Message from the President 1
A Message from the Dean 2

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

About Trinity Graduate School **13**
Trinity Graduate School Mission Statement 13
Trinity Graduate School Programs 13
Affiliated Programs 13
Community Life 14
Dean of Students and Graduate Student Affairs 15
University Services 19
Special Events and Opportunities 22

Personnel **23**
President's Executive Council 23
Board of Regents of Trinity International University 23
Trinity Graduate School Academic Administration 24
The Faculty of Trinity Graduate School 25
Affiliate Faculty 30
Adjunct Faculty 30

Graduate Admissions **33**
Contact Information 33
General Admission Requirements 33
Additional Application Considerations for All International Applicants 34
Guidelines for Graduate Studies Preparation 36
Admission Policies 36

Finances for the MA/Bioethics, MA/Counseling Psychology, MA/Leadership, and MBA Programs **39**
Tuition for MA/BE and MA/L Programs—Deerfield Campus 39
Tuition for MA/CP, MBA Programs—Florida Regional Center 39
Financial Assistance 42
Rebates and Waivers 45
Tuition Payment Policies 47

Finances for the MA/T and MEd Programs **49**
Tuition and Other Expenses for MA/T Program— Deerfield Campus 49
Financial Assistance 50
Rebates and Waivers 51
Tuition Payment Policies 52

Academic Life **54**
Accreditation and Memberships 54
Academic Information 54
Academic Policies 58

Master's Programs **63**
Degrees Offered by Trinity Graduate School 63
Master of Arts in Bioethics (MA/BE) 64
Master of Arts in Counseling Psychology (MA/CP) 68
Master of Arts in Leadership (MA/L) 70
Master of Arts in Teaching (MA/T) 72
Master of Business Administration (MBA) 75
Master of Education in Diverse Learning (MEd) 76

Courses **78**
Course Numbers 78
Course Descriptions 78
Official Policies **94**
Enrollment Summary **101**
Academic Calendar **102**
Index **103**

Welcome to Trinity Graduate School

A Message from the President

Are you a leader?

You may have answered that question with some doubts or even with a resounding, “No!” If you did, here at Trinity International University we would disagree with you. Servant leadership is defined as influencing a group of people to accomplish their God-given task in a way that contributes to God’s global redemptive mission.

Influence! You are influencing people through your life right now in whatever setting you may find yourself. So, the question isn’t whether you are a leader-influencer; the question is whether you are intentionally using your influence. Are you investing your God-given gifts, talents, skills and passions for God’s glory and purpose?

At Trinity Graduate School (TGS), we have created a Christ-centered learning environment where, under the guidance of the Holy Spirit and godly mentors, you can discover and develop your influence. Whether God calls you to be a teacher, doctor, lawyer, community or business leader, pastor, missionary, lay leader, or to some other professional career, we intend to help you explore and expand the influence you can have to engage culture for God’s purposes.

The preparation you will receive at TGS will involve some of the most difficult work you will ever accomplish. The intense intellectual preparation will equip you to persuasively articulate a biblical worldview and apply it to all areas of life. The emphasis upon academic excellence will prepare you to be a lifelong learner. In cooperation with the Holy Spirit, we will also attempt to instill within you a love for God, the Gospel, the church and the world. This integrated and rigorous learning experience emphasizes the highest levels of academic preparation from a biblical perspective.

We pray regularly that God will send us the students he wishes us to influence for his glory. We undertake our role as a sacred trust.

G. Craig Williford (PhD ’95)
President

A Message from the Dean

At Trinity Graduate School (TGS), our desire is to serve the Living God by educating leaders who will be effective Christians in many professional disciplines and in a wide variety of contexts.

Few decisions are more significant than choosing a university for graduate study.

As you read and explore more about Trinity Graduate School of Trinity International University you will find a University dedicated to “integrating the gospel into an education for life.” We believe there are many reasons why Trinity is worth your consideration:

Foundational Values

TGS is part of a Christian university committed to biblical Christianity, dedicated to the inerrancy of Scripture and the lordship of Jesus Christ. While emphasizing these essentials, we appreciate breadth in other matters, making it possible for Christ-followers from many different backgrounds to study, worship, and serve together.

Strong Scholarship

We seek to challenge students intellectually and to help them connect knowledge of God and faith in Christ with learning and living.

Outstanding Faculty

TGS has a faculty made up of scholars with vibrant personal faith, high academic credentials, and a willingness to be involved in the lives of students. Students and alumni repeatedly affirm this to be one of our greatest strengths.

Location

Our campuses near Chicago and in the Miami-Fort Lauderdale area of Florida afford the best possible environment for dynamic learning.

We have a diverse faculty and student body unified by our commitment to Christ-centered education. We are wonderfully conducive to developing lifelong friendships, establishing values, and preparing to make a difference in the world.

For many, Trinity Graduate School is the right place to learn, to grow, and to serve.

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

About Trinity International University

History of the University

Trinity International University (TIU) is composed of a liberal arts college, a divinity school, a graduate school, and a law school in California. Trinity is the educational ministry of the Evangelical Free Church of America; its main campus is located in Deerfield, Illinois, with regional centers in Chicago, Illinois, in Davie, Florida, and in Santa Ana, California.

A Strong Heritage

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

During the 1960s the seminary (renamed Trinity Evangelical Divinity School) and the college (renamed Trinity College) moved to their present Deerfield Campus. In 1992 the college established a regional center in Florida, where the former Miami Christian College became Trinity College at Miami. In 1995, Trinity College, Trinity College at Miami, and Trinity Evangelical Divinity School were united to form Trinity International University. With the inauguration of the university, Trinity College in Deerfield became the College of Arts and Sciences and Trinity College at Miami became Trinity International University–Florida Campus. In 1997 the first class entered Trinity Graduate School. Trinity Law School, located in Santa Ana, California, incorporated into Trinity International University in January 1998. Trinity Law School is accredited with the State Bar of California and is moving toward application for American Bar Association accreditation. The residential undergraduate program in Miami closed in 2000, and the undergraduate and graduate programs were renamed the Trinity International University–Florida Regional Center. In 2002 the College of Arts and Sciences was renamed Trinity College. Trinity Graduate School at the Trinity Law School campus in California closed in 2008

Time Line

Norwegian Danish Free Church

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

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

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

1916 School relocates to Minneapolis.

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

Swedish Evangelical Free Church

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

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

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

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

Evangelical Free Church of America

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

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

1958 Dr. Gunnar Urang becomes dean of the College.

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

1961 Trinity relocates from Chicago to Deerfield, Illinois. Dr. Lacy Hall becomes dean of the College.

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

1963 Dr. Kenneth S. Kantzer is appointed dean.

1964 Dr. Edward Neteland becomes dean of the College.
Dr. Harry L. Evans is appointed president of both Trinity College and TEDS.

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

1969 Trinity begins conferring the Master of Divinity instead of the Bachelor of Divinity as its professional degree.
Dr. J. Edward Hakes becomes dean of the College.

1974 Dr. Kenneth M. Meyer is elected TEDS president. When the school moved to its new campus in 1961, the total enrollment was less than 50 students. By the fall of 1990, the enrollment was more than 1,400.

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

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

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

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

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

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

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

1997 Trinity Graduate School is established by founding dean Dr. Kenneth S. Kantzer.
Dr. Jeanette L. Hsieh becomes dean of Trinity College and senior vice president for academic affairs.
The first class enters Trinity Graduate School. Trinity celebrates its 100th anniversary.

1998 Trinity Law School, in Santa Ana, California, is incorporated into Trinity International University in January
Dr. Miriam Stark Parent becomes dean of Trinity Graduate School

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

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

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

2004 Dr. Jeanette L. Hsieh is named executive vice president/provost of Trinity International University.
Dr. James W. Mohler becomes interim dean of Trinity College and Graduate School.

2005 Dr. James Stamoolis is named dean of the College and Graduate School and senior VP for academic affairs.
Donald R. McConnell is named dean of Trinity Law School.

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

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

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

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

2011 Myron Steeves named dean of Trinity Law School
Dr. Robert Herron resigns as dean of the College and Graduate School.

2012 Dr. Jeanette L. Hsieh becomes dean of the College and Graduate School.

What's in a Name?

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

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

Governance

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

The Schools

In 1995, Trinity Evangelical Divinity School and Trinity College merged to become Trinity International University. In 1997 the first class entered Trinity Graduate School. In early 1998 Trinity Law School in Santa Ana, California (originally founded in 1980 as the Simon Greenleaf School of Law), joined the growing institution. Now, with nearly 100 full-time faculty and more than 3,000 students, we are committed to the same vision with which we were founded in 1897 and determined to follow in the footsteps of the great universities that were founded on the cornerstone belief that all wisdom lies in Jesus Christ.

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

homemakers or public servants, whatever our calling under God, we need excellence in education, grounded in the lordship of Jesus Christ. That is the goal and task of Trinity.

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

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

Trinity College (TC)

Dean: Jeanette L. Hsieh, EdD

Trinity College, a liberal arts college with the main campus in Deerfield, Illinois, and regional centers in Dolton, Illinois, and Davie, Florida, offers a wide range of majors, including nontraditional options at all three locations. In Deerfield and Dolton, the nontraditional program is called REACH (Relevant Education for Adult Christians); at the Florida Regional Center, nontraditional delivery is known as EXCEL. The Florida Regional Center offers cohort clusters at satellite locations throughout the Miami-Dade, Broward, and Palm Beach counties. The South Chicago Regional Center has a classroom building in Dolton. At the Deerfield Campus, Trinity College offers a full range of undergraduate majors, grouped together in five divisions: Division of Biblical, Religious, and Philosophical Studies; Division of Education; Division of Humanities; Division of Science, Technology, and Health; and Division of Social Science. Juniors and seniors have the opportunity to take courses in the divinity school and graduate school. Special programs include the premedical majors, which have a cooperative relationship with The Center for Bioethics and Human Dignity on campus. Trinity College also offers a dual Bachelor of Arts/Master of Arts degrees in Bioethics, Leadership, and Teaching and an accelerated Bachelor of Arts/Master of Arts degree in Intercultural Studies. Together with Trinity Evangelical Divinity School, Trinity College offers several pathways to ministry including an innovative five-year MDiv with pre-seminary honors program, and the Advanced Placement MDiv degree, where qualified students who major in Christian Ministries at the college can receive advanced standing at the seminary and complete their MDiv in a total of six years.

Trinity Graduate School (TGS)

Dean: Jeanette L. Hsieh, EdD

Trinity Graduate School offers master's degree programs in Deerfield, Illinois, and Davie, Florida. The Graduate School draws on faculty and course offerings from all the schools of the university. The MA in Counseling Psychology (MA/CP) is offered at the Florida Regional Center. Concentrations in Mental Health Counseling and in Guidance and Counseling are available. (At the Deerfield Campus, the MA in Mental Health Counseling program is offered through Trinity Evangelical Divinity School.) The MBA degree is also offered at the Florida Regional Center. The MA in Leadership (MA/L) equips students from various fields of study to creatively and knowledgeably lead others in a Christ-honoring way. The MA/L is offered in traditional and summer modular formats. The MA in Bioethics (MA/BIO) is a third program offered by TGS at the Deerfield Campus. This degree is designed in distance education and modular formats to accommodate professionals unable to relocate to Deerfield. Also offered on the Deerfield Campus is the Master of Arts in Teaching (MA/T). The MA/T leads to either elementary or secondary education certification and is designed for individuals with a bachelor's degree who wish to enter the teaching field. The program is offered one night a week s in a cohort-based format to accommodate working adults. In addition, in conjunction with Trinity College, dual degrees (Bachelor of Arts/Master of Arts) are offered in Bioethics, Leadership, and Teaching.

Trinity Evangelical Divinity School (TEDS)

Dean: Tite Tiénou, PhD

Trinity Evangelical Divinity School enrolls nearly 1,600 students. The Deerfield campus is home to about 1,300 of those students, including 400 doctoral students, with nearly 300 additional students enrolled in seven extension site campuses throughout the Midwest and south Florida. An additional 250 students are enrolled in online distance education courses. At the heart of the divinity school lies the Master of Divinity degree, preparing pastors, teachers, and missionaries for Christian service. TEDS also offers the academic Master of Arts degree with concentrations in Christian studies, archaeology, , church history, educational ministries intercultural studies, New Testament, Old Testament and Semitic languages, philosophy of religion systematic theology, as well as the professional Master of Arts degree with concentrations in counseling ministries, mental health counseling (licensure program), ministry, and urban ministry. TEDS offers the Master of Theology degree program, the Doctor of Ministry, and the PhD with concentrations in educational, intercultural, or theological studies. Particularly unique options include the availability of the full Master of Arts (Christian Studies) degree at seven extension sites, an accelerated Bachelor of Arts/Master of Arts (Intercultural Studies) degree with Trinity College, a 75-hour Advanced Placement MDiv degree for those with an undergraduate ministry degree, and a new MDiv with pre-seminary honors degree program.

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

The Trinity Law School, at the California Regional Center of Trinity International University, is strategically located in Santa Ana, the heart of Southern California. The full- and part-time faculty of the law school reflects Trinity's commitment to faithfulness to the gospel while engaging culture with the gospel's profound and far-reaching implications. Trinity Law School offers the Juris Doctor degree. This 85-unit degree can be taken as a three-year full-time program or as a four-year part-time program offering students flexible course schedules, affordable tuition, and most important, the unique opportunity to study law from a Christian perspective. Graduates may sit for the Bar examination of the State Bar of California.

The Locations

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

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

University Sites
Trinity International University
Deerfield Campus
2065 Half Day Road
Deerfield, IL 60015
Toll-free phone: 800.586.3435
Phone: 847.317.8000
Fax: 847.317-8097
Website: www.tiu.edu

The Deerfield Campus of Trinity International University is a beautiful wooded campus of 111 acres located six miles west of Lake Michigan, twenty-five miles north of downtown Chicago, and seventeen miles north of O'Hare International Airport. Though in a suburban location, we are close enough to Chicago to have easy access to the numerous educational, ministry, cultural, and sporting opportunities of the city.

Deerfield Campus Facilities
The **R. A. Aldeen Building**, on the north side of campus, contains classrooms, the Clothes Horse, the fitness center, the Department of Human Performance and Wellness faculty offices, and assessment lab.

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

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

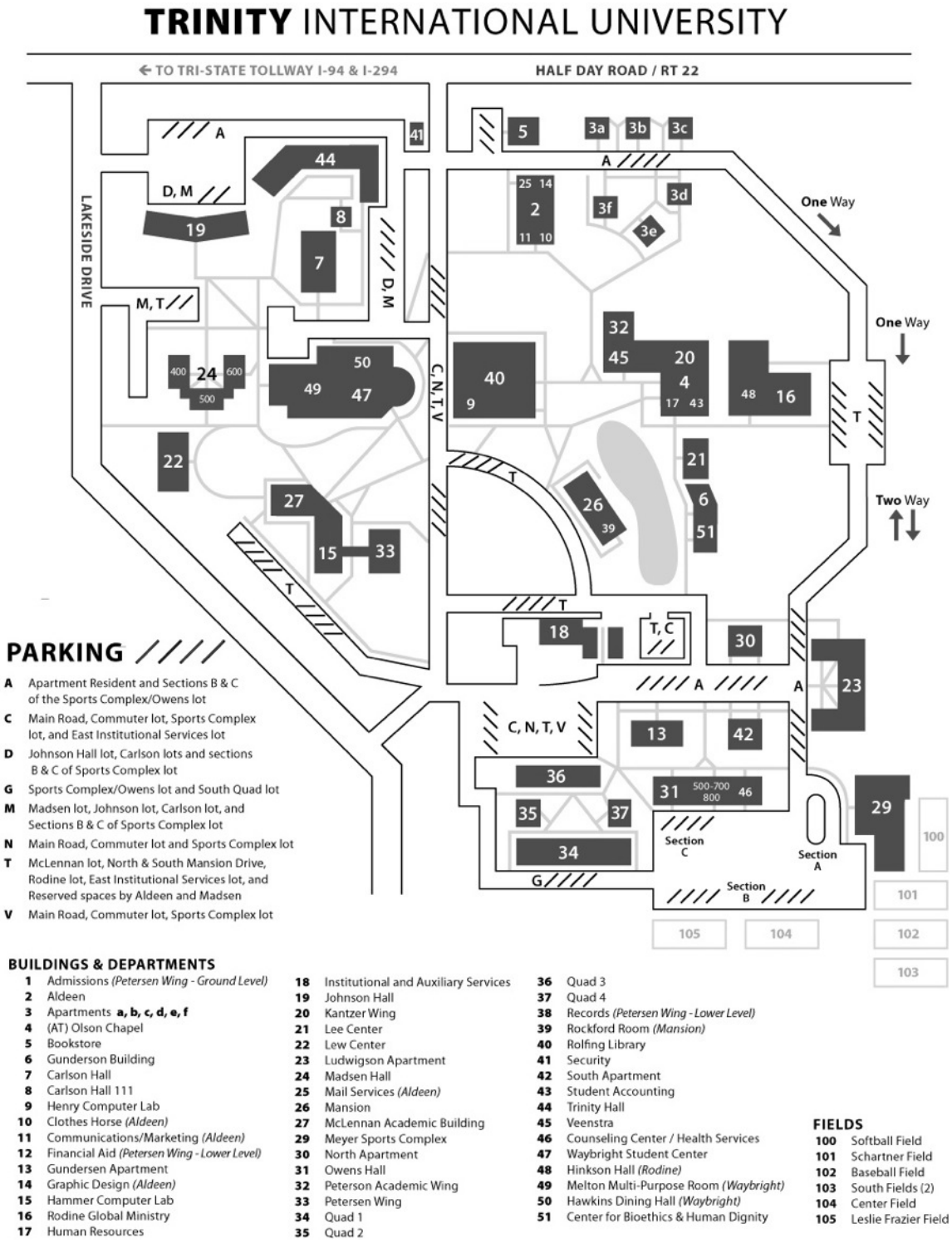
The **Facility Services Building**, on the east side of campus, contains Facility Services (Maintenance, Grounds, Custodial, Motor Pool, Metra Shuttle Service, Locks & Keys, University Apartments & Graduate Housing Office, and Campus Safety & Security Services).

Johnson Hall, on the north side of campus, is a women's dormitory that also houses the Footnotes tutoring center.

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

The **James N. Lew Building**, on the west side of campus, contains Information Technology, Communications and Marketing and the Graphic Design department, as well as the Department of Business.

The W. S. McLennan Academic Building, also located on the west side of campus, houses college faculty offices and classrooms. It also contains the office of the Dean of the College and Graduate School, the office of the Associate Dean for the College and Graduate School, the Graduate School office, and science labs. The **Petersen Wing** of McLennan houses the offices of Enrollment Management, Undergraduate & Graduate Admissions, University Records, and Financial Aid.



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

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

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

The **Arnold T. Olson Chapel** was built by the EFCA in appreciation of Dr. Arnold T. Olson, who served as EFCA president for twenty-five years. The 500-seat chapel auditorium houses a two-manual, twenty-five rank Casavant pipe organ and serves as a worship center, lecture hall, concert hall, and conference facility. In addition to the

auditorium, the chapel building holds classrooms, administrative offices (including the human resources and business offices), and a student lounge.

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

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

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

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

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

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

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

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

The Gregory L. Waybright Center houses offices for Graduate and Undergraduate Student Affairs, including the Dean of Students, the Chaplain's office, Career Services, Multicultural Development, The Office of Christian Formation and Mission, and Leadership Development. Also housed in this building are the Hawkins Dining Hall, the White Horse Inn, student mailboxes, and amenities, such as ping-pong, air hockey, pool tables, television sets, and a "commuter corner" with lockers and kitchen facilities. ID cards can be obtained in the Student Affairs Office Monday-Friday from 9:00 a.m. to 4:30 p.m.

Trinity International University
South Chicago Regional Center
14200 S. Dante Ave.
Dolton, IL 60419
Phone: 708.201.2900
Fax: 708.2010.7980
Email: southchicago.trinet@tiu.edu
Website: http://www.tiu.edu/southchicago

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

Trinity International University
Florida Regional Center
8190 West State Road 84
Davie, Florida 33324

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

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

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

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

Trinity International University Mission Statement

Trinity International University educates[1] men and women for faithful participation in God's redemptive work in the world[2] by cultivating academic excellence,[3] Christian fidelity,[4] and lifelong learning.[5]

[1] Trinity offers nonformal opportunities to the public for continuing education, as well as formal degree programs.

[2] Believers are called to be God's co-laborers in God's ongoing work in our broken world (1 Cor. 3:5-9), as we anticipate the return of the Lord. Wherever or however we serve, we are to be agents of restoration and transformation for the glory of God and the good of the world.

[3] We seek to instill in our students the habit of doing academic work with excellence for the glory of God and the good of society.

[4] A goal of our education is continuing faithfulness to Christ and his Gospel, to biblical authority, and to Christian doctrine as a guide to ethical living.

[5] Habits of learning must be sustained throughout life for individual growth and for effective service in a changing world. These habits of learning characterize the TIU community of learners—faculty, staff, students, and graduates.

Trinity International University Statement of Faith

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

EFCA Statement of Faith, Adopted by the Conference on June 26, 2008
The Evangelical Free Church of America is an association of autonomous churches united around these theological convictions:

1. We believe in one God, Creator of all things, holy, infinitely perfect, and eternally existing in a loving unity of three equally divine Persons: the Father, the Son and the Holy Spirit. Having limitless knowledge and sovereign power, God has graciously purposed from eternity to redeem a people for Himself and to make all things new for His own glory.
2. We believe that God has spoken in the Scriptures, both Old and New Testaments, through the words of human authors. As the verbally inspired Word of God, the Bible is without error in the original writings, the complete revelation of His will for salvation, and the ultimate authority by which every realm of human knowledge and endeavor should be judged. Therefore, it is to be believed in all that it teaches, obeyed in all that it requires, and trusted in all that it promises.

3. We believe that God created Adam and Eve in His image, but they sinned when tempted by Satan. In union with Adam, human beings are sinners by nature and by choice, alienated from God, and under His wrath. Only through God's saving work in Jesus Christ can we be rescued, reconciled and renewed.
4. We believe that Jesus Christ is God incarnate, fully God and fully man, one Person in two natures. Jesus—Israel's promised Messiah—was conceived through the Holy Spirit and born of the virgin Mary. He lived a sinless life, was crucified under Pontius Pilate, arose bodily from the dead, ascended into heaven and sits at the right hand of God the Father as our High Priest and Advocate.
5. We believe that Jesus Christ, as our representative and substitute, shed His blood on the cross as the perfect, all-sufficient sacrifice for our sins. His atoning death and victorious resurrection constitute the only ground for salvation.
6. We believe that the Holy Spirit, in all that He does, glorifies the Lord Jesus Christ. He convicts the world of its guilt. He regenerates sinners, and in Him they are baptized into union with Christ and adopted as heirs in the family of God. He also indwells, illuminates, guides, equips and empowers believers for Christ-like living and service.
7. We believe that the true church comprises all who have been justified by God's grace through faith alone in Christ alone. They are united by the Holy Spirit in the body of Christ, of which He is the Head. The true church is manifest in local churches, whose membership should be composed only of believers. The Lord Jesus mandated two ordinances, baptism and the Lord's Supper, which visibly and tangibly express the gospel. Though they are not the means of salvation, when celebrated by the church in genuine faith, these ordinances confirm and nourish the believer.
8. We believe that God's justifying grace must not be separated from His sanctifying power and purpose. God commands us to love Him supremely and others sacrificially, and to live out our faith with care for one another, compassion toward the poor and justice for the oppressed. With God's Word, the Spirit's power, and fervent prayer in Christ's name, we are to combat the spiritual forces of evil. In obedience to Christ's commission, we are to make disciples among all people, always bearing witness to the gospel in word and deed.
9. We believe in the personal, bodily and premillennial return of our Lord Jesus Christ. The coming of Christ, at a time known only to God, demands constant expectancy and, as our blessed hope, motivates the believer to godly living, sacrificial service and energetic mission.
10. We believe that God commands everyone everywhere to believe the gospel by turning to Him in repentance and receiving the Lord Jesus Christ. We believe that God will raise the dead bodily and judge the world, assigning the unbeliever to condemnation and eternal conscious punishment and the believer to eternal blessedness and joy with the Lord in the new heaven and the new earth, to the praise of His glorious grace. Amen.

Trinity International University Core Values

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

1. **Christ centeredness**. We are here to model and to engender Christ centeredness in all that we do. The lordship of Christ should affect and be evident in every aspect of education, relationship, and endeavor at Trinity.
2. **Comprehensive education.** We are here to educate for the whole of life, beginning with the mind and including a comprehensive discipleship that results in a comprehensive witness. We seek to nurture students to become spiritually mature and biblically informed persons who make well-reasoned and wise intellectual and moral judgments, thereby equipping and motivating them to tackle real-world problems.
3. **Community**. We seek to be a learning community that operates by the ethics and values of the Kingdom of God. The makeup of the community should be a reflection of the breadth and diversity of the family of God. The way we treat people should be consistent with the morals, justice, compassion, humility, and love of our Lord. Interaction with students should both reflect an attitude of service to them as individuals and take advantage of opportunities for mentoring and modeling and personal development.
4. **Church connectedness**. We value service to the Church because we believe that the Church is God's central vehicle to accomplish his work in the world. Our vision for serving the Church is a global vision, just as God's vision for his Church is global. A particular value affecting Trinity's work is to identify and meet the educational needs of the EFCA.

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

About Trinity Graduate School

Trinity Graduate School Mission Statement

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 Bioethics (MA/BE)
Master of Arts in Leadership
Master of Arts in Teaching (MA/T)
Master of Education in Diverse Learning

These degrees have many courses available in web seminar, short-term, modular, summer, 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, with classes one night a week and some Saturdays.

Florida Regional Center

Master of Arts in Counseling Psychology (MA/CP)
(with concentrations in Mental Health Counseling and Guidance and Counseling)
Master of Business Administration

Affiliated Programs

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

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 July. Recent conferences have included the following topics:

  2012: Reclaiming Dignity: A Culture of Commodification
  2011: The Scandal of Bioethics: Reclaiming Christian Influence in Technology, Science and Medicine
  2010: Beyond Therapy: Exploring Enhancement and Human Futures
  2009: Global Bioethics
  2007: Bioethics Nexus: The Future of Health Care, Science, and Humanity

- **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

Office of Extension and Affiliated Education

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

Community Life

All-University Convocation

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

Chapel

Worship is at the center of the Christian life and at the center of the Trinity community. TEDS/TGS students, faculty, and staff join together for corporate worship every Tuesday and Thursday (11:00–11:45 a.m.) in the A. T. Olson Chapel. Under the supervision of the Chaplain, a team of pastorally motivated student leaders plans diverse expressions of praise designed above all to give glory to God. The Holy Scripture is central to all of our worship as gifted faculty members, students, and leaders from around the world help us to engage faithfully with God 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 semiweekly corporate worship gatherings an integral part of their graduate education.

Formation Groups

Students have the opportunity to meet weekly in a small group led by a faculty member, generally meeting 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

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. Faculty and administrators meet together regularly 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 afternoons, small groups continue in prayer, fellowship, and other activities.

Dean of Students and Graduate Student Affairs

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

Standards of Conduct

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

Practices that are specifically forbidden in Scripture, such as dishonesty, theft, premarital sex, abortion, adultery, homosexual behavior, use of pornography, 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, and hallucinogenic and illegal drugs.

Gambling and the possession or use of intoxicants (e.g. alcoholic beverages) or tobacco products are practices that are questionable and are not allowed on campus.

Trinity values a community environment that is free from all forms of discrimination and harassment. Therefore, discrimination and harassment of any type toward any individual (including domestic relationships) will not be tolerated by the institution. This includes any form of verbal, physical, written (including electronic transmissions) abuse, threats, or stalking. This also may include a persistent pattern of behavior directed at another that distresses, frightens, or is in some manner inappropriate or threatening. Examples of this include but are not limited to hate speech, abuse because of one's race, gender (sexual harassment, including unwanted advances), nationality, or disability. In the event of threats or the potential of stalking, TEDS/TGS 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 Graduate Student Affairs Department. Those found in violation will be subjected to disciplinary action.

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

Office Services

Deacon's Fund

The Deacon's Fund is based on the New Testament pattern of a Christian community caring for the temporal needs of fellow believers. Donations are received and disbursed to meet the special, unforeseen needs of TGS students and their immediate families. The Senior Vice President of Student Affairs seeks to identify those who qualify for this ministry.

Graduate Student Government Association (GSGA) Liaison

The Dean of Students serves as GSGA Liaison. For more information about GSGA, please see "Graduate Student Government Association (GSGA)" below.

Health Services

Health Services are available to all Trinity students, spouses, and dependents for triage/treatment of minor illness and injuries, referrals to off-campus health care facilities, health education, and maintenance of immunization records. There is a minimal cost for required immunizations, but all walk-in office visits with a registered nurse are free. Our campus physician comes for a few hours every week to see students by appointment. Health insurance is handled by the Human Resources Office (847.317.7138).

Immunization Records and Compliance

The State of Illinois requires incoming students to submit documentation with exact dates of the following injections: Measles (two); Mumps (one); Rubella (one); and Tetanus/Diphtheria (one injection within the last ten years). For students not attending U.S. grades 9-12, three Tetanus/Diphtheria injections are required, the third one being within the last ten years. A PPD tuberculosis skin test is also required. If written documentation is not available, all injections must be repeated. Accepted students will receive further information and a proper form to be completed as part of the admissions process. Immunization forms can be downloaded at MyTIU > Student Affairs > Health Services. **Do not** send immunization documentation before receiving the official form. Students who are taking less than 6 hours of credit per semester 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 at the end of your first noncompliant semester.

International Student and Scholar Office

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

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

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

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

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

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

Kids on Kampus

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

New Student Orientation (NSO)

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 such that Trinity's Core Values will impact their education and life through events designed to both *communicate* and *embody* our core values. 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.

Publications

The Graduate Scrawl is a biweekly publication designed to keep students informed about campus events, academic activities, and announcements. It also functions as a sounding board for community thoughts, opinions and reflections. Students, faculty, and staff are encouraged to contribute.

The **Student Directory** is a pictorial publication containing information about TEDS/TGS students, faculty, and administrators. It can be accessed online by enrolled students at MyTIU > Directory > Student Directories.

The **Graduate Student Guide** communicates Trinity's Standards of Conduct, as well as important policies and procedures affecting students. The *Graduate Student Guide* also provides a wealth of practical information to aid students in making the transition to graduate education. All Trinity Evangelical Divinity School students and Trinity Graduate School students are responsible to know and adhere to all information contained in the *Graduate Student Guide***.** The *Graduate Student Guide* is available online at MyTIU > Handbooks.

Residence Life

TEDS/TGS Residence Life facilitates a community learning environment that fosters the wellness of the whole person. TEDS/TGS Residence Hall housing, in the Owens and Quadrangle buildings and Johnson Living-Learning floors, provides both affordable housing and an opportunity for community building among single 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. Student group representatives work with the Graduate Student Affairs Office to reserve a room. Please contact Graduate Student Affairs at 847.317.4062 to obtain a room reservation form.

Services to Students with Disabilities

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Trinity International University to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The university's ADA coordinator assists students with disabilities in obtaining auxiliary aids and services.

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

Special Events

Graduate Student Affairs promotes African American Festival Week, Global Christian Week, and other events. For more information about each of these events, please see the “Special Events and Opportunities” section below.

Trinity Student Leadership (TSL)/ Graduate Student Government Association (GSGA)

Student groups on campus are organized to address the various needs, interests, and concerns of members of the Trinity community. These organizations provide service and fellowship opportunities to students and are an important part of the life of the school. Official on-campus groups may promote their activities and meetings in the *Graduate Scrawl* and at Today@Trinity.

The Aldersgate Society

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

Blacks and Latinos at Trinity (BLT)

Blacks and Latinos at Trinity (BLT) seeks to establish solidarity among Blacks and Latinos. The group seeks to partner with faculty, students, and administration for a long-term legacy of institutional change at Trinity that makes the campus more inviting to Blacks and Latinos. They gather for support and fellowship, to develop a unifying voice to the campus, and to work with student groups, administration, and faculty for practical change in the University.

FaithAlive

FaithAlive seeks to be a community that explores and embraces the interrelated aims of loving our God and loving our neighbor in society. They do this by raising awareness of local and global needs for justice and mercy through thoughtful examination of Scripture and society, and by taking action to address those needs.

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.

Graduate Student Government Association (GSGA)

GSGA operates in conjunction with Graduate Student Affairs to represent student opinions to the faculty and administrators, as well as provide services and activities for the student body. Students are welcomed 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.

VP of Academic Life provides leadership for the GSGA’s efforts to advocate for and meet the needs of students in the area of academic life.

VP of Student Life provides leadership for the GSGA’s efforts to advocate for and meet the needs of students in the area of community and spiritual formation.

VP of Administration provides leadership, support, and oversight in all administrative aspects of the GSGA.

International Mission Fellowship (IMF)

IMF functions to educate the Trinity community as to the nature, extent, and opportunities of home and foreign missionary service. It is open to all Trinity students who are interested in the cause of world evangelization. IMF seeks to stimulate awareness of and involvement in the cross-cultural communication of the gospel, resulting in the Great Commission becoming a reality for every believer.

International Sisters Helping to Adjust (ISHA)

International Sisters Helping to Adjust exists to support, encourage, and help women to grow in godliness. ISHA seeks to provide contexts for the growth of women’s understanding of how God is at work around the world through

Bible Study, personal testimonies, sharing, and country information reports. ISHA also provides opportunities for fellowship, friendship, learning, involvement, and service.

Trinity Artists Guild (TAG)
Trinity Artists Guild facilitates the involvement of students, staff, and faculty of Trinity Evangelical Divinity School and Trinity Graduate School in the arts. Trinity College students are welcome, but the events are focused on encouraging artistic involvement within the graduate schools.

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

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

Youth Ministry Connection (YMC)
The Trinity Youth Ministry Connection exists to connect TEDS/TGS students involved in youth ministry to each other with relationships and resources to help develop their present and future youth ministries. In regular lunch forums, opportunities are provided for students to meet and discuss the more pragmatic or puzzling issues of youth ministry not covered in class. Connections are made regarding information on local events and on materials found relevant to youth ministry.

University Services

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

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

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

Campus Safety & Security Services

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

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

All vehicles operated on campus must check in with security or have a current parking permit. Passes and permits may be obtained at the Guard House located by the Route 22 entrance. If an officer is not present, please use the yellow courtesy phone to alert us to your arrival.

Your safety and security is our highest priority. Please direct any questions or concerns to Safety and Security Services at 847-317-6400.

Counseling Center

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

Staffed by professionally trained practitioners, the Trinity Counseling Center provides affordable, confidential services for students, their spouses, staff, and the community. Individual and group counseling services are available. Assessment services are available for personal, premarital, educational, and career direction. The Center is an approved site for the administration of the Miller Analogies Test (MAT). The Counseling Center is located in the lower level of Owens Hall 800, next to the Sports Complex. For more information, please call our office at 847.317.4067 or e-mail us at counsctr@tiu.edu.

Dining Services

Students at Trinity Graduate School 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 the White Horse Inn. Block meal plans cannot be shared or used by another student.

Meal Plan	Meals per Semester	Munch Money	Plan Information
Hawkins All Access	unlimited	$0	• Plan provides students the freedom of not having to track their meal usage • Provides the student with access to Hawkins Hall from 7:00 AM - 7:00 PM • Recommended for athletes who need more frequent meals between work outs or practices • Recommended for on campus students who do not have the ability to travel off campus for meals • One sack lunch is available each day for schedule
Block 240	240	$100	• All undergraduate students are eligible. • Approximately 15 meals per week.
Block 210	210	$50	• All undergraduate students are eligible. • Approximately 13 meals per week.
Block 140	140	$50	• All undergraduate students are eligible. • Approximately 9 meals per week.
Block 100	100	Not included	• Clinical practitioners during either fall or spring semester are eligible. • Students who purchase a Block 240, 210, or 140 plan in the fall are eligible for a Block 100 in the spring • Approximately 6 meals per week.
10 Meal	10	Not included	• All undergraduate students who are commuting or living in TC Senior Perks housing are eligible.

- All apartment residents are eligible.

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

Points

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

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

Facility Services

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

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

Mail Services

The Mail Services Department offers the same services as a post office (with the exception of passports and money orders). In addition Mail Services offers discounted FedEx shipping rates. Packages may be shipped via USPS or FedEx to both domestic and international locations. A mailbox is provided free of charge to all students, both residential and commuters, and is retained until the student permanently closes his or her mailbox through the Mail Services department. Students should inform Mail Services of the names of all individuals (self, spouse, children) who will be receiving mail in their box. Mailbox assignments are normally made at registration. Students should check their mailbox a few times a month or risk the box being closed. If a student does not attend registration or fails to receive a mailbox assignment there, a mailbox can be obtained at the Mail Services Office located in the Waybright Center. Any student requesting a mailbox assignment prior to registration should contact Mail Services at 847.317.8170 or mailservices@tiu.edu.

On-campus Housing

Trinity is able to provide convenient on-campus housing for some of our full-time students. More than one hundred rooms are reserved in the residence halls for graduate-level students. In addition, we have approximately 120 apartments, which range in size from studio through three-bedroom. Typically 40-50 apartments become available for new students each year, but because of the high volume of students seeking housing, we are not able to accommodate all requests. For more information, please visit our website at www.tiu.edu/divinity/housing. If you have any questions about housing, please e-mail housing@tiu.edu or call x7135 (847.317.7135).

Student Employment

The Trinity Career Service's office assists students in securing employment while at the university. Off-campus full- and part-time employment opportunities, as well as on-campus Work-Study jobs, are listed online at www.tiu.edu/college/careerservices/student-alumni-employment. Students looking for on-campus non-Work-Study positions should visit the various departments offering these positions, including the library, bookstore, Institutional and Auxiliary Services, and Hawkins Dining Hall.

Special Events and Opportunities

Cultural Festival Weeks

In conjunction with the Multicultural Development Office, the Dean of Students and Student Affairs Department sponsor the African American, **Asian and Hispanic Weeks** during the academic year. The events of these weeks are designed to focus on ethnic diversity and understanding. .

Bioethics Colloquium Series

Trinity Graduate School 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 sessions, as well as refreshments following, are open to the entire university and surrounding community free of charge. Dates and other details are available from the Trinity Graduate School Office.

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. Bryan Chapell, Rev. Alistair Begg, Dr. Steven D. Mathewson, Dr. Ravi Zacharias, and Dr. Kent Hughes.

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.

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.

Personnel

President's Executive Council

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

Craig Williford (PhD '95)
President

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

David Hoag, PhD
Senior Vice President for University Advancement

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

Roger L. Kieffer, MS
Senior Vice President for Enrollment

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

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

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

Board of Regents of Trinity International University

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

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

Judy Bradish
Arlington Heights, Illinois
Homemaker

Larry Collett
St. Louis, Missouri
Chairman of the Board, Cass Bank
CEO, Cass Bank (retired)

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

Ron Dunn (BA '84)
Woodstock, Georgia
President, CEO, and Owner, Alliance Flooring, Inc.

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

James Gilbert (BA '71)
Gettysburg, Pennsylvania
President, PHIREtech LLC

Maureen Girkins
Douglas, Michigan
President and CEO, Zondervan

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

Bill Jones (MA '84, DMin '01)
Ballwin, Missouri
Senior Pastor, First Evangelical Free Church

Charlene Kalebic
Lake Forest, Illinois
Attorney, Schiff Hardin LLP

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

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

Paul Mang
Chicago, Illinois
Principal, McKinsey & Company

James Matson
Wheaton, Illinois
President/COO, Performance Trust Capital Partners

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

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

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

Bill Olthoff
Bourbannais, Illinois
Owner and Operator, Olthoff Farms

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

Edmond Soliday
Valparaiso, Indiana
Indiana State Representative

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

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

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

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

G. Craig Williford (PhD ’95)
Deerfield, Illinois
President, Trinity International University

Trinity Graduate School Academic Administration

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

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

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

Karen Wrobbel, EdD
Associate Dean, College and Graduate School

Don Hedges, PhD
Associate Dean, College and Graduate School

John Kilner, PhD
Director of Bioethics Programs

Laurie R. Matthias, EdD
Director of Graduate Programs in Education

Elizabeth Y. Skjoldal, PhD
Director of Counseling Psychology Program (Florida Regional Center)

The Faculty of Trinity Graduate School

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

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

Antony Beckham, PhD
Assistant Professor of Business

BA, Morehouse College
MBA, Azusa Pacific University
MA, Vanguard University
PhD, Biola University
2011

Prior to coming to Trinity, Dr. Beckham has served as a professor, pastor and organizational consultant. His passion to empower underserved people groups has afforded him opportunities to serve in America, Asia, Guam and Africa. Dr. Beckham is driven by a desire to see people and organizations experience the transformative power of God's grace.

Chris Firestone, PhD
Associate Professor of Philosophy

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

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

Stephen P. Greggo, PsyD
Associate Professor of Counseling

BA, State University of New York College at Oneonta
MA, Denver Seminary
PsyD, State University of New York College at Albany
1996

Dr. Greggo is a licensed psychologist in New York and Illinois. He is the director of Professional Practice for Christian Counseling Associates in Albany, New York. In this capacity he provides consultation services year round and sees select clients in the summer months. Dr. Greggo has served as interim director of the Trinity Counseling Center. Over the years, he has engaged families and adolescents as a school psychologist and church youth pastor. He joined the TEDS faculty in January 1996. Dr. Greggo has engaged in cross-cultural teaching ministry in the Philippines and Brazil. He has provided consultation support to a seminary in the Czeck Republic. He serves on both the Midwest and National boards of the Christian Association for Psychological Studies (CAPS). Within the Evangelical Theological Society (ETS), Dr. Greggo helped form the *Counseling, Psychology and Pastoral Care* section that he now chairs. For the American Association of Christian Counseling (AACC), 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.

*Don Hedges, PhD

Associate Dean, College and Graduate School
Professor of Music

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

1999

Dr. Don Hedges chairs the music department, and teaches music theory and aural skills, directs musical theater, and supervises church music interns. He is also the Director of the Division of Humanities. After completing a bachelor's degree in music composition (Faith Baptist Bible College) and an MM and PhD in music theory (Indiana University), Dr. Hedges served for five years as Associate Pastor for Music and Worship at Richview Baptist Church in Toronto. Before coming to Trinity, he taught music at North American Baptist College (now Taylor University College) and Christian worship at Edmonton Baptist Seminary (Edmonton, Alberta).

*Jeanette L. Hsieh, EdD

Senior Vice President for Academic Affairs
Dean, College and Graduate School
Professor of Education

BA, Westmont College
MA, Wheaton College
EdD, Northern Illinois University
1997

Dr. Hsieh was an elementary and middle school teacher in Deerfield and Elgin, Illinois. In 1973 she joined the faculty at Judson College, where she taught and served as director of Teacher Education. In 1997 Dr. Hsieh came to Trinity and served as the dean of the College and Graduate School before her appointment in 2004 as executive vice president/provost. She served briefly as interim president. Prior to coming to Trinity, Dr. Hsieh served as chair of the Education Department at Wheaton College, and as president of two state organizations: the Illinois Association of Colleges for Teacher Education and the Illinois Association for Teacher Education in Private Colleges. She serves of the Board of Trustees at Wheaton College and on the board of David C. Cook Ministry. Her scholarship interests focus on nurturing Christians to teach in a pluralistic society.

John F. Kilner, PhD

Director of Bioethics Programs
Franklin and Dorothy Forman Chair of Christian Ethics and Theology, TEDS
Professor of Bioethics and Contemporary Culture

BA, Yale University
MDiv, Gordon-Conwell Theological Seminary
AM, PhD, Harvard University
1994

Dr. Kilner served for more than eleven years as president of The Center for Bioethics and Human Dignity on the Trinity campus, where he continues as senior fellow. 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. He is currently co-chair of the bioethics section of the Evangelical Theological Society. Dr. Kilner has authored and edited 20 books published by 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, and Allocating Vital Resources*; and the newly-released Why the Church Needs Bioethics: A Guide to Wise Engagement with Life's Challenges. 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. In June 2006 he received the Educator of the Year Award from the National Christian Medical & Dental Associations.

Wendy L. Martin, PhD
Professor of Business

BS, University of Colorado
MBA, University of Michigan
PhD, University of Illinois at Chicago
2006

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.

Laurie R. Matthias, EdD
Director of Graduate Programs in Education
Assistant Professor of Education

BS, Bob Jones University
MEd, EdD, Regent University
2007

Dr. Laurie Matthias, assistant professor of education, enjoys drawing upon her twenty-plus years in middle and high school English classrooms to prepare Trinity's teacher candidates in both the traditional and graduate programs. Her areas of interest in teaching include the philosophical foundations for educational choices, classroom management, differentiation, and qualitative research. In addition to those topics, she also enjoys exploring the integration of faith and learning and global partnerships in Christian higher education. Outside the Division of Education, Dr. Matthias serves the Trinity community on the Committee for Comprehensive Education and the Admissions Committee. Additionally, one of her favorite activities on campus is leading a Life Together Group with the ladies in Johnson 3C.

William J. Moulder, PhD
Professor of Biblical Studies

BA, Columbia Bible College
MDiv, Trinity Evangelical Divinity School
PhD, St. Andrews University
1975

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

Kimberly Barnett Oram, PsyD
Assistant Professor of Counseling Psychology

BA, Virginia Polytechnic Institute and State University
MA, Nova Southeastern University
PsyD, Nova Southeastern University
2005

Dr. Kimberly Barnett Oram began teaching for the MA in Counseling Psychology program at Trinity International University, Florida Regional Center in the fall semester of 2005. Prior to accepting the position with TIU, Dr. Oram worked as a psychologist for outpatient psychotherapy practices in Tennessee, Virginia, and the University of South Florida. Dr. Oram coauthored chapters in the 2009 edition of *Essential Psychopathology* and a chapter on Child and Adolescent Therapy. She has an active private clinical practice with specific interest in the treatment areas of health/wellness, addiction, trauma, and marital counseling. She is a member of the American Psychological Association, the American Association of Christian Counselors (AACC), and the Christian Community Development Association (CCDA). She co-presented on a wellness related topic at the CCDA's 2008 conference and is the faculty advisor for TIUFRC's student chapter of the AACC.

Miriam Stark Parent, PhD
Associate Professor of Counseling
Joint appointment at Trinity Evangelical Divinity School

BA, The King's College
MA, Liberty University
MA, Biola University
PhD, Rosemead Graduate School
1993

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*.

Sylvie T. Raquel, PhD
Assistant Professor of Biblical and Religious Studies

BA, East Texas Baptist University
MDiv, PhD, New Orleans Baptist Theological Seminary
2004

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

Joyce A. Shelton, PhD
University Assessment Officer
Professor of Biology

BS New Mexico State University
PhD, University of New Mexico School of Medicine
1988

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

Elizabeth Y. Skjoldal, PhD
Director of the Master of Arts in Counseling Psychology Program
Associate Professor of Counseling Psychology

BS, Florida Southern College
MS, PhD, University of Miami
1994

Dr. Skjoldal started at the Trinity International University Florida Regional Center in 1994. Prior to assuming her position at the Florida Regional Center, Dr. Skjoldal served as supervising psychologist at the University of Miami Medical Pain and Rehabilitation Center and at the Department of Behavioral Medical Scripps Memorial Hospital in La Jolla, California. She has lectured at a number of professional societies, including The Southern Pain Society and The American Pain Society. 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 underserved populations. She is a member of the American Association of Christian Counselors and the American Counseling Association. In addition to directing and teaching the master's programs of Trinity Graduate School in Florida, Dr. Skjoldal continues to provide supervision to Registered Mental health Interns in private practice (in both English and Spanish) as the clinical director of Christ Fellowship Counseling Center in Miami. She also consults and does psychological and educational assessments in a Miami elementary and middle school.

May Vang, PhD
Assistant Professor of Education

BS, University of Wisconsin-Milwaukee
MA, Cardinal Stritch University
PhD, University of Wisconsin-Milwaukee
2012

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

Paul A. Worfel, PhD
Associate Professor of Education

BME, Central Michigan University
MM, Eastman School of Music
MA, Western Michigan University
PhD, Indiana University
2011

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

Peter Wright, EdD
Assistant Professor of Education

BA, Trinity College
MSEd, Northern Illinois University
MSEd, National College of Education
EdD, National-Louis University
2007

Dr. Wright, a graduate of Trinity College, has worked for thirty-two years in Illinois public schools as an elementary classroom teacher, school psychologist (K-12), special education coordinator, and IEP database supervisor. Dr. Wright is a member of the National Association of School Psychologists, the Illinois School Psychologists Association (ISPA), and the Learning & the Brain Society. He is the Region 7 Director for ISPA. His interests include working within educational systems to encourage positive change for all students, helping to understand and to teach exceptional students, brain-based learning, and the application of educational psychology to increase learning for all students.

Karen Wrobbel, EdD
Associate Dean, College and Graduate School
Associate Professor of Education

BA, Biola University
MA, Wheaton Graduate School
EdD, University of Minnesota
2003

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

Affiliate Faculty

Paige Cunningham
Affiliate Professor of Law and Bioethics
Executive Director of The Center for Bioethics & Human Dignity

BA, Taylor University
MA, Trinity Graduate School
JD, Northwestern University School of Law

Michael Sleasman
Affiliate Professor of Bioethics

BA, Malone College
MDiv, PhD, Trinity Evangelical Divinity School

Endowed Faculty Chairs

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

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

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

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

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

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

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

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

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

Adjunct Faculty

Richard L. Barr
Adjunct Instructor of Counseling Psychology
BS, Pennsylvania State University
MA, Colorado Christian University
MEd, University of Pittsburgh

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

Sonya Boyne, MA
Adjunct Instructor of Counseling Psychology
BS, Barry University
MACP, Trinity International University

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

William P. Cheshire
Adjunct Professor of Bioethics
AB, Princeton University
MA, Trinity International University
MD, West Virginia University

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

Claretta Dupree
Adjunct Professor of Nursing Ethics
RN, University of Tennessee
MSN, University of Texas
PhD, University of Wisconsin

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 Bioethics, 2006
JD, Valparaiso University School of Law

Donna J. Harrison, MD
Adjunct Professor of Bioethics
BA, Michigan State University
BS, Biochemistry, Michigan State University
MD, University of Michigan

Dennis P. Hollinger
Adjunct Professor of Bioethics
BA, Elizabethtown College
MDiv, Trinity Evangelical Divinity School
MPhil, PhD, Drew University

Christopher Hook
Adjunct Professor of Bioethics
Joint Appointment at Trinity Evangelical Divinity School and Trinity Graduate School
BA, Greenville College
MD, University of Illinois

Kate Johnson
Adjunct Instructor of Counseling Psychology
BA, MACP, Trinity International University

Nancy Jones
Adjunct Professor of Bioethics
BS, Virginia Polytechnical Institute and State Univ.
MA, Trinity International University
PhD, WFUSM

Alicia LaHoz
Adjunct Professor of Counseling Psychology
BA, Trinity College
MA, Trinity International University
PsyD, Wheaton College

Christine Bieber Lake
Adjunct Professor of Bioethics
BA, Princeton University
MA, PhD Emory University

Steven Lake
Adjunct Professor of Education
BA, MA, EdD, Northern Illinois University

Melissa Lowrance
Adjunct Instructor of Education
BS, Greenville College
MEd, National-Louis University

Hans Madueme
Adjunct Professor of Bioethics
MD, Howard University College of Medicine
MDiv, PhD (cand.), Trinity Evangelical Divinity School

Susan Matheson
Adjunct Professor of Education
BA, Trinity College
MA, Saint Xavier University

Annie Mecias-Murphy
Adjunct Professor of Counseling Psychology
BA, Liberty University
MS, PhD, Barry University

C. Ben Mitchell
Adjunct Professor of Bioethics
BS, Mississippi State University
MDiv, Southwestern Baptist Theological Seminary
PhD, University of Tennessee

Ryan R. Nash
Adjunct Professor of Bioethics
BS, Texas State University
MD, University of Texas Medical School
MA, Trinity International University

Robert D. Orr

Adjunct Professor of Clinical Ethics
BA, Houghton College
MD, McGill University

Jesus Perez
Adjunct Professor of Counseling Psychology
BA, MACP, Trinity International University
PsyD, Regent University

Keith W. Plummer
Adjunct Professor of Bioethics
BA, Brown University
MDiv, PhD, Trinity Evangelical Divinity School

Scott Rae
Adjunct Professor of Bioethics
BAS, Southern Methodist University
ThM, Dallas Theological Seminary
MA, PhD, University of Southern California

Lori Ratliff
Adjunct Instructor of Education
BA, Trinity College
MA, Webster University

Joy Riley
Adjunct Professor of Bioethics
BA, University of Louisville
MA, Trinity International University
MD, University of Kentucky College of Medicine

Gregory Rutecki
Adjunct Professor of Bioethics
BS, DePaul University, Chicago
MD, University of Illinois, Chicago

Silvia Schmid
Adjunct Professor of Education
BA, Hermes University
BA, Kantonsspital
MA, Trinity International University
PhD, Loyola University

Paula Suarez
Adjunct Instructor of Counseling Psychology
BS, Adrian College
MACP, Trinity International University

Dennis Sullivan
Adjunct Professor of Bioethics
BS, Youngstown State University
MA, Trinity Graduate School
MD, Case Western Reserve University

Martha Sullivan
Adjunct Instructor of Counseling Psychology
BS, Nursing Florida State University
MSN, Nursing Education University of Puerto Rico
MACP, Trinity International University

James R. Thobaben
Adjunct Professor of Bioethics
BA, Oberlin College
MDiv, Yale Divinity School
MA, Yale Medical School
PhD, Emory University

Ferdinand (Nick) Yates, Jr.
Adjunct Professor of Bioethics
BA, University of Virginia
MA, Trinity International University
MD, University of Virginia

Graduate 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:	**Graduate School Admissions** **Trinity International University** 2065 Half Day Road Deerfield, IL 60015	**Florida Regional Center** 8190 West State Road 84 Davie, FL 33324
CALL:	847.317.6900 / 800.345.9337	954.382.6410
FAX:	847.317.8097	954.382.6470
EMAIL:	tgsadm@tiu.edu	gradflorida@tiu.edu
WEB:	www.tiu.edu/graduate	www.tiu.edu/florida

Admissions policies and procedures are subject to change without notice.

General Admission Requirements

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

- The completed Application Form
- An official transcript indicating graduation with a baccalaureate degree or its equivalent from an accredited college or university, typically including at least 60 semester hours of liberal arts course work
  Official transcripts must be submitted from schools attended since high school. Applicants who attended secondary school (high school) outside the United States should submit those transcripts as well. Certified translations for non-English transcripts are required.
- A cumulative undergraduate grade point average of 3.0 or higher (on a 4.0 scale)
- Submission of scores from the Graduate Record Examination (GRE) verbal and analytical sections or the Miller Analogies Test (MAT) for those whose undergraduate GAP falls below a 3.0 GPA. Test scores must be less than five years old.
- 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.
- 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), and scores submitted must be less than two years old. Waivers are not normally granted from this requirement; however, if a waiver is authorized, applicants then become subject to the standardized testing requirements as native English-speakers, required to submit qualifying scores from either the Graduate Record Exam (GRE) or Miller Analogies Test (MAT). Applicants should weigh this prospect carefully before requesting a waiver from the TOEFL. Waiver requests must be submitted in writing to the Director of Admissions at least three months (90 days) prior to the application deadline date in order to allow sufficient time for testing if the request is denied. Failure to submit qualifying test scores by application deadlines may result in outright denial of admission or postponement of application decision to a subsequent semester. Students must submit all other necessary application materials in order for a TOEFL waiver to be considered.
- Personal statements that include the following:

- 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).
- 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).

Program Prerequisites

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

Application Procedure

The application process is detailed on the admission web page, www.tiu.edu/graduate. 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		**International Applicants**	
August 1	For fall semester admission	March 1	Fall semester **pre-application information form** deadline (including summer session)
December 1	For spring semester admission	April 1	Fall semester **application** deadline
April 1	For summer session admission	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 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, a student should submit a tuition deposit to the Admissions Office to reserve his or her place in the school. This deposit is credited toward the first term's tuition and may be refundable. New students are encouraged to send in their deposit as soon as possible since class registration times are assigned based on the date the deposit is received. (See the "Application Instructions" at the end of this catalog for further information on refunds.)

Denied applicants may appeal in writing to the Admissions Committee no later than ninety days following the date of the Admissions Committee decision.

Additional Application Considerations for All International Applicants

Trinity welcomes students from all over the world to our campus; however, the added challenges for international students cannot be underestimated. In addition to the regular application process outlined above, international applicants must also consider the following four items: Pre-application information form, language requirements, financial requirements, and visa requirements.

Pre-Application Information Form for International Applicants

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

International applicants must demonstrate how all expenses related to education, travel, and living will be paid prior to issuing a student visa, according to U.S. law. International applicants may apply if they have a financial guarantor in the United States or if they have sufficient evidence from legitimate individuals or organizations that their

expenses while attending Trinity can be met. Living expenses add more than $20,000 annually to the costs of education (tuition, fees, books).

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

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

Language Requirements

In addition to the regular application materials, applicants *must* submit scores from the Test of English as a Foreign Language (TOEFL) if English is not the applicant's primary language of instruction. All Graduate School applicants must obtain a minimum TOEFL score of 92 (Internet-based test), 237 (computer test), or 580 (paper-based test). **Waivers from TOEFL are not normally granted**. If a waiver is granted, applicants are required to submit scores from a standardized exam required for native English speakers (Graduate Record Exam [GRE] or Miller Analogies Test [MAT]). Waiver petitions must be submitted in writing to the Director of Admissions a minimum of ninety days prior to the application deadline date in order to allow sufficient time for testing in case the petition is denied. Failure to submit required TOEFL scores may result in denial of admission or postponement of the application decision to a subsequent semester. Students must submit all other necessary application materials in order for a TOEFL waiver to be considered.

Financial Requirements

After the Pre-Application Information Form has been received, the Application for Admission will be reviewed. If an international applicant is accepted, formal evidence must then be submitted through Trinity's Certification of Finances (COF) form that adequate financial resources for both educational and living expenses has been identified by the applicant. The COF is available on the Trinity website.

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

At this time, 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 and take one or two occasional classes for credit as long as the classes will not later be applied toward a degree program and the studies are not the primary purpose for being present in the U.S. Failure to observe this limitation will place one's visa status in doubt and could jeopardize a student's ability to secure an F-1 visa in the future should their educational goals change.

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

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

In accordance with U.S. immigration law, Trinity does not allow 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 Admissions Office on campus. It is the responsibility of the student to maintain legal immigration status.

Guidelines for Graduate Studies Preparation

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

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

Admission Policies

Advanced Substitutes

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

Change of Enrollment Date

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

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

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 Affairs 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 Student Affairs 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 course work 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 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, Admissions Counselor, Program Director, and/or Records Office representative in light of course work 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 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.
- The online Change of Program application should be submitted to Admissions by the following dates: January 15 for the spring semester and September 1 for the fall semester. Changes requested after those dates will 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 a person wishes to take courses for credit on a part-time basis but does not want to enroll in a degree program, he or she may submit a Visiting Student application. In addition to the application form, he or she must submit an official transcript indicating that he or she holds a bachelor's degree with a minimum GPA of 2.0 sent directly to our Admissions Office. 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 a person wants the opportunity to take one or more courses per semester but has no interest in earning graduate credit or a degree, he or she is invited to audit the classes of his or her choice. An auditor may usually participate in all class functions but will not be held accountable for tests or assignments, nor receive a grade or credit. 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 course work taken at non-accredited graduate schools. Also, graduate-level course work that has been applied toward an undergraduate degree cannot be allowed as transfer credit toward a Trinity Graduate School degree. To be considered for transfer credit, the course grade must normally be a "B-" or better from an accredited graduate-level program.

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 > Records.)

The Records Office will evaluate transfer course work 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 course work 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 programs in Bioethics, Leadership: 24 hours must be taken through TIU course work, of which a minimum of 3 hours must be taken at the Deerfield Campus. A maximum of 6 hours may be considered for transfer credit.

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, Master of Business Administration (Florida campus): a maximum of 24 hours may be considered for transfer credit, of which only 12 hours of the concentration may be transferred.

Finances for the MA/Bioethics, MA/Counseling Psychology, MA/Leadership, and MBA Programs

Tuition for MA/BE and MA/L Programs—Deerfield Campus

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

1-12 credit hours, per hour	$600
13+ credits, per hour, all credits taken	$580

Tuition for MA/CP, MBA Programs—Florida Regional Center

(Master's full-time academic standing begins at 9 hours per semester)

1-12 credits, per hour	$598
13+ credits, per hour	$312

Summer 2013 Tuition Rates

Deerfield Master's Level, per hour	$600
Florida Master's Level, per hour	$598

Advanced Standing Exam

The charge is $25 per exam.

Audit Fees

Full-time students (10 credits or greater)	No charge
Part-time students (below 10 credits), per hour	$68
Florida Students	$75
Process Group Fee: Florida	**$150**

Cancellation of Classes

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

Comprehensive Fee: Deerfield

Comprehensive Fees provide access to various services of Trinity, such as student publications, community life opportunities, student organizations/leadership development, and technological advances.

Full-time students (10 hours or greater)	$100
Part time students (5-9 hours)	$50

Comprehensive Fee: Florida

Comprehensive Fees provide access to various services of Trinity, such as student publications, community life opportunities, student organizations/leadership development, and technological advances.

Full-time students (10 hours or greater)	$225
Part time students (5-9 hours)	$125

Capstone Extension Course Fee

Charged at the time of registration for — 7476, — 7478, — 7480, — 7485 courses. If a student is enrolled for other program course work, a petition to waive this fee may be filed.

$50 per semester

Continuation Fees

A student is in *continuation status* and continuation fees are charged each semester when a student's program statute of limitation has expired and a program extension has been granted. A student in continuation status and a continuation fee is charged a continuation fee 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.

Continuation Fees: Deerfield	$345 per semester
Continuation Fees: Florida	
First two years	$305 per semester
After two years	$565 per semester

Reactivation Fee

Charged to students rendered inactive who are granted readmission. Students who appropriately withdraw and reapply are not subject to this fee. $200 at readmission

Graduation Application Fee

This fee is charged in the semester for which the student submitted the Graduation Application form with the Records Office. This charge is nonrefundable: Deerfield $115 Florida $125

Health Insurance

Trinity offers a student health insurance plan, details are available at MyTIU > Human Resources > Student Health Insurance. International students are required to have health insurance for themselves and their families, and must provide proof of coverage before registering.

Late Payment Fees: Florida

Late payment	$35
Returned check charge	$35

International Student Service Fee

International Student Service Fee provides non-immigration regulation advisement, transition assistance, and special community life opportunities for international students. This fee is charged to all F-1 and J-1 visa students active in their program and is in addition to the Comprehensive, Continuation, or Candidacy fees (if applicable).
$50 per semester

Registration Fees

Change in Registration

Semester or Quad courses—any registration changes after the first week of the course:	$10 per change
Modular courses—any registration changes after the first day of the course:	$10 per change

Late Registration: Deerfield

Semester or Quad courses—registration after the second week of class:	$35 per semester
Modular courses—registration after the first day of the course:	$35 per semester

This fee will be assessed if a student fails to register for a course and is applicable to all zero hour courses.

Late Registration: Florida

The late registration fee is assessed to students who register during the Late Registration period, which begins one week after classes. The fee assessment is nonrefundable.

Standard late registration:	$100
Audit late registration:	$50

Room and Board Charges

Residence Hall Charges

Quadrangle Single, per semester	$1,770
Quadrangle Private Double, per semester	$2,060
Owens 700 A Single, per semester	$2,740
Owens 700 B & C Single, per semester	$2,680
Owens 800-900 A Single, per semester	$2,180
Owens 800-900 B & C Single, per semester	$2,060

The Quadrangle building does not have a kitchen facility.

Monthly Rental Rates for On-campus Apartments

Efficiency	$615-690
One bedroom	$670-845
Two bedroom	$895-1,040
Three bedroom	$1,185

Contact the Housing Office for further details at 847.317.7135.

Board Charges

Block 240 meal plan	$2,010
Block 210 meal plan	$1,845
Block 140 meal plan	$1,610
Block 100 meal plan* Limited Availability	$1,290
10 Meal Pass	$82

The Block 100 meal plan is available to clinical practitioners. Additionally, the Block 100 meal plan is available in the spring semester to students who had a Block 240, 210, or 140 meal plan during the fall 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 the White Horse Inn. Block meal plans cannot be shared or used by another student.

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

Student Account Payment Charges

Deferment Fee

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

Failure to Finalize Payment Arrangements Fine

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

Payment Plan Fees

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

Returned Check Fee

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

Thesis Binding

Thesis binding fee for master's students: $55

Transcripts

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

Vehicle Registration

Students bringing a motor vehicle on campus must register the vehicle with Security Services. These rates apply to both commuter and residential students.

First Vehicle, per semester:	$40
Each additional vehicle, per semester:	$5

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

Financial Assistance

Financial Aid Information

For those who qualify, financial aid or assistance is a source of monetary support provided by various agencies (federal, state, and local governments, universities, community organizations, and private corporations or individuals) to help students meet the cost of attending college. It includes gift-aid (grants and scholarships) and self-help (loans and student employment). The following is an overview of available financial assistance based upon qualification.

For consideration, students must complete the incoming student financial aid application prior to the start of their first semester. Information concerning the various grants and scholarships offered by Trinity, including the application, can be found on our website at http://graduate.tiu.edu/admissions/financial-aid/.

Trinity's school code is 001772 and the Trinity Florida Regional Center school code is 012314. Students interested in federal student loans or on-campus employment should complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov.

Eligibility

All scholarship opportunities are designed specifically for Divinity School and Graduate School students pursuing a master's degree or Certificate in Christian Studies on the **Deerfield Campus**. Students in the MA in Teaching program are not eligible for institutional aid; they are eligible only for Federal Direct Loans, Federal TEACH Grant, and the Trinity College and REACH Graduate Rebates.

The University Records Office must consider students at least half time in order to qualify for Federal Student Aid, which includes both federal student loans and on-campus employment. Students who are enrolled part-time are eligible to receive institutional financial aid on a pro-rated basis.

Visiting, distance education, and extension-site students are not eligible for institutional aid.

Campus and parachurch ministry staff whose organizations have agreements with Trinity may choose between their program and those outlined on our website at http://graduate.tiu.edu/admissions/financial-aid/.

Availability of Scholarships and Loans

All scholarships and grants are awarded on a yearly basis. **Recipients of grants and scholarships must reapply annually.** Students attending for one semester of an academic year will receive half of the yearly amount of the scholarship or grant awarded. **The availability of all grants and scholarships are determined as funds permit.** Students are evaluated for institutional scholarships and grants during their application process by submitting the incoming student financial aid application on our website at http://graduate.tiu.edu/admissions/financial-aid/apply.dot.

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

Satisfactory Academic Progress

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, TEACH Grant and federal Work-Study.

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

1. **Qualitative Standards of Academic Progress**
   Financial aid recipients are governed by the performance standards of the school or college in which they are enrolled. In order to maintain financial aid eligibility, students must maintain a cumulative grade point average of 2.0.
   - Credits transferred in, incompletes, and course withdrawal will not count toward the cumulative GPA average.
   - Successful retaking of a course may improve the cumulative GPA average.
2. **Quantitative Standards of Academic Progress or PACE**
   Financial aid recipients are expected to complete a degree within 150 percent of the expected rate of completion. The Department of Education dictates that the student must successfully complete attempted course work at a specified PACE. PACE is defined as the number of cumulative successfully completed credit

hours divided by the cumulative number of credit hours attempted. At TIU, students much achieve a PACE of 67 percent in order to complete degree requirements within the maximum timeframe allowed.

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

3. **Failure to Meet the Satisfactory Academic Progress Standards**

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

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

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

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

Note: An appeal can only be approved if the school

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

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

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

Trinity Scholarships and Grants

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	100%
5-9 hours	50%

Harold O. J. Brown Bioethics Scholarship
These competitive full and partial tuition scholarships will be awarded to highly qualified individuals whose work and ministry will likely intersect regularly with contemporary and critical issues of life and health. To be eligible for a scholarship, a student must apply to and be accepted as a degree-seeking student in the MA in Bioethics program at Trinity Graduate School.

Alan and Susan Ruud Scholarship
These awards are based on academic merit and leadership potential in the evangelical community. The award amount is $4,500 annually. For new students, eligibility is based on the undergraduate transcript with a minimum

GPA of 3.5. This scholarship cannot be combined with any other scholarships. The student must be enrolled in at least 10 semester hours on the Deerfield campus.

Dean's Scholarship
For new students, eligibility is based on the undergraduate transcript with a minimum GPA of 3.5. For returning students, eligibility is based on an evaluation of the student's cumulative GPA at Trinity. The maximum annual award is $2,500.

Graduate Leadership Scholarship
A limited number of these scholarships will be awarded to students with evidence of outstanding leadership potential in the evangelical community. Scholarships range from $500 to $2,000.

Waybright Multicultural Development Scholarship
A limited number of these scholarships will be awarded to U.S. citizens or Permanent Residents who represent multicultural backgrounds or experiences that will contribute to Trinity's core value of Community: "The makeup of the community should be a reflection of the breadth and diversity of the family of God." Scholarships range from $500 to $2,000.

Helga Henry Scholarship
In honor of Helga Henry, an educator and author who taught in colleges and seminaries for more than 25 years, a limited number of these scholarships will be given to outstanding female candidates who show exceptional leadership potential. Students entering into TGS programs can receive up to $1,500 per year.

Waybright International Student Grant
International students who are not U.S. citizens are considered for this award. This grant is based on a combination of academic merit and financial need and is not available during the first year of study. If interested, please contact the International Student and Scholar Office at 847.317.4063 for more information and a separate application.

Armed Services and National Guard Chaplaincy Scholarship Program
Students in the chaplain career field of the armed services are eligible to receive a minimum of $4,500 in Trinity scholarships. Students must be approved as a Chaplain Candidate and accepted into TEDS. This grant is not ordinarily available in the summer.

Deposit Match Grant
Trinity will match a first-year student's tuition deposit on a dollar-for dollar basis. Normally, applicants can request a refund of their deposit up to thirty days before the beginning of the semester; however, if a student will allow Admissions to reclassify their deposit as nonrefundable, Trinity will match the $125 deposit with another $125 if the deposit is made by June 1. For the spring semester, Trinity will match the $125 deposit with another $125 if the deposit is made by November 1. Please contact the Trinity Admissions Office for further details.

Campus Visit Grant
Trinity will provide a grant of $250 to all scheduled and approved admissions visitors. Trinity will provide a grant of $500 to all registered participants of *Explore*. This grant will be awarded to students who enroll in their first degree program on the Deerfield campus, and students can receive only one campus visit grant.

Church Match Grant
Donations that are given by a church to help support a student's education will be matched by Trinity. Please see the Church Match Grant Application at http://graduate.tiu.edu/admissions/financial-aid/links-and-forms.dot for further details and the required application form. The Church Match Grant is not available during the summer.

Church Partnership Grant
New students, currently attending a church that has partnered financially with Trinity, may be eligible for this grant. In order to receive the grants students must be "approved" by the pastor as a regular attendee of the sending church. In order to be eligible for this award you must be a new student at Trinity. Please contact your church to determine if they participate.

Loans

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

Federal Direct Loan: The Direct Loan program provides low-interest loans to students. Principal repayments of a Direct Loan are deferred as long as the student continues to study in at least half-time status in an approved program. A completed FAFSA is required to determine eligibility.

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

Rebates and Waivers

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

Master's Program Rebate Benefits

Ministry benefit/rebates are not retroactive and will be granted only in the semester during which a student is enrolled in classes. Contact the Financial Aid Office for detailed information on the following programs.

Credit Hour Spouse Rebate

Spouses of full-time master's or doctoral students may be eligible to receive a 50 percent reduction in tuition charges for master's-level courses when taking course work during the same semester. If both spouses are full-time students, only one may receive the benefit. The spouse who receives the benefit is not eligible for any other Trinity aid, rebates, or tuition waivers. The spouse who does not receive the benefit is eligible to apply for all other forms of Trinity financial aid. This rebate is not applicable toward students enrolled in the REACH, MA/T, Distance Education, and Extension Site programs.

Audit Hour Spouse Rebate

The spouse of a full-time master's or doctoral student may audit free of charge the same number of units that the student takes for credit in a given semester. The spouse of a PhD student in dissertation stage may audit up to 6 hours without charge. Please note that the spouse who is receiving this benefit is not eligible for any other grants or tuition benefits from Trinity. The application form for this rebate must be completed each semester at the time of registration. This rebate is not applicable toward students enrolled in the REACH, MA/T, Distance Education, and Extension Site programs.

Employee Tuition Waiver

Full-time employees and spouses of full-time employees receive a tuition waiver. The rebate amount increases with years of service to the school. For more information about available positions and program details, please contact the Human Resources Office at 847.317.7085.

Cross-Registration Rebate

Full-time graduate students may register for one undergraduate course per semester free of charge (up to 4 hours) at Trinity College. Undergraduate deficiencies may be met this way. Certain restrictions apply. Students must meet the qualifications as listed in the "Cross-Registration into Trinity College" form, which must be filed in the Records Office prior to registering for the course. Contact the Records Office (847.317.8050) for more information.

Trinity College Graduate Rebate

Graduates of Trinity College or the REACH program who are entering a master's level program (other than MA/T, Distance Education and Extension Site programs) will be guaranteed a minimum of $2,000 in institutional aid annually. Graduates of Trinity College or the REACH program who are entering the MA in Teaching program are eligible to receive 10 percent off the MA/T tuition rate.

Campus Crusade for Christ Rebate

Full- or part-time (at least 20 hours per week) staff members of Campus Crusade for Christ are eligible for 50 percent off the regular tuition rate on master's-level courses (no matter how many hours are taken). Employment at CCC must be verified in writing each semester. Students receiving this rebate are not eligible to receive any other scholarships, grants, rebates, and/or tuition waivers from Trinity. This rebate is not applicable toward students enrolled in the REACH, MA/T, Distance Education, and Extension Site programs.

InterVarsity Christian Fellowship Rebate

Full- or part-time (at least 20 hours per week) staff members of InterVarsity Christian Fellowship are eligible for 50 percent off the regular tuition rate on master's-level courses (no matter how many hours are taken). Employment at IVCF must be verified in writing each semester. Students receiving this rebate are not eligible to receive any other scholarships, grants, rebates, and/or tuition waivers from Trinity. This rebate is not applicable toward students enrolled in the REACH, MA/T, Distance Education, and Extension Site programs.

Young Life Rebate

Full- or part-time (at least 20 hours per week) staff members of Young Life are eligible for 50 percent off the regular tuition rate on master's-level courses (no matter how many hours are taken). Employment at Young Life must be verified in writing each semester. Students receiving this rebate are not eligible to receive any other scholarships, grants, rebates, and/or tuition waivers from Trinity. This rebate is not applicable toward students enrolled in the REACH, MA/T, Distance Education, and Extension Site programs.

Campus Minister's Rebate

Students who are on the full-time or part-time (at least 20 hours per week) staff of a campus ministry, such as Navigators or other campus ministries not mentioned above, may be eligible for a special 50 percent tuition reduction plan. Under this plan the student would complete the program through summer studies. The 50 percent tuition discount is applicable *only if the student is a master's degree student during summer studies*. Students who are enrolled during the fall and spring semesters are ineligible for this rebate. This rebate is not applicable toward students enrolled in the REACH, MA/T, Distance Education, and Extension Site programs.

Veteran's Benefits

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

The Financial Aid Office determines institutional aid eligibility for new students based upon the percentage of tuition covered by VA benefits. In some cases, VA recipients may not be eligible for tuition-specific scholarships or grants at TIU. Institutional aid for continuing students will remain at current levels until graduation. Federal financial aid is not affected by VA education benefits.

Students who are eligible to receive benefits from the Veterans Administration must contact the TIU VA Certifying Official in the Records Office at 847.317.7052/7050 or by e-mail veterans@tiu.edu and establish TIU as the university of attendance.

Transfer Credits

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

Academic Probation and Dismissal

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

Veterans Policy Statement

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

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

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

Tuition Payment Policies

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

Newly confirmed students will receive a TIUAccess login and password allowing registration and selection of meal plans and health insurance. New students registering can access a Course and Fee Statement with the semester balance.

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

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

Trinity Alternative Payment Plan (TAPP)

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

TAPP Payment Terms

Fall Semester

5 Months	July 15, Aug. 15, Sept. 15, Oct. 15, Nov. 15
4 Months	Aug. 15, Sept. 15, Oct. 15, Nov. 15
3 Months	First Day of Semester, Oct. 15, Nov. 15

Spring Semester

5 Months	Dec. 15, Jan. 15, Feb. 15, Mar. 15, Apr. 15
4 Months	Jan. 15, Feb. 15, Mar. 15, Apr. 15
3 Months	First Day of Semester, Feb. 15, Mar. 15

Summer Session

Payments for summer session classes 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 available.

Summer courses, such as distance education, guided research, internships, or reading courses must be paid in full by June 30. This type of course work follows the full-semester refund policy for withdrawals and dropped courses.

General Policies

Accepted Forms of Payment

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

Contact Information

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

Email Messaging

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

Outstanding Balances

Any students not participating in the traditional TAPP will receive a deferment fee of 1 percent per month on any outstanding balance. This includes students who are waiting on financial aid such as 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 in order to register for the next semester. All balances owed to the institution must be paid in full prior to the release of transcripts or a diploma.

Window Hours

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

Refund Policy

Withdrawal from School

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

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

Florida Students: An administrative fee of $35.00 is assessed for withdrawals.

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

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

The refund schedule for partial withdrawals is listed below under the section below titled “Dropping Courses.”

Refund Policy for Title IV Funds

If a student withdraws completely from the institution during any given enrollment period, calculations must be performed to determine what amount of the student Title IV funds will be returned. Refunds of Title IV funds are calculated in accordance with federal regulations. If this calculation indicates that funds should be returned, a specific order of refund has been established by the federal government:

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

Statutory Pro Rata Refund Policy

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

Dropping Courses: Fall and Spring Semesters

Fall and Spring Semester courses will be refunded tuition and fees, including audited courses and courses changed from a credit to an audit, according to the refund schedule below.

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

Quad Courses are refunded according to the following schedule:

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

Summer Session & All Modular Courses must be dropped **on or before the first day of class** in order to receive a refund. Summer courses such as distance education, guided research, internships, or reading courses will be refunded according to the full-semester course refund schedule above.

Before changing from full-time to part-time status, students should contact the Financial Aid Office to determine any reduction in financial aid. Students who find that they need to reduce their academic load will be refunded tuition and fees according to the policies listed above.

Tuition and Housing Deposits

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

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

Finances for the MA/T and MEd Programs

Tuition and Other Expenses for MA/T Program—Deerfield Campus

Tuition for Master's Credit (MA/T, MEd)

Per credit hour $575

The tuition rate per credit hour is guaranteed for the time a student is consecutively enrolled in courses for the MA/T.

Audit Fees

Per hour $68

Computer Course Fees

ED 5210 Educational Technology $25

Capstone Extension Course Fee

Charged at the time of registration for courses — 7476, — 7478, — 7480, — 7485. If a student is enrolled for other program course work, a petition for waiver of this fee may be filed.

$50 per semester

Continuation Fees

A student is in continuation status and continuation fees are charged each semester when a student's program statute of limitation has expired and a program extension has been 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.

$345 per semester

Reactivation Fee

Charged to students rendered inactive who are granted readmission. Students who appropriately withdraw and reapply are not subject to this fee.

$200 at readmission

Graduation Application Fee

This fee is charged in the semester for which the student submitted the Graduation Application form with the Records Office. This charge is nonrefundable: $115

Health Insurance

Trinity offers a student health insurance plan, details are available at MyTIU > Human Resources > Student Health Insurance. International students are required to have health insurance for themselves and their families, and must provide proof of coverage before registering.

Student Account Payment Charges

Deferment Fee

Student accounts will be charged a deferment fee of 1 percent per month for any outstanding balance, including students awaiting Direct loan funds or enrolled in a monthly payment plan.

Payment Plan Fees

A $25 fine is assessed for any payment that is more than ten days past due.

Returned Check Fee

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

Thesis Binding
Thesis binding fee: $55

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

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

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

Financial Assistance

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

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

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

TEACH Grant
MA/T students who agree to serve for at least four years as a full-time, highly qualified teacher in a high-need field, in a school serving low-income students, may be eligible to receive $4,000 per year in TEACH Grant funds. Please see the TIU website for more information.

Applying for Federal Financial Aid
Students apply for federal Direct loans and TEACH Grant by completing the Free Application for Federal Student Aid (FAFSA) each academic school year. Applications may be submitted online at www.fafsa.gov. Trinity's school code is 001772.

Please follow the steps listed below to apply for federal financial aid. Allow several weeks for this process.

1. Gather tax information from the previous tax year.
2. Applicants must apply for a PIN number at www.pin.ed.gov to electronically sign a FAFSA application.
3. Complete online application. Retain a copy of the submitted application.
4. A Student Aid Report (SAR) will be sent (by return e-mail) once processing is complete. Check this form for errors. Follow instructions on the Student Aid Report if corrections are necessary.
5. Trinity will receive the results electronically. Assuming there are no problems with the application, an award letter will be sent indicating loan eligibility.
6. The signed award letter must be returned to the Financial Aid Office.

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

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

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

Retaining Financial Aid
Financial Aid is awarded according to enrollment status. To retain financial aid, a student must make satisfactory academic progress (see page 42). Students must maintain at least half-time status per semester to qualify for financial aid. Status is determined as follows:

Part-time status if enrolled in at least one, but fewer than five, credit hours per semester

Half-time status if enrolled in at least five, but fewer than ten, credit hours per semester

Full-time status if enrolled in ten or more credit hours per term

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

Rebates and Waivers

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

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

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

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

The Financial Aid Office will determine institutional aid eligibility for new students based upon the percentage of tuition covered by VA benefits. In some cases, VA recipients may not be eligible for tuition-specific scholarships or grants at TIU. Institutional aid for continuing students will remain at current levels until graduation. Federal financial aid is not affected by VA education benefits.

Students who are eligible to receive benefits from the Veterans Administration must contact the TIU VA Certifying Official in the Records Office at 847.317.7052/7050 or by e-mail veterans@tiu.edu and establish TIU as the university of attendance.

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

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

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

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

Transfer Credits

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

Tuition Payment Policies

Each semester students are expected to make payment in full or enroll in a payment plan by the first day of classes. MA/T students should contact the Student Accounting Office at 847.317.8149 to make payment arrangements.

Newly confirmed students will receive a TIUAccess login and password allowing registration and selection of meal plans and health insurance. New students registering can access a Course and Fee Statement with the semester balance.

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

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

Monthly Payment Plan

A payment plan allows MA/T students to divide total semester costs into monthly installments for up to six months. The payment plan length is determined by the number of months remaining in a given semester prior to the billing of the next semester. Monthly installments are always due on the 15th of each month. A $25.00 late fee will be assessed for any payment received more than ten days late. Payment plan participants will be charged a deferment fee of 1 percent per month on any outstanding balance.

General Policies

Accepted Forms of Payment

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

Contact Information

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

Email Messaging

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

Outstanding Balances

Students will receive a deferment fee of 1 percent per month on any outstanding balance. This includes students who are waiting on financial aid such as 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 payment plan in order to register for the next semester. All balances owed to the institution must be paid in full prior to the release of transcripts or a diploma.

Window Hours

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

Administrative Withdrawal

Students missing the first two class sessions/meetings in any registered course (a no-show) will be administratively withdrawn from the course **and all other remaining registered courses in the semester.** There will be a $200.00 administrative withdrawal fee charged to the student account.

If a student indicates in writing they wish to continue in their program **for the same semester** for which they had been administratively withdrawn, the $200.00 fee will be reversed and the tuition and fees for the no-show course will be prorated according to the Refund Policies below and based upon the date of the notification.

Students desiring to continue in the program in a **new semester** after withdrawal will need to apply for readmission and pay any remaining balance on their student account, including the $200.00 administrative withdrawal fee.

Refund Policies

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

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

For **online program courses**, *through 25% of the course* will be defined as the end of the 14th day following the official academic start date of the course.

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

Return of Title IV Funds for Withdrawing Students

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

Before changing from full-time to part-time status, students should contact the Financial Aid Office to determine any reduction in financial aid. Students who find that they need to reduce their academic load will be refunded tuition and fees according to the policies listed above.

Tuition Deposits

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

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

Academic Life

Accreditation and Memberships

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

Accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Phone: 312.263.0456
Fax: 312.263.7462
E-mail: info@hlcommission.org
Website: www.ncahlc.org

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

The Illinois State Board of Education has approved the elementary, secondary, and K-12 education programs of Trinity International University so that those who complete these programs qualify by entitlement for an initial Illinois Teaching Certificate. Trinity Graduate School offers programs leading to elementary and secondary certification.

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

Licensed by the Commission for Independent Education, Florida Department of Education, license #2605
(Florida Regional Center)

Contact with the Commission may be made as follows:

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

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

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

Academic 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, MBA 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 > Handbooks.

Academic Load

To be considered full time, master's-level students must enroll in at least 10 hours each semester. Students will be considered part time if they are enrolled in 1-9 hours. However, for financial aid purposes "half time" is defined as 5-9 hours.

Students may not register for more than 18 hours in any semester without approval in advance by the 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 the Executive Director/Associate Academic Dean 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) or MA/T (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 course work (including short-term modulars) 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 Affairs 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 Affairs Office (see “Withdrawal” in this Catalog).

If an LOA or Withdrawal has not been completed by a student and a student does not register and successfully complete course work 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 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.

Campus Residency Requirement

The master’s programs of the graduate school each require a minimum of 3 semester hours of campus residency on either the Deerfield Campus or at the Florida Regional Center. Some programs may require additional campus residency time.

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 certified must meet these requirements. Students in this program will be kept apprised of such changes, should they occur, by the education advisor.

Course Scheduling

Classes are arranged in a variety of formats, generally depending on the program. 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-course work. 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 whenever a student grade is not submitted by a faculty instructor. The student will see an “NR” designation posted on the web Grade Report on TIUAccess, 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

Initial Appeal: The student should appeal an academic decision directly 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 or Associate Dean of the Graduate School or will refer the appeal to the Graduate School Council. 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: Finding no satisfaction, the student should appeal the ruling in writing, following the procedure detailed in the *Academic Handbook*, to the Graduate School Council. 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.

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 course work 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 course work 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 course work, 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 cumulative 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/CP 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 TIU Access. 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” above) as indicated by the course instructor. A student may change from a letter-grade or credit/no credit class to an Audit through the eighth week of the semester. Courses dropped after the eighth week (the fifth week for quad courses) are automatically recorded with an “F.”

For modular courses, Adds/Drops must be completed by the 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 course work toward an MA simultaneously with their undergraduate course work; however, they are considered undergraduate students until all requirements are met for the BA. If the course work for the MA is finished simultaneously with BA course work, the MA will be awarded in the semester following the awarding of the BA. Even if the MA course work 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 Executive Director/Associate Dean at the Florida Regional Center). Course extensions must be requested by Friday of exam week.

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). 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 Executive Director/Associate Dean at the Florida Regional Center), not faculty members, grants course extensions. The Dean of Students or Director of Academic Programs (FRC) will notify the students and faculty member of the disposal of the request and may recommend that (a) no grade penalty be given provided the extension deadline is met or (b) 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 Executive Director/Associate Dean (FRC).

Thesis/Capstone Extensions:

A student who is unable to meet any of the stated thesis deadlines due to an emergency or other unforeseen circumstances may request a thesis extension by submitting an Extension of Thesis/Capstone Deadline Request form, available on the MyTIU.

An extension for Topic and Committee approval is granted when the form is filed with the TGS Office Coordinator. Extensions for Initial Draft and Defense Draft are granted when the form is returned to the TGS Office Coordinator with signatures indicating the approval of the members of the thesis/capstone committee and the department chair. Such requests are to be filed before the published deadline. **The Final Copy deadline cannot be extended.**

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

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.

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. 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 November 15 for December ceremony; and between January 1 and April 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 Affairs 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 the student will return to his or her 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 student remains 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 the student finds that he or she must withdraw from the University or needs further extended leave beyond what was originally filed, he or she must communicate with the Student Services Office his or her intentions. LOA beyond twelve months is considered withdrawal from the University, and the student must reapply with no guarantee of readmission. If readmitted, the student will be subject to the catalog current to his or her readmission date and may face programmatic or course requirement changes.

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 Graduate Student Affairs 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 Student Accounting and Records Offices. Grade accountability, if the student withdraws from Trinity after the start of a semester, is the same as that of dropping a class. Withdrawal from the University deactivates the student's file, and if he or she desires to return at a future date, the student 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 course work 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. 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.

Master's Programs

Degrees Offered by Trinity Graduate School

Master of Arts in Bioethics (MA/BE)
Master of Arts in Counseling Psychology (MA/CP)
Master of Arts in Leadership (MA/L)
Master of Arts in Teaching (MA/T)
Master of Business Administration (MBA)
Master of Education in Diverse Learning (MEd)

Deerfield Campus

The Trinity Graduate School currently offerings four master's-level degrees at the Deerfield location. The Master of Arts in Bioethics (MA/BE) and the Master of Arts in Leadership (MA/L) are 30-semester-hour degrees that have many courses available in short-term, summer, or independent study formats to accommodate professionals unable to relocate to the Deerfield Campus. The MA in Bioethics is for those who wish to develop expertise in analyzing, addressing, and engaging the contemporary ethics issues of life and health that face our current culture. The MA in Leadership (MA/L), equips students to assume leadership roles in various professional settings. The degree is offered flexibly in that it offers students classes during the traditional academic year and summer intensives for those who must travel to Deerfield. Trinity Graduate School also offers the Master of Arts in Teaching (MA/T). This is an accelerated, cohort-based program (offered one night per week and some Saturdays) designed to meet the needs of adult, independent learners. The MA/T leads to teacher certification in either elementary or secondary education.

The MEd in Diverse Learning 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.

Dual Degree Option: Trinity Graduate School, in conjunction with Trinity College, offers three dual degree options: Bachelor of Arts/Master of Arts in Bioethics; Bachelor of Arts/Masters of Arts in Leadership; and Bachelor of Arts/Master of Arts in Teaching. Students can be admitted to these programs when they have completed 70 hours of undergraduate course work, maintaining a 3.0 cumulative GPA or higher (including transfer course work). Following admission, they may begin taking graduate courses during the regular school year as a part of their undergraduate course load. For students in the Bioethics or Leadership degrees, summer course work and 9 hours of overlapping master's-level courses may allow dual degree students to finish both the BA and MA in reduced time, in some cases as early as the summer following their senior year. For students in the teaching dual degree, 9 hours of overlapping master's-level courses can be taken beginning in their junior year. Students continue with a graduate education cohort in the summer, fall, and spring following graduation from Trinity College. Students who have successfully completed clinical practice and met all Division of Education requirements can be state-licensed to teach in May of their fifth academic year. With completion of the capstone project in the summer following certification, dual degree students will have earned their MA degree (December graduation).

To complete the BA, the following 9 hours of undergraduate courses may be fulfilled by the designated graduate-level course work:

- **BI 101 Understanding the Old Testament *or* BI 111 Understanding the New Testament:** ID 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in general education category *Foundations of Christian Thinking and Living.*
- **Religious and Ethnic Diversity:** ID 5002 Foundations of Cultural Engagement (3 hours) replaces one course in the Religious and Ethnic Diversity subcategory under Foundations of Cultural and Global Perspective.
- **Any Approved Undergraduate major, general education, or elective course:** (3 hours) of graduate credit can replace 3 hours of undergraduate credit. MA/T students use ED 5200 to fulfill three hours of undergraduate credit.

Florida Regional Center

The Master of Arts in Counseling Psychology (MA/CP), a 54- or 60-semester-hour degree (depending on concentration selected), is offered through Trinity Graduate School at the Florida Regional Center in Davie, 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 Business Administration (MBA) is a 43 credit hour program that provides business leaders with the advanced knowledge, skills and understanding of human relationships and processes to succeed in a competitive business environment. The program integrates an evangelical Christian worldview throughout, emphasizing faith-based choices and attitudes.

Master of Arts in Bioethics (MA/BE)

Mission Statement

The MA in Bioethics (MA/BE) equips students to analyze bioethical issues in health care and biotechnology and to engage bioethical challenges in relevant contexts.

Program Objectives

Students graduating from the MA/BE program will be able to

- Understand the current and emerging bioethical issues in health care and biotechnology
- Discern the differences among competing contemporary approaches to ethics and bioethics
- Engage bioethical challenges in clinical health care and public policy contexts
- Employ culturally-sensitive biblical and theological frameworks for addressing issues in bioethics
- Be integrative thinkers who see 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 the following: physicians and medical students, nurses, and other health care workers; lawyers; those with political, public policy, social service, and ministry interests in pro-life and related areas; individuals who are preparing for an academic career in related college or university fields; and those interested 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 double degree option for Trinity Evangelical Divinity School students and a dual degree option for Trinity College undergraduates. By enrolling in web seminar 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: 30 hours

Common Core Courses (6 hours):

ID 5001	Foundations of Integrative Thought	3 hours
ID 5002	Foundations of Cultural Engagement	3 hours

Required Courses (13 hours):

Choose one of the following two (BE 5000 or BE 5100)

BE 5000	Introduction to Bioethics: Matters of Life and Death	3 hours
BE 5100	Intensive Bioethics Institute	3 hours
BE 6500	Advanced Bioethics Institute	3 hours
PR 7220	Ethical Theory	3 hours
BE 5300	Clinical Issues in Bioethics*	2 hours
BE 5500	Bioethics and Public Policy*	2 hours

***NOTE: 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.**

Bioethics Capstone (0-4 hours: choose one):

BE 7476	Bioethics Capstone Comprehensive Examination	0 hours
BE 7478	Bioethics Capstone Project	0-3 hours
BE 7480	Bioethics Capstone Integrative Paper	0-3 hours
BE 7485	Bioethics Thesis*	0-4 hours
*ID 6910	Research Methods (required with Thesis)	1 hour

Bioethics Electives (7-11 hours):

Students choose 7-11 hours from any of the courses listed below, depending on how many hours they earn for their capstone. (However, see note at the end of “Required Courses” section above.) Students should consult with an academic advisor in planning their individual programs of study.

Elective Courses

BE 5100	Intensive Bioethics Institute	3-4 hours
	(3 hours fulfills requirement; 4th hour elective)	
BE 5299	The Clinical Context	1 hour
BE 5400	Nursing Ethics	2 hours
BE 5499	The Public Policy Context	1 hour
BE 5600	Law and Bioethics	2 hours
BE 5700	The Right to Life and the Law	2 hours
BE 5800	Bioethics Regional Conference Course	2-3 hours
BE 5900	Bioethics National Conference	2-3 hours
BE 6100	Bioethics Colloquium	1-2 hours
BE 6300	Bioethics, Human Dignity, and the Church	3 hours
BE 6400	Readings in Bioethics	3 hours
BE 6500	Advanced Bioethics Institute	3-4 hours
	(3 hours fulfills requirement; 4th hour elective)	
BE 6600	Classic Cases in Bioethics	3 hours
BE 6700	Personhood in Theological and Philosophical Perspective	3 hours
BE 7300	Advanced Clinical Ethics	3 hours
BE 7700	Bioethics Seminar	1-4 hours

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 focused bioethics 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.

However the student chooses to meet the capstone experience requirement, **all students must register** for course credit under one of the following course numbers: BE 7476 Capstone Comprehensive Examination (0 hours); BE 7478 Capstone Project (0-3 hours); BE 7480 Capstone Integrative Paper (0-3 hours); or BE 7485 Bioethics Thesis (0-4 hours). Students should register for BE 7476, 7478, 7480 in the semester they intend to start the project or paper or take the comprehensive exam. Students should register for BE 7485 in the semester after the thesis proposal has been approved. A research methods course (ID 6910) is required of all students completing the MA degree with the thesis option. It does not count toward the 30-hour program requirement. 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 Bioethics Capstone Extension. Capstone extension fees will be assessed.

The capstone experience must be completed subsequent to candidacy and is supervised by a faculty member. (A list of acceptable faculty members is available at the Records Office.) An Independent Study Authorization form (available online at MyTIU) must be filled out as part of registering for all capstone and guided research (BE 7501) courses. Students opting to write a formal master’s thesis should be aware of pertinent deadlines well in advance (see *Academic Handbook*).

Course Sequencing:

Either BE 5000 (Introduction to Bioethics) or BE 5100 (Intensive Bioethics Institute) must be taken before BE 6500 (Advanced Bioethics Institute). When the elective BE 7300 (Advanced Clinical Ethics) is offered, only those who have completed BE 5300 (Issues in Clinical Ethics) in addition to BE 5000 or BE5100 can take it. It is recommended that the four foundational courses—ID 5001, ID 5002, PR 7220, 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 will have either taken these four courses or at least read the appropriate text for each of those courses not yet taken. A list of the required texts for these courses may be found at **MyTIU > TGS Academics > Bioethics**.

Double Degree

Trinity Graduate School Master of Bioethics paired with a Trinity Evangelical Divinity School either Master of Divinity or Master of Arts in Christian Studies

Students in the Master of Divinity (MDiv) or Master of Arts in Christian Studies (MA/CS) can add an MA in Bioethics 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 Master of Divinity (MDiv) or Master of Arts in Christian Studies (MA/CS) 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 health care (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 or MA/CS degree, the "*double degree,*" is an attractive option for Trinity students. The MDiv (94 hours) and MA/CS (42 hours) degree programs are explained in the catalog of Trinity Evangelical Divinity School.

Major Features of the Double Degree

- Only 15 hours of master's-level course work in bioethics beyond the MDiv or MA/CS degree is required.
- Students can participate in the May Commencement for both degrees at the end of their final MDiv or MA/CS year (assuming no more than 6 hours remain to be completed in the summer that follows).
- The MDiv or MA/CS capstone course will fulfill the capstone requirement for the MA/BE degree as well.
- MDiv students will complete the requirement of ID 5001, ID 5002, and PR 7220 by taking all of the MDiv required courses.
- MA/CS students will complete the equivalent of ID 5001, ID 5002, and PR 7220 as long as they take PR 7220 as part of their Theological Studies requirement for the MA/CS degree; therefore, they will not need to take ID 5001, ID 5002, and PR 7220 for the MA/BE degree.
- Six of the elective hours in their MDiv or MA/CS program should be BE courses. (If fewer than 6 hours are taken there, then the missing hours can be added to the 15 hours needed to complete the MA/BE degree.)
- The following courses **must be taken** as part of the 15 BE hours:

  BE 5000 Introduction to Bioethics ***or*** BE 5100 Intensive Bioethics Institute (3 hrs.)
  BE 5300 Clinical Issues in Bioethics (2 hrs.)
  BE 5500 Bioethics and Public Policy (2 hrs.)
  BE 6100 Bioethics Colloquium (1 hr.)
  BE 6500 Advanced Bioethics Institute (3 hrs.)

Model Curricular Plan for the Double Degree Program

The actual curricular plan will vary with individuals. In this model curricular plan, students in the Double Degree would take the following courses:

Any fall before the final year of MDiv or MA/CS studies:
BE 5000 Introduction to Bioethics 3 hrs. (as part of MDiv or MA/CS degree)

Any summer before the final year of MDiv or MA/CS studies:
BE 5900 Bioethics National Conference Course (3 hrs.)
BE 7700 Bioethics Seminar (3 hrs.)

Any spring of MDiv or MA/CS studies:
BE 5300 Clinical Issues in Bioethics (2 hrs.)
BE 5500 Bioethics and Public Policy (2 hrs.)
BE 6100 Bioethics Colloquium (1 hr.)
BE 5299 or BE 5499 The Clinical Context and/or The Public Policy Context (1-2 hr.)

Note: These last two courses provide remedial background understanding for BE 5300 and BE 5500. If both are needed and are taken in the spring, one less hour can be taken the following summer. Three of the 6 hours this spring are part of the MDiv or MA/CS degree.

In the summer after the final year of MDiv or MA/CS studies:
BE 6500 Advanced Bioethics Institute (3 hrs.)
BE 5900 Bioethics National Conference Course (3 hrs.) (repeatable)

Bachelor of Arts/Master of Arts in Bioethics Dual Degree

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

In this program, an undergraduate student may earn a graduate degree as early as the summer following the senior year by taking graduate-level courses beginning the junior year. Nine hours of course work from the MA counts toward the BA. These 9 overlapping hours are taken as part of the undergraduate load. (See the dual degree model outlined below.) Providing graduate course work is begun in the summer after the junior year, completion of both the BA and the MA can be accomplished as early as the summer following the senior year.

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

Model Curricular Plan for the Dual Degree

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

Freshman, Sophomore, and Junior years:
Undergraduate Course Work:

- BI 101 Understanding the Old Testament OR BI 111 Understanding the New Testament
  (Note: ID 5001 substitutes for one of these courses)
- BI 210 Biblical Interpretation
- PH 180 Introduction to Philosophy
- BIO 111 General Biology or BIO 103 Introductory Biology
- Other general education courses and required major courses

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

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

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

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

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

Summer before Senior Year:
Graduate Course Work:

- BE 5100 Intensive Bioethics Institute (4 hours)
- BE 5900 Bioethics National Conference (3 hours)
- BE elective, ID 5001 or ID 5002 (if offered) (3 hours)

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

Fall Semester Graduate Course Work:

- ID 5001 Foundations of Integrative Thought (3 hours)
- ID 5002 Foundations of Cultural Engagement (3 hours)
- PR 7220 Ethical Theory (3 hours)
- BE elective courses if needed to fill schedule (3 hours)

Spring Semester Graduate Course Work:

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

***NOTE: 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. Additional hours taken in this way can be balanced by a reduction of one hour in a summer institute or summer elective course.**

Undergraduate Bachelor of Arts Degree Completed

Summer following Senior Year:
Graduate Course Work:

- BE 5900 Bioethics National Conference (3 hours)
- BE 6500 Advanced Bioethics Institute (4 hours)
- BE 7700 Bioethics Seminar (3 hours)
- BE 7476 or BE 7478 or 7480 or 7485 Bioethics Capstone (0-4 hours)

***NOTE: BE 7485 requires ID 6910, a research methods course, as a prerequisite.**

Master of Arts Degree Completed

Master of Arts in Counseling Psychology (MA/CP)

Mission Statement
The MA in Counseling Psychology (MA/CP) equips students to integrate professional counseling with a biblical worldview to serve all peoples.

Program Objectives
Students graduating from the MA/CP program upon graduation will be able to

- Integrate a biblical world view 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 through content knowledge the 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 the MA/CP faculty may be required for admission.

Candidacy

In addition to the candidacy requirements outlined in "Academic Policies," MA/CP students are required **to participate in one semester of group counseling while in residence.** 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/CP: 9 semester hours of psychology to include General Psychology (3 hours), Statistics (3 hours), and any clinical psychology elective to include Therapeutic, Personality, or Abnormal Psychology or any developmental elective (3 hours).

Program of Study: 54-60 hours

Common Core Courses (6 hours):

ID 5001	Foundations of Integrative Thought	3 hours
ID 5002	Foundations of Cultural Engagement	3 hours

Required Counseling Courses (27 hours):

CP 5210	Counseling Skills Training	3 hours
CP 5310	Counseling Theories	3 hours
CP 6110	Career Counseling	3 hours
CP 6130	Group Counseling	3 hours
CP 6520	Human Growth and Development	3 hours
CP 6710	Psychology and Theology	3 hours
CP 6720	Ethics and Issues in Counseling	3 hours
CP 7210	Psychological Testing	3 hours
CP 7900	Psychological Research Methods	3 hours

Select one of the following concentrations:

Mental Health Counseling Concentration (27 hours):

Required Courses (21 hours)

CP 5120	Substance Abuse Counseling	3 hours
CP 6015	Community Counseling	3 hours
CP 6610	Human Sexuality	3 hours
CP 6650	Multicultural Issues in Counseling	3 hours
CP 7450	Psychopathology	3 hours
	Participation in Group Counseling Experience	0 hours
CP 7961	Internship in Counseling I*	3 hours
CP 7962	Internship in Counseling II*	3 hours

Concentration Electives (3-6 hours)—select one-two courses:

CP 5140	Principles of Guidance and Counseling	3 hours
CP 6625	Theoretical Foundations of Marriage and Family Therapy	3 hours
CP 6000	Current Studies in Counseling and Psychology	3 hours
CP 6530	Child and Adolescent Counseling	3 hours
CP 7140	Crisis Counseling	3 hours
CP 7950	Counseling Practicum*	3-6 hours
CP 7963	Advanced Counseling Practicum*	3-6 hours

***As of January 2001, State of Florida licensing requirements for internship are 1,000 contact hours, 400 of which must be face to face. Students unable to meet this requirement in two semesters of internship can enroll in further onsite work using CP 7950 Counseling Practicum or CP 7963 Advanced Counseling Practicum as one of the Mental Health Counseling concentration electives.**

Capstone (Required for students pursuing licensure):

CP 7961	Mental Health Counseling Internship I	3 hours
CP 7962	Mental Health Counseling Internship II	3 hours

Guidance and Counseling Concentration (21 hours):

Required Courses (18 hours)

CP 5140	Principles of Guidance and Counseling	3 hours
CP 5145	School Consultation Procedures	3 hours

CP 6140	Counseling Exceptional and At-Risk Children	3 hours
CP 6530	Child and Adolescent Counseling	3 hours
	Participation in Group Counseling Experience	0 hours
CP 6911	Guidance and Counseling Practicum I	3 hours
CP 6912	Guidance and Counseling Practicum II	3 hours
Concentration Electives (3 hours)—select one course:		
CP 5120	Substance Abuse Counseling	3 hours
CP 6015	Community Counseling	3 hours
CP 6610	Human Sexuality	3 hours
CP 6625	Theoretical Foundations of Marriage and Family Therapy	3 hours
CP 7840	Multicultural Issues in Counseling	3 hours
Capstone	**(required for students pursuing certification)**	
CP 6911	Guidance and Counseling Practicum I	3 hours
CP 6912	Guidance and Counseling Practicum II	3 hours

MA in Counseling Psychology students not pursuing licensure may opt to complete the degree by choosing among two capstone options (project or thesis) or the International Counseling Experience with the program director's approval. Students completing the capstone options will need 60 credit hours for graduation.

Capstone Options for Students Not Pursuing Licensure:

CP 7969	International Counseling Experience	3 hours
CP 7478	Counseling Psychology Capstone Project	3 hours
CP 7485	Counseling Psychology Thesis	3 hours
CP 7910	Advanced Research Methods (Required with Thesis)	3 hours

Required Capstone Experience (3-6 hours):
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 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 with 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 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 CP 7486 Capstone Extension. Capstone extension fees will be assessed. Students who opt to fulfill the capstone by writing a thesis must also take CP 7910 Advanced Research Methods.

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 be aware of pertinent deadlines well in advance (see *Academic Handbook*).

Master of Arts in Leadership (MA/L)

Program Purpose
The Master of Arts in Leadership is designed to equip emerging and current leaders to ethically respond to the demands of a global, knowledge-based society. The degree prepares graduates to creatively and knowledgeably lead others in a Christ honoring way.

Program Objectives
Student graduating from the MA in Leadership program will be able to:

- Understand current and emerging issues in leadership
- Employ transformation and resolution strategies within conflict situations
- Apply culturally-sensitive, biblically-framed approaches to leadership
- Demonstrate increased proficiency in the following competency areas: integrity/spiritual, interpersonal, strategy, and communication
- Equip graduate to integrate leadership skills within the specialized context of their specific occupational or academic discipline

Program Pre/Co-Requisites

In keeping with the mission of the university, it is important for students to have a clear understanding of biblical truths that shape a Christian worldview. Options for fulfilling this requirement may be taking ID 5001 Foundations of Integrative Thought and ID 4002 Foundations of Cultural Engagement before entering the program or during the program. ID 5001 may be waived by graduates of accredited Christian Liberal Arts or Bible Colleges or by seminary students or graduates. ID 5002 may be waived by seminary students or graduates.

Students not meeting these criteria may waive either or both of these requirements by successfully passing a challenge exam(s) covering the content of the course(s).

By way of a letter of recommendation, program applicants must provide proof of leadership potential either through past experience or academic capacity.

Program of Study: 40 hours

Pre-Requisites (6 hours)		
ID 5001	Foundations of Integrative Thought	3 hrs
ID 5002	Foundations of Cultural Engagement	3 hrs
Required Courses (34 hrs)		
LR 5050	Theory and Theological Foundations of Leadership	3 hrs
LR 5430	Conflict Management	3 hrs
LR 5900	Ethical Dimensions of Leadership	3 hrs
LR 6350	Innovation & Creativity	3 hrs
LR 6520	Coaching & Mentoring	3 hrs
LR 6710	Followership	3 hrs
LR 6830	Strategies for Cross-Generational Leadership	3 hrs
Choose one:		
LR 6810	Intercultural Leadership	3 hrs
ME 8210	Intercultural Communications	3 hrs
Choose one:		
LR 5530	Interpersonal Communication	3 hrs
LR 5535	Interpersonal Skills Training	3 hrs
Capstone Course:		
LR 7478	Leadership Seminar & Practicum/Project	4 hrs

Bachelor of Arts/Master of Arts in Leadership Dual Degree

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

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

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

Transfer students may apply for the program if they have 70 hours of undergraduate course work, a positive recommendation from a former professor or their academic advisor, a 3.0 GPA for all transferred college work, and a 3.0 in Trinity course work, in addition to demonstrated leadership potential. Students interested in the dual degree are advised to notify their advisors and the Associate Dean of TGS as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Curricular plan for the BA/MA in Leadership Dual Degree

Freshman, Sophomore, and Junior Years:
Undergraduate Course Work:

- BI 101 Understanding the Old Testament or BI 111 Understanding the New Testament
- BI 210 Biblical Interpretation
- PH 180 Introduction to Philosophy

- Other general education courses and required major courses

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

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

Summer Before Senior Year:

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

Senior Year:

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

Summer After Senior Year:

- Student takes modular courses in the May/July summer sessions.
- Student completes coursework for MA program.
- Student completes requirements for MA graduation.

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 be able to

- Evidence Christian values in their personal and professional practice while respecting the exercise of individual moral decision
- Work toward becoming integrated individuals, applying their faith to their continued quest for knowledge and truth
- Address the differing needs of a diverse student population with respect and fairness
- Engage in caring relationships through effective educational collaboration among the classroom, school, family, and community
- Critically reflect upon their teaching to refine their practice in order to maximize student learning
- 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
- Demonstrate proficiency in educational research through successful completion of a master's-level capstone course or master's thesis.

Program Prerequisites

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

- An education advisor will analyze the transcripts of all prospective candidates. It may be necessary to meet with an advisor to develop a personal plan for completion of state standards-aligned certification requirements. Advisors are available in Trinity's Division of Education (847.317.8070).
- All prospective candidates are urged to take the Basic Skills test prior to the start of the cohort program. This test must be passed prior to Gate 1: Admission to the Division of Education.
- Secondary candidates (Type 09) 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). This test must be passed prior to Gate 1: Admission to the Division of Education.
- MA/T/Elementary (Type 03) applicants will be required to take the Division of Education's mathematics exam (score will be used for placement purposes).Those who cannot demonstrate proficiency will be required to complete additional math course work. Trinity Graduate School offers secondary certification programs in Science: Biology, English with Language Arts, Social Science: History, and Mathematics.
- MA/T/Elementary (Type 03) applicants will be required to take the Division of Education's mathematics exam (score will be used for placement purposes). Those who cannot demonstrate proficiency will be required to complete additional math course work.
- Students whose undergraduate course work 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 candidacy requirements outlined under "Academic Policies," MA/T students must be officially admitted into the Division of Education (Gate 1). Following successful completion of 12 hours with a GPA of 3.0 or above, students will be admitted into the Division of Education and accepted for candidacy based on a successful Division of Education entrance interview and completion of all state and institutional requirements as outlined in the *Academic Handbook*.

Licensure

Eligibility for licensure requires (1) completion of all state and institutional requirements as outlined in the *Academic Handbook*, (2) grades of "C" or better in all licensure-related course work, and (3) a minimum GPA of 2.75. A minimum GPA of 3.0 with grades of "C" or better in all MA/T course work is required for completion of the master's degree.

Additional Licensure Requirements

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

Master of Arts in Teaching/Elementary

Program of Study: 41 hours

Common Core Courses (6 hours):

ID 5001	Foundations of Integrative Thought	3 hours
ID 5002	Foundations of Cultural Engagement	3 hours

Educational Foundations Courses (13 hours):

ED 5200	Foundations of Education	3 hours
ED 5210	Educational Technology	2 hours
ED 5350	Advanced Educational Psychology	3 hours
ED 5400	Foundations of Special Education	3 hours
ED 5551	Teaching in Culturally Diverse Settings I	1 hour
ED 6911	Research Methods and Design I	1 hour

Methods Courses (13 hours):

ED 5552	Teaching in Culturally Diverse Settings II	1 hour
ED 6260	Reading and Writing Across the Curriculum	2 hours
ED 6701	Methods of Teaching for the Elementary and Middle School	4 hours
ED 6702	Reading Methods for Elementary Teachers	3 hours
ED 6703	Mathematics Methods for Elementary Teachers	2 hours
ED 6912	Research Methods and Design II	1 hour

Professional Semester (8 hours):

ED 7450	Clinical Practice for Elementary Licensure	5 hours
ED 7449	Classroom Management	1 hour

ED 7460	Advanced Seminar in Education	2 hours

Capstone Research Project/Thesis * (1 hour):

Choose one:

ED 7478	MA/T Capstone Project	1 hour
ED 7485	MA/T Thesis	1 hour

***To be completed in semester following clinical practice**

Master of Arts in Teaching/Secondary

Program of Study: 37 hours

Common Core Courses (6 hours):

ID 5001	Foundations of Integrative Thought	3 hours
ID 5002	Foundations of Cultural Engagement	3 hours

Educational Foundations Courses (13 hours):

ED 5200	Foundations of Education	3 hours
ED 5210	Educational Technology	2 hours
ED 5350	Advanced Educational Psychology	3 hours
ED 5400	Foundations of Special Education	3 hours
ED 5551	Teaching in Culturally Diverse Settings I	1 hour
ED 6911	Research Methods and Design I	1 hour

Methods Courses (9 hours):

ED 5552	Teaching in Culturally Diverse Settings II	1 hour
ED 6560	Reading and Writing Across the Curriculum	2 hours
ED 6800	Integrated Methods of Teaching in the Secondary/Middle School	3 hours
ED 6810*	Teaching Biology in Secondary and Middle School	2 hours
ED 6820*	Teaching Language Arts & Literature in Secondary/Middle School	2 hours
ED 6830*	Teaching History & Social Studies in Secondary/Middle School	2 hours
ED 6840*	Teaching Mathematics in Secondary and Middle School	2 hours

**6810-6840: Secondary majors take only one of the four courses.*

ED 6912	Research Methods and Design II	1 hour

Professional Semester (8 hours):

ED 7455	Clinical Practice for Secondary Licensure	6 hours
ED 7449	Classroom Management	1 hour
ED 7460	Advanced Seminar in Education	2 hours

Capstone Research Project/Thesis * (1 hour):

Choose one:

ED 7478	MA/T Capstone Project	1 hour
ED 7485	MA/T Thesis	1 hour

***To be completed in semester following clinical practice**

Required Capstone Experience (1 hour):

The capstone experience in the Master of Arts in Teaching can involve a research project or writing a formal master's-level thesis. The capstone is completed following clinical practice.

However the student chooses to meet the capstone experience requirement, **all students must register** for course credit under one of the following course numbers: ED 7478 MA/T Capstone Project (1 hour); ED 7485 MA/T Thesis (1 hour). Students should register for ED 7478 in the semester that they start the project or paper. Students should register for ED 7485 in the semester after the thesis proposal has been approved. 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 ED 7486 MA/T Capstone Extension

The capstone must be completed subsequent to candidacy. This requirement is supervised by a faculty member. An Independent Study Authorization form (available at the Dean's Office or online at MyTIU) must be filled out as part of registering for all capstone courses (available at the Dean's Office or online at MyTIU). Students opting to write a formal master's thesis should be aware of pertinent deadlines well in advance (see *Academic Handbook*).

BA/MA Dual Degree in Teaching/Secondary

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

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

In this program, an undergraduate student earns an undergraduate degree in the subject area (biology, English, history, or mathematics). Nine hours of course work from the MA counts toward the BA, reducing the required hours for the BA from 126 to 117. These 9 overlapping hours are taken as part of the undergraduate load resulting in a savings of graduate tuition. The graduate degree may be completed one year later by completing graduate courses over the summer, fall, and spring semesters following TC graduation. (The candidate is eligible for state teacher licensure upon completion of student teaching and all Division of Education requirements). Upon completion of the capstone project over the summer or fall semester, the candidate can complete the MA degree as early as December of the year following undergraduate degree completion.

For details regarding the specific undergraduate courses required for the BA/MA in Teaching dual degree, please refer to the Trinity College Catalog. Students interested in this program should consult with the Division of Education or the MA/T program director.

Master of Business Administration (MBA)

Program Purpose

The Master of Business Administration program is composed of required courses of 43 hours. Included is an orientation course (TIU Business Essentials), a Candidacy process (after 22 hours) and a culminating Capstone Course. This Capstone will consist of an AACSB aligned Simulation. Students will usually complete the program in four full-time semesters consisting of two fall and two spring semesters. A minimum cumulative GPW of 3.0 is required for graduation.

Admission to the MBA Program will be based upon the student's possession of a Business-related Bachelor of Arts degree with a minimum of 3.0 GPA in upper division coursework. For students who do not possess these requirements, their case will be considered by the Admissions Committee. This committee may recommend some or all of the following: Remedial undergraduate Business courses, standardized testing and/or any other requirements which can demonstrate the students' competencies to do MBA level course work. Students with an undergraduate GPA of less than 3.0 in upper-division courses may be admitted to the TIU Business Essentials course on a probationary basis. Only by successful completion of the course with a "B" or better will the student be permitted to fully matriculate.

Program Objectives

Upon completion of the Master of Business Administration program, the graduate will be able to:

- Implement business concepts in a realistic environment with the goal of working as an organizational change-agent to achieve the "Greater Good" as directed by Scripture and the Spirit.
- Enhance leadership skills, demonstrating the ability to think and act strategically, to communicate a vision of the future, to motivate and empower others, to tolerate ambiguity and embrace change, to collaborate with strategic partners and to develop the leadership potential of others.
- Recognize and analyze ethical problems and choose and defend biblically-authorized resolutions to create realistic business solutions to organizational challenges.
- Acquires substantial knowledge of major business functions, i.e., accounting, marketing and HR, to be enabled to converse relevantly and factually as an administrator.
- Apply business management principles to work with people from a diversity of cultures and perspectives and to understand how to sensitively and appropriately lead within a contemporary business organization.
- Demonstrate knowledge of social, cultural, economic, and regulatory factors and their effect on the global business environment.
- Evaluate operations and provide recommendations to improve individual and organizational performance. Gain an enhanced ability to think creatively, to link business principles to practice, and to manage with greater interpersonal effectiveness.

- Evaluate the financial position of organizations through examination of balance sheets, cash flow statements, and budgets.
- Develop an entrepreneurial 'spirit' combining God's call on our lives with their individual gifting to meet the perceived needs of their community and world.

Program Prerequisites

Students without a qualifying Bachelor's Degree in Business will be required to take BU 5080 as their first course. A qualifying Bachelor's Degree in Business is one which is granted from a Christian liberal arts university or college, is regionally accredited and in which the student majored in Business. At the time of Admission, the student will be advised as to this determination. Students not required to take this course will be able to take an Elective toward the 43 hour requirement.

Program of Study (43 hrs)

Pre-Requisite (4 hrs)		
BU 5080	TIU Masters Business Program Essentials	4 hrs
Required Courses (39 hrs)		
BU 5150	Economics for Managers	3 hrs
BU 5220	Accounting for Managers	3 hrs
BU 5290	Managerial Finance and Analysis	3 hrs
BU 5380	Marketing and Advertising for Managers	3 hrs
BU 5410	Managing and Leading Organizations	3 hrs
BU 5580	Strategic Human Resources Management	3 hrs
BU 5680	Quantitative and Analytic Methods	3 hrs
BU 6440	Strategic Management	3 hrs
BU 6485	Social Entrepreneurship	3 hrs
BU 6590	Organizational Behavior for Managers	3 hrs
BU 6680	Operations and Project Management	3 hrs
BU 6691	Management Information Systems	3 hrs
BU 7478	Applied Business Capstone	3 hrs

Master of Education in Diverse Learning (MEd)

Program Purpose

The Master of Education (MEd) in Diverse Learning is an online course of advanced study for state certified teachers who are seeking to become more effective in helping diverse learners find success in the general education curriculum. Recognizing the variety of learner differences in the inclusive American classroom, this program will allow teachers to build upon their existing pedagogical knowledge to 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 endorsement/approval to their certificates 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 Objectives

After successfully finishing the degree coursework, teachers will have completed:

- The 18 hours required by the Illinois Board of Education (ISBE) in order to apply for an endorsement in ESL. 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) approval, as long as they have taken and "Introduction to Special Education" course at the undergraduate or graduate level. In addition, teachers need to pass the Illinois "Learning Behavior Specialist 1" test to be able to apply to ISBE for the LBS1 endorsement/approval on their existing teaching certificate. This would allow them to teach students with disabilities at the grade levels of their existing certificate. The LBS1 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. Out-of-state teachers should contact their state agency to determine the requirements for special education credentials in their state.

Program Pre/Co-Requisites

In keeping with the mission of the university, it is important for students to have a clear understanding of biblical truths that shape a Christian worldview. Options for fulfilling this requirement may be taking ID 5001 Foundations of Integrative Thought and ID 4002 Foundations of Cultural Engagement before entering the program or during the program. ID 5001 may be waived by graduates of accredited Christian Liberal Arts or Bible Colleges or by seminary students or graduates. ID 5002 may be waived by seminary students or graduates.

Students not meeting these criteria may waive either or both of these requirements by successfully passing a challenge exam(s) covering the content of the course(s).

By way of a letter of recommendation, program applicants must provide proof of leadership potential either through past experience or academic capacity.

Program of Study (39 hrs):

Pre-Requisites (6 hrs):

ID 5001	Foundations of Integrative Thought	3 hrs
ID 5002	Foundations of Cultural Engagement	3 hrs

Required Courses (33 hrs):

ED 5500	Differentiating Instruction for All Learners	3 hrs
ED 5580	Cultural Diversity in the American Classroom	3 hrs
ED 5800	Characteristics and Identification of Learners with Disabilities	3 hrs
ED 5830	Psycho-educational Assessment of Learners with Disabilities	3 hrs
ED 5850	Methods of Teaching Learners with Disabilities	3 hrs
ED 6300	Differentiating Instruction for Learners who are Gifted	3 hrs
ED 6400	Foundations of Teaching English as a Second Language	3 hrs
ED 6420	Linguistics for the Classroom Teacher	3 hrs
ED 6450	Assessment of Learners who are Bilingual	3 hrs
ED 6470	Methods and Materials for Teaching English as a Second Language	3 hrs
ED 7410	Practicum in Teaching English as a Second Language	3 hrs

Courses

Course Numbers

Courses are designated by a letter-number combination that identifies the area of study and the level at which the courses are offered. All courses are graduate level, except 4000 series numbers that are considered undergraduate level.

5000, 6000, and 7000-7499 course offerings are intended for MA students. Note that due to the interdisciplinary nature of the graduate school curriculum, course numbering does not necessarily demonstrate a sequential order in which courses should be taken.

7500 through 8999 numbered courses denote advanced master's courses.

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

Courses listed in this catalog include those drawn from other schools of the university and are subject to change through normal academic channels. New courses and changes in existing courses are initiated by the program faculty and approved by the Trinity Graduate School Council and the Academic Council of Schools.

Course Number Suffix
On the student's permanent academic record various letters will be appended to course numbers as follows:

"R" indicates that a catalog course is not offered during a given semester and therefore taken on a Reading basis under the individual direction of a faculty member. The number — 7501 (Guided Research) course in each program is similarly available for courses that are not listed in the catalog.

Credit Hours
Academic credit is indicated in terms of semester hours. In certain academic programs where prior approval has been granted by specific action of the faculty, courses may be offered for a different number of semester hours than those listed in the catalog course description.

Course Descriptions

Courses described in the Trinity Graduate School catalog are offered on a rotating basis, or upon sufficient demand, and may not all be offered during a student's period of residency. The courses listed are offered in Deerfield, unless otherwise indicated under the respective programs or emphases.

Bioethics Courses

BE 5000 Introduction to Bioethics: Matters of Life and Death
An overview of the Hippocratic/Judeo-Christian tradition in medical ethics against the background of biblical-theological discussion of human nature, medicine, and healing and as a context for the rise of the new bioethics. *Three hours.*

BE 5100 Intensive Bioethics Institute
A survey of the field of bioethics, introducing competing ways of addressing biological issues in historical, philosophical, and theological perspective. A national/international team of 15-20 top Christian bioethicists address special areas of expertise under the direction of the course instructor. Cannot be taken as a Guided Reading Course. *Three or four hours.*

BE 5299 The Clinical Context
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. *One hour.*

BE 5300 Clinical Issues in Bioethics
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. *Two hours.*

BE 5499 The Public Policy Context
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. *One hour.*

BE 5500 Bioethics and Public Policy
The interface of bioethics and public policy in North American and international contexts, with special attention to religious perspectives in the public square, analysis of public policies, and creating 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 concurrently with this course. *Two hours.*

BE 5600 Law and Bioethics
Questions such as the proper role of law in shaping people's bioethical views and practices and the current state of the law regarding a wide range of bioethical issues are addressed by a legal educator with the help of case discussions. *Two hours*.

BE 5700 The Right to Life and the Law
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. *Two hours.*

BE 5800 Bioethics Regional Conference Course
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. *Two or three hours.*

BE 5900 Bioethics National Conference Course
The annual national/international bioethics conference at Trinity provides a unique opportunity to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and 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. *Two or three hours.*

BE 6100 Bioethics Colloquium
The colloquium meets periodically during the term, with a professor of record and a combination of visiting lecturers, faculty, and student presentations. Local pastors, physicians, and others are invited to attend, offering a meeting point between the program and church and medical communities. May be repeated for credit. *One or two hours.*

BE 6300 Bioethics, Human Dignity, and the Church
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. *Three hours.*

BE 6400 Readings in Bioethics
Readings in bioethics from Hippocrates through the beginning of the modern bioethics period in Fletcher and Ramsey and on to the present. Readings in the earlier periods focus on the birth and development of the Hippocratic/Judeo-Christian tradition. Readings in the contemporary bioethicists place special focus on the secularization of bioethics as seen in such writers as Singer, Engelhardt, and Childress. The course may focus on either classical or contemporary readings. *Three hours.*

BE 6500 Advanced Bioethics Institute
A methodological investigation of how to do bioethics with a range of approaches critically assessed from a biblical-theological perspective. End-of-life treatment provides a test case. A national/international team of 15-20 top Christian bioethicists address special areas of expertise. Cannot be taken as a Guided Reading course. Prerequisite: BE 5000 or BE 5100. *Three or four hours.*

BE 6600 Classic Cases in Bioethics
Many of the major issues in bioethics have been shaped by pivotal medical and legal cases. This course examines such cases in detail and uses them as a springboard for understanding the larger ethical issues that they address. *Three hours.*

BE 6700 Personhood in Theological and Philosophical Perspective
Analysis of the role played by this key concept in bioethical debate against the background of philosophical and theological usage. *Three hours.*

BE 7300 Advanced Clinical Ethics
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. Three hours.

BE 7476 Bioethics Capstone Comprehensive Examination
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. *Zero hours.*

BE 7478 Bioethics Capstone Project
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. *Zero to three hours.*

BE 7480 Bioethics Capstone Integrative Paper
Independent study culminating in an integrative paper. Students developing and writing an integrative paper may register for 0 to 3 credit hours. Students should register for this course the semester they start the paper. *Zero to three hours.*

BE 7485 Bioethics Thesis
Independent study toward development of an academic thesis. Required of all students choosing to write a thesis. Students may not register for this course until the semester after the thesis proposal has been approved. Students electing this capstone option must take the noncredit research methods course ID 6910 or an approved research methods course. *Zero to four hours*.

BE 7486 Bioethics Capstone Extension
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. *Zero hours.*

BE 7501 Guided Research in Bioethics
Independent study as arranged with a graduate school faculty member. *One to three hours.*

BE 7700 Bioethics Seminar
Topical course conducted as a seminar on a question such as autonomy and informed consent, health care systems, resource allocation, genetic intervention, or end-of-life decision making. May be repeated for credit. Cannot be taken as a Reading Course. *One to four hours.*

Business Courses

BU 5080 TIU Masters Business Program Essentials
Leaders, managers, and professionals enter the TIU-FL MBA with a wide variety of academic, spiritual, work, and life experiences. This will be the first required course for all entering students. MBA Essentials begins the process of orienting the student to the skills and tools necessary to succeed in the remainder of the program. The course is a rigorous overview of accounting, economics, finance, marketing, and operations, while building the student’s self-awareness and skills in use of information technology, written and verbal communications, group and leadership styles, and problem solving. The course also represents the beginning of our integrative process as students understand “why” a knowledge of Christ is crucial to these processes. The course will challenge students to integrate their understanding of God, Christ and humanity into their conception of business and ultimately into the marketplace. *Four hours.*

BU 5150 Economics for Managers
An overview of basic economic theory is featured, which is necessary for establishing, revising, and interpreting business policy. Students will identify and interpret appropriate economic indicators and macroeconomic and microeconomic phenomena that aid sound decision-making for management. The course will also deal with political

influences on the performance of markets, currency exchange, economic growth as well as the effects these have on the human condition of employees and customers. *Three hours.*

BU 5220 Accounting for Managers
This course provides students with an opportunity to lean and apply skills that support the use of internal financial information and techniques to support effective decision-making. Students learn to use financial data available for financial reporting, budgeting, costing, financial analysis, and forecasting from a management perspective. The principles of accuracy as related to God's truth will be emphasized in an effort to provide "accountability" with the positive value it is meant to have. *Three hours.*

BU 5290 Managerial Finance and Analysis
This course provides a framework for the analysis of the investment and financing decisions of an organization and an understanding of how to apply finance theory to practical situations. Topics include financial analysis, risk and return, time value of money, and sources of corporate finance. In addition, students will learn how to factor in the human value of such decisions. The interaction of profit on the human and organizational levels will be explored. *Three hours.*

BU 5380 Marketing and Advertising for Managers
The course studies marketing management with an emphasis on product, price, promotion, and distribution problem-solving in both domestic and international markets. It will explore and analyze Internet and electronic marketing strategies, capturing customer value, improving product management, maximizing channels of communication, establishing customer-driven strategies, and analyzing consumer behavior. Integrated into this understanding will be the principles of truth-telling as a value for long-term marketing strategy. *Three hours.*

BU 5410 Managing and Leading Organizations
This course investigates the importance and impact of individual and organizational behavior upon the culture, climate, and structure of an organization. Motivational techniques used to increase the performance and engagement of people, groups, and teams within organizations will be analyzed. The course deals with basic and advanced concepts of leading organizations through the use of established management practices and techniques. *Three hours.*

BU 5580 Strategic Human Resource Management
This course views managing human resources as a strategic organization asset that supports competitive advantage and major strategic objectives. It positions HRM as an integral partner in a firm's strategic planning and implementation, in terms of external environmental and internal exigencies. It focuses on HR planning and strategies and their applications in HR programs and processes. Students also learn how to develop alignment among vision, strategy and values in the development of a paradigm based upon competencies required for enhancing the business results of a company or government agency. *Three hours.*

BU 5680 Quantitative and Analytic Methods
The application of quantitative methods to managerial decisions is featured. Applications include optimization, modeling, and simulation with a focus on using the computer for analysis and decision-making. The human component of all decisions will be engaged as an equally important variable for all decisions. *Three hours.*

BU 6440 Strategic Management
The course focuses on processes and approaches used by managers to analyze internal and external environments used to establish and accomplish the organization's mission, vision, and strategic goals. Students will examine strategic processes that influence the direction of an organization through analysis of case studies. A focus will be provided on aligning a company's mission and vision with appropriate goals and principles found in Scripture. *Three hours.*

BU 6485 Social Entrepreneurship
This course challenges students to engage ideas in the recent field of social entrepreneurship. Through various readings students will learn about key figures in the field and study successful business cases of social entrepreneurship. The course will focus 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. Attention will be given to social entrepreneurship as a business strategy for engaging the "bottom of the pyramid" as well as for addressing economic, environmental, social and spiritual well-being in a comprehensive engagement of culture. "Value" will be understood in broader terms as a consequence of following Christ's admonitions to "go the extra mile" than that which is otherwise mandated. *Three hours.*

BU 6590 Organizational Behavior for Managers
This course explores how to manage personal, interpersonal, and group processes by developing interpersonal skills to assume responsibility for leading and promoting teamwork among diverse stakeholders. The focus is on learning to manage individual and group behaviors in improving organizational productivity and performance.

Crucial to this process is the understanding of the dignity of the individual as one made in God's image. *Three hours.*

BU 6680 Operations and Project Management
This course includes internal operations analysis, planning and control, and logistical considerations including supply/value chain management of both manufacturing and service industries. It also includes a strategic review of project management techniques, processes, and activities. Focusing on the human issues involved in such operations, students will learn to regard such needs as important in considering effective management strategies. *Three hours.*

BU 6691 Management Information Systems
This course introduces fundamental concepts underpinning state-of-the-art applications. Topics include quantitative and historical perspectives underlying major information technologies, theoretical background on a wide range of information technologies as well as issues surrounding the social, economic, and political contexts in which IT exists. This will provide exposure to cutting-edge technologies and trends including wireless multimedia, mobile communications, computer security, digital video and audio, and high-performance computing. Issues of business privacy, employee/employer obligations and responsibilities as well as the ethics and effective use of various media for business purposes will be discussed. *Three hours.*

BU 7478 Applied Business Capstone
Skills and competencies are applied to actual business problems. Students develop cross-functional business solutions. This course serves as the culmination and integration of the learning from all MBA courses. There will be a synthesis of business administration strategies and practices from organizational behavior, leadership, marketing, financial analysis, ethics, and finance. Student teams will be assigned consulting work at selected businesses in the community. Evaluation of the project will include an assessment of how well the student's work captures the centrality of business as a missional enterprise under the guidance and lordship of Christ.

Cultural Engagement Courses

CC 5610 Cultural Hermeneutics
This introductory course provides students with the basic framework for thinking theologically about contemporary culture. The course presents the concepts of culture and society along with the ways they are often investigated by cultural and social studies. The aim of the course is to reflect on what is involved in a properly theological interpretation of culture. The course develops the hermeneutical principles for interpreting culture that will be applied in subsequent courses. *Two hours.*

CC 5620 Cultural Exegesis
This course explores some categories introduced in CC 5610 (Cultural Engagement) in greater detail. Various methods and tools from sociology, cultural anthropology, and philosophy are used to explore such themes as urbanization, modernization, pluralization, secularization, and globalization, with theological reflection on these themes. Prerequisite: CC 5610. *Three hours*.

CE 5325 Christ and Culture
A historical and contemporary survey of various models for understanding the relationship between the church and culture. Special focus will be given to modern controversial issues with an attempt to critique them from a Christian perspective. *Three hours.*

CE 5453 Discipleship and Justice
A study of the call of the gospel and responses to it in various aspects of society, seeing these as integral to faith. A survey of several important problems and areas of need in modern society where the Christian is called to act, this course is intended to stimulate thought regarding Christian discipleship and involvement in the world. Some of these problems will not have simple answers, and perhaps more questions will be raised than answers found, but it is hoped the process will lead to increased social consciousness and involvement as an expression of being a follower of Christ. *Three hours.*

CE 5615 Issues in Cultural Engagement
This course seeks to engage contemporary culture biblically and theologically. The aim is to develop a Christian position on certain significant issues in contemporary culture (e.g., poverty, trafficking, HIV/AIDS, education, health care). Students will be encouraged to develop their own positions on the relationship of gospel to culture, church to world, through detailed case studies. *Three hours*.

CE 6100 Current Studies in Cultural Engagement
Selected topics that deal with significant issues related to cultural engagement. *One to three hours.*

CE 7200 Independent Study in Cultural Engagement
This elective provides an opportunity to conduct a major project (typically writing a major paper) on a cultural engagement topic of special interest. Students may arrange such a course in any term with an appropriate university professor. *One to four hours.*

CE 7476 Cultural Engagement Capstone Comprehensive Examination
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. *Zero hours.*

CE 7478 Cultural Engagement Capstone Project
Independent study culminating in a cultural-engagement–related project, as arranged with the program director or designate. Students should register for this course the semester they start the project. *Zero to three hours.*

CE 7480 Cultural Engagement Capstone Integrative Paper
Independent study culminating in an integrative paper. Students developing and writing an integrative paper may register for 0 to 2 credit hours. Students should register for this course the semester they start the paper. *Zero to three hours.*

CE 7485 Cultural Engagement Thesis
Independent study toward development of an academic thesis. Required of all students choosing to write a thesis. Students may not register for this course until the semester after the thesis proposal has been approved. *Zero to four hours*.

CE 7486 Cultural Engagement Capstone Extension
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 are invested on the thesis. No Credit. *Zero hours.*

CE 7501 Guided Research in Cultural Engagement
Independent study as arranged with a graduate school faculty member. *One to three hours.*

CE 8000 Seminar: Current Issues in Cultural Engagement
Topics chosen to interrelate cultural engagement. *Two to three hours.*

ME 6760 Theology of Mission and Evangelism
An examination of the many Old and New Testament texts that provide theological foundations for the global mission of the church. Basic issues that confront the missionary will be investigated, as well as the more complex and contemporary issues. The course provides the student with various perspectives and strategies for dealing with the Trinity, the Great Commission, the call and motivation for ministry, and the problems of dialogue, syncretism, universalism, and ecumenism. *Three hours.*

ME 7710 Contextualization
A study of contextualization from theoretical and practical perspectives, including an examination of the meanings and methods of contextualization as proposed in recent literature, an analysis of the proposals of prominent contextualizers, and the development of limited contextualized materials for selected target-cultures. *Three hours.*

ME 8310 Religious Pluralism and Mission
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. *Three hours.*

PR 7300 World Religions
Historical survey of the origin and growth of the major world religions. Beliefs, practices, and worldviews of the major traditions will be examined, with special attention given to comparison and contrast with Christian beliefs and practices. *Three hours.*

PR 7750 Philosophical Issues in Religious Pluralism
Consideration of the major epistemological and metaphysical issues for philosophy of religion arising from the discussions on religious diversity and religious pluralism. The views of influential philosophers such as John Hick, William Alston, Keith Ward, and others are examined, as well as responses to their work. *Three hours.*

PT 7842 Understanding the Urban World
The main focus on 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. *Two hours.*

PT 7860 Social and Cultural Exegesis
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. *Two hours*.

PT 7870 Ministry of Mercy and Justice
This course seeks 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? *Two hours.*

RS 6334 New Religious Movements
A historical and sociological survey of the origin of growth of new religious movements with particular attention given to Mormonism, Jehovah's Witness, Modern Paganism, and New Age. Special attention is given to comparing and contrasting new religious movements with the dominant Christian faith of the West. *Three hours.*

RS 6337 Contemporary Paganism
A historical and sociological survey of the origin and growth of contemporary Paganism. Focus will be on understanding contemporary expressions of Paganism such as Wicca, Druidry, and other religions drawing from pre-Christian European religious expressions. Special attention is given to comparing and contrasting contemporary Paganism with Western culture. *Three hours.*

RS 6430 Religious Conversion, Identity and Violence
A study of religious conversion, identity formation, and violence in relationship to new religious movements and world religions. The course will focus on how religious movements recruit others as adherents, as well as the crucial issue of the formation of religious identity. The course will also discuss issues addressing religious violence by examining mass suicides of the Peoples' Temple, Branch Davidian, Solar Temple, and Heaven's Gate, as well as current religious violence in the world. *Three hours.*

RS 6434 Post-Christendom Spiritualities
The course will address the decline of Christianity in the West and the concomitant growth of new unreached people groups expressed in religions and spiritualities such as modern Paganism, New Age, and other alternative spiritualities. Conference plenary sessions and parallel workshops will address the topics of the future of religion in the West, the makeup of alternative religious marketplace and approaches in engaging adherents of alternative spiritualities. *Three hours.*

RS 6435 World Religions in America
This course will focus on the presence of world religions in America by discussing their historical development and impact in the United States. Special attention will be given to the reflexive relationship between the religions and American culture. The course will address issues of how the religions have influenced contemporary American culture and the challenges that are present, due to the Establishment clause, when religious behavior becomes mainstream. The issues of globalization and secularization's effect on the religious behavior of religious adherents, whether Christian or non-Christian, will also be addressed. *Three hours.*

SE 5353 Management of Change and Strategic Planning
Theory, analysis, and application of intervention methods and procedures to effect change within the organization. Leadership roles in effecting change. Prerequisite: BUS 115 or permission of instructor. *Two hours.*

SE 5372X Nonprofit Management
This course covers the theories and principles unique to managing ministries and not-for-profit social services organizations. Special emphasis is placed on the recruitment and management of volunteers and on effective development and utilization of volunteer boards of directors. *Two hours.*

SE 5373 Nonprofit Financial Management
This course covers basic concepts in managing finances for nonprofit organizations. Basic accounting topics covered include budgeting, expense control, and income measurement. In addition, the course covers fund-raising practices, including annual funding, capital campaigns, planned giving, special events, and grant proposal approaches and procedures. Ethical implications of fundraising and a survey of laws and regulations are also presented. *Two hours.*

SE 5391 Entrepreneurial Accounting and Finance
This course is designed to help students understand key accounting and financial concepts as they relate to start-up ventures. Concepts to be covered include financing options, working capital management, financial statements, and the time value of money. Brief coverage will also be given to personal financial management and to succession and retirement planning. *Two hours.*

SE 5392 Social Entrepreneurship
This course focuses on preparing students to create and manage organizations that advance social change. Course content will cover the start-up, organization, and financing of enterprises with social purposes. *Two hours.*

SE 5400 Readings in Social Entrepreneurship (note: online course)
This course challenges students to engage ideas in the field of social entrepreneurship. Through various readings students will learn about key figures in the field and study successful business cases of social entrepreneurship. The course is offered online. *Three hours.*

ST 5200 Christian Ethics
This course discusses biblical teaching on standards of personal conduct and integrity and their relation to the sanctification process. Throughout the course, attention is given to biblical perspectives on contemporary ethical issues facing the church and the minister, such as abortion, euthanasia, capital punishment, sexual ethics (including homosexuality), divorce and remarriage, racism, material possessions, genetic engineering, ecology, war, and the Christian's relation to society and the state. *Three hours.*

ST 6210 Advanced Christian Ethics
Assessment of modern ethical alternatives over a broad set of issues from a biblical perspective. *Three hours.*

ST 7612 Technology and Culture
This course will analyze the impact of technology on contemporary culture and the church, including the movement from papyrus to cyberspace and from pottery to cloning. Students will be equipped to think Christianly about technology. *Three hours.*

ST 7715 Political Theologies
A course designed to clarify what constitutes a "political theology" and to investigate the biblical and theological bases of representative political theologies. Discussion focuses around such systems as liberation theology, black theology, and feminist theology. *Three hours.*

Counseling Psychology Courses

Courses listed in the TGS Counseling Psychology program are offered at the Florida Regional Center. Counseling courses are also offered on the Deerfield Campus through the Trinity Evangelical Divinity School (TEDS) MA/MHCS program. Refer to the TEDS catalog for a complete listing.

CP 5120 Substance Abuse Counseling
This course focuses on the process and treatment of substance abuse. Emphasis will be placed on understanding the addictive process, assessment, physiology (as pertinent), and treatment. Relapse prevention, adolescent substance abuse, dual diagnosis, family treatment, and other specific issues related to addictions will be discussed. *Three hours*.

CP 5140 Principles of Guidance and Counseling
A course covering the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools. *Three hours*.

CP 5145 School Consultation Procedures
A course focusing on developing specific techniques in consultation. The various aspects of a school guidance program are integrated. Particular reference is made to problem solving and the utilization of available data. Case examples specific to the school setting are discussed, and opportunities for skill development are provided through role-playing. *Three hours*.

CP 5210 Counseling Skills Training
An experiential and cognitive introduction to the skills basic to any counseling setting, working with a developmental model of helping. Emphasis on the acquisition and use of some of the basic skills of counseling. *Three hours.*

CP 5310 Counseling Theories
Classical and current theories of counseling will be studied and evaluated in the light of Scripture, psychological sophistication, and practical relevance. Both secular and practical counseling approaches will be discussed. *Three hours.*

CP 6110 Career Counseling
This class will deal with the many facets of career counseling. The subject will be covered from both theoretical and practical points of view. Holistic awareness of individuals will be considered in regard to how people deal with their vocational needs and goals. *Three hours.*

CP 6015 Community Counseling
This course focuses on the central theoretical perspectives of community psychology, the role of interpersonal therapeutic relationships, and the efficiency of system-level preventative interventions. With this orientation, professionals can help individuals in need and work to remedy community problems, while serving to assist both individuals and society in general. *Three hours.*

CP 6130 Group Counseling
The processes, principles, and techniques related to contemporary forms of group counseling will be explored. There is an experiential component built into this course to foster the development of group leadership skills. Prerequisite: CP 5210. *Three hours.*

CP 6140 Counseling Exceptional and At-Risk Children
A course covering the etiology and characteristics of exceptionalities of children at risk for underachieving and dropping out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals. *Three hours*.

CP 6520 Human Growth and Development
A consideration of human growth and development from conception to death emphasizing research, personality, and counseling implications at each stage. *Three hours.*

CP 6530 Child and Adolescent Counseling
A survey of the physical, intellectual, emotional, and social development of children and adolescents. Therapeutic skills are discussed and practiced in and out of the classroom. The importance of family relationships is given special emphasis. *Three hours*.

CP 6610 Human Sexuality
This course will deal with the physiological, psychological, and spiritual aspects of human sexuality with particular emphasis on counseling-related issues, including the assessment and treatment of sexual dysfunction and addiction. *Three hours.*

CP 6625 Theoretical Foundations of Marriage and Family Therapy
An examination, discussion, and evaluation of the theoretical foundations and the historical development of the field of marriage and family therapy. Introduction of several of the major techniques currently employed in the field. *Three hours.*

CP 6650 Multicultural Issues in Counseling
A study of communication issues arising out of counseling between persons of different cultures or subcultures. Emphasis is given to overcoming cultural barriers and to understandings and techniques designed to enhance intercultural communication. *Three hours.*

CP 6710 Psychology and Theology
A survey of issues, theories, approaches, methods, problems, and criticisms of the integration of psychology and theology. The course will sample current counseling approaches, literature, and case studies to familiarize the student with the process of integration and to facilitate personal skill development in this area. *Three hours.*

CP 6720 Ethics and Issues in Counseling
Ethical standards of the major professional counseling associations are considered, including the American Association of Marriage and Family Therapists, the American Counseling Association, and the American Psychological Association. Theoretical and practical applications of ethical guidelines to a variety of counseling situations are discussed. Issues related to the professional practice of counseling and therapy are included. *Three hours.*

CP 6911 Guidance and Counseling Practicum I
This practicum is designed to provide students an opportunity to perform the role and functions of the professional school counselor under supervision in a school setting. Both field-based and program-based supervision are components of the practicum experience. Prerequisites: Program candidacy and permission of department. *Three hours*.

CP 6912 Guidance and Counseling Practicum II
This practicum is designed to provide students a continued opportunity to perform the role and functions of the professional school counselor under supervision in a school setting. Both field-based and program-based supervision are components of the practicum experience. Prerequisites: CP 6911; Program candidacy and permission of department. *Three hours*.

CP 7140 Crisis Counseling
A consideration of the theory and practice of crisis intervention. Emphasis is placed on the theoretical and practical application of dealing with developmental and situational crises from a Christian perspective. *Three hours.*

CP 7210 Psychological Testing
Principles and techniques of test administration and interpretation, including measures of ability, aptitude, personality, and psychopathology. Prerequisite: Undergraduate statistics course. *Three hours.*

CP 7450 Psychopathology
An advanced course on the etiology, classification, and treatment of human psychopathology. *Three hours.*

CP 7478 Counseling Psychology Capstone Project
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. *Zero to-three hours.*

CP 7480 Counseling Psychology Capstone Integrative Paper
Independent study culminating in an integrative paper. Students should register for this course the semester they start the paper. *Zero to-three hours.*

CP 7486 Counseling Psychology Capstone Extension
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. No Credit. *Zero hours.*

CP 7501 Guided Research in Counseling Psychology
Independent study as arranged with a graduate school faculty member. *One to three hours.*

CP 7900 Psychological Research Methods
Critical review of basic research techniques and examination of the methods and conclusions of some representative research. Prerequisite: undergraduate course in statistics. *Three hours.*

CP 7910 Advanced Research Methods
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. *Three hours.*

CP 7950 Counseling Practicum
This practicum is designed as a pre-internship fieldwork experience. It will provide students with practical supervised experience in various counseling settings. The student will average 8 to 20 hours per week involvement. This course may be repeated for credit. Prerequisites: Program candidacy and permission of department. *Three hours*.

CP 7961 Internship in Counseling I
This internship is designed to give counseling students practical supervised experience in various counseling facilities. Approved intern sites include hospital inpatient programs, counseling centers, community agencies, churches, and other counseling service facilities. This course is the first semester of a two-semester sequence with the students averaging 20+ hours per week involvement. Individual supervision is provided on site. Group supervision is provided on campus. Prerequisites: Program candidacy and permission of department. *Three hours.*

CP 7962 Internship in Counseling II
This internship is designed to give counseling students practical supervised experience in various counseling facilities. Approved intern sites include hospital inpatient programs, counseling centers, community agencies, churches, and other counseling service facilities. This course is the second semester of a two-semester sequence with the students averaging 20+ hours per week involvement. Individual supervision is provided on site. Group supervision is provided on campus. Prerequisites: CP 7961; program candidacy and permission of department. *Three hours.*

CP 7963 Advanced Counseling Practicum
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 7963, permission of department. *Three hours.*

CP 7969 International Counseling Experience
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. *Three hours*.

CP 7985 Counseling Psychology Thesis
Independent study toward development of an academic thesis. Required of all students choosing to write a thesis. Students may not register for this course until the semester after the thesis proposal has been approved. Prerequisites: CP 7910 Advanced Research Methods, program candidacy, and permission of program director. *Zero to three hours*.

CP 8000 Current Studies in Counseling and Psychology
Topics selected deal with significant issues related to counseling and psychology. Recent titles include Community and Mental Health, Child and Adolescent Therapy, Gender Issues, Substance Abuse Counseling, Clinical Community Counseling, Counseling Dysfunctional Families. *One to three hours*.

Education Courses

ED 5200 Foundations of Education
An introduction to teaching, including an overview of the historical, philosophical, and cultural foundations of American education with a focus on current issues of educational reform and debates about "best practice." Candidates work throughout the course to develop their own educational philosophy. *Three hours.*

ED 5210 Educational Technology
An applied study of educational technology in the school curriculum with an emphasis on individual and cooperative learning, integration of disciplines, and learning styles. Candidates will become familiar with application software and will create lessons and units that integrate technology. Aligned to the *Illinois Core Technology Standards for All Teachers*. Computer fee. *Two hours.*

ED 5350 Advanced Educational Psychology
An integrated examination of learning theory, including the physical, cognitive, social, and psychological development of children and adolescents. *Three hours.*

ED 5400 Foundations of Special Education
An exploration of special education, including an overview of the court cases and laws leading to IDEA and discussion of how these laws affect children with disabilities. A study of contemporary issues and practices prepares general education candidates to work effectively with exceptional children. *Three hours.*

ED 5500 Differentiating Instruction for All Leaders
Rooted in an awareness of the values and challenges inherent within a diverse school community, this course examines concepts of differentiation, modification, and accommodation as they relate to the individual instructional needs of students. Utilizing research and current practice, participants develop an understanding of effective teaching strategies and professional dispositions for working with *all* students. *Three hours.*

ED 5551 Teaching in Culturally Diverse Settings I
This course offers the opportunity to connect theory with experience as candidates consider educational practice in culturally diverse settings and consider how prior life experiences contribute to one's ability to effectively reach and teach *all* students. Candidates learn the basic principles of multicultural education through course reading and discussion and then develop a firsthand awareness of key issues through a combination of field experience and course-specific video footage. *One hour.*

ED 5552 Teaching in Culturally Diverse Settings II
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. *One hour.*

ED 5580 Cultural Diversity in the American Classroom
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 American 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. *Three hours.*

ED 5800 Characteristics and Identification of Learners with Disabilities
An advanced course in special education focusing on the characteristics and identification of students with specific learning disabilities, emotional disturbance, mental retardation, autism, traumatic brain injury, orthopedic or other health impairment. Also considered are current legal issues and the impact of disabilities on learning and behavior assessments and behavioral rating scales in addition to Positive Behavioral Intervention and Supports (PBIS) and behavior intervention plans. Issues related to the identification, screening, labeling, and placement of culturally and linguistically diverse students in special education will also be explored. *Three hours.*

ED 5830 Psychoeducational Assessment of Learners with Disabilities
This course covers current issues in assessment of learners with specific learning disabilities, emotional disturbance, mental retardation, autism, traumatic brain injury, orthopedic or other health impairment. Students will develop competencies in administration, interpretation and reporting of norm-referenced academic tests in addition to criterion-referenced and curriculum-based evaluation. Students will also examine the progress monitoring of scientifically based instructional interventions based on Response to Intervention (RTI) in addition to assessing the language proficiency levels of students who are culturally and linguistically diverse in their classroom, school, and/or district. *Three hours.*

ED 5850 Methods of Teaching Learners with Disabilities
This course covers the development of specialized instruction for learners with specific learning disabilities, emotional disturbance, mental retardation, autism, traumatic brain injury, orthopedic or other health impairment for the purposes of encouraging cognitive and skill growth development through active engagement. Attention will be given to evidence-based interventions that meet students' educational needs in supportive learning environments using collaborative practices with multiple serve providers, including families. Also included will be the appropriate uses of assistive technology, the principles of Universal Design for Learning (UDL), and strategies for the improvement of the social and emotional functioning of students with high incidence disabilities. *Three hours.*

ED 6000 Topics in Education
Selected topics as announced. Course may be repeated with different topics. *One to four hours*.

ED 6260 Reading and Writing Across the Curriculum
An overview of the key issues in reading research and instructional practice with special focus on teaching methods that develop strategic reading of content area texts. This course is designed to give candidates the background needed to develop a comprehensive reading and writing program within specific content areas. This course is aligned to the *Illinois Core Language Arts Standards for All Teachers*. *Two hours.*

ED 6300 Differentiating Instruction for Learners who are Gifted
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. *Three hours.*

ED 6400 Foundations of Teaching English as a Second Language
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. *Three credits.*

ED 6420 Linguistics for the Classroom Teacher
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. *Three hours.*

ED 6450 Assessment of Learners who are Bilingual
This course will provide participants with a comprehensive knowledge foundation in the selection, administration and interpretation of measurement instruments appropriate for English Language Learners. 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 ELL students' English proficiency and academic development in English. *Three hours.*

ED 6470 Methods and Materials for Teaching English as a Second Language
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. *Three hours.*

ED 6700 Integrated Methods of Teaching in the Elementary and Middle School
A research-based study of elementary and middle school methods, including lesson planning, instructional models, middle school philosophy, and interdisciplinary instruction. A major component of this course is a focus on integrated content methods for reading, mathematics, social studies, science and health, physical education, art, and music, with primary attention given to reading and mathematics. Candidates encounter advanced application of the theory and methodology of reading instruction, including literature-based curriculum as well as units on ESL readers, assessment issues, and diagnosis of classroom reading problems. In mathematics methods, candidates learn a diagnostic approach to math instruction and development and a sound theory of the acquisition of mathematical concepts in the elementary grades. *Nine hours.*

ED 6800 Integrated Methods of Teaching in the Secondary and Middle School
An orientation to secondary and middle school methods with an emphasis on knowledge construction, learning theory, instructional planning and assessment, classroom management, and the development of interdisciplinary thematic units. Special focus is given to the use of active pedagogical strategies for promoting thinking and learning among today's adolescents. *Three hours.*

ED 6810 Teaching Biology in the Secondary and Middle School
A course focusing on standards-aligned biology content being taught in today's secondary and middle schools. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Includes a segment on laboratory safety. Prerequisite: ED 6800. *Two hours.*

ED 6820 Teaching Language Arts and Literature in the Secondary and Middle School
A course focusing on standards-aligned language arts and literature content being taught in today's secondary and middle schools. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6800. *Two hours.*

ED 6830 Teaching History and Social Studies in the Secondary and Middle School
A course focusing on standards-aligned history and social studies content being taught in today's secondary and middle schools. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6800. *Two hours.*

ED 6840 Teaching Mathematics in the Secondary and Middle School
A course focusing on standards-aligned mathematics content being taught in today's secondary and middle schools. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6800. *Two hours.*

ED 6911 Research Methods and Design I
A course that introduces candidates to the use and design educational research, with a special focus on qualitative methodology and teacher action research. Candidates will begin the process of conducting a literature review and developing an annotated bibliography in APA format. *One hour.*

ED 6912 Research Methods and Design II
A continuation of ED 6911. After a study of seminal and current research on a chosen topic, candidates begin the process of planning their own classroom-based inquiry. Course content includes the major elements of teacher action research: choice of research question, review of professional literature, selection of research methodologies, collection, organization, and analysis of data, interpretation of data, taking action, and assessing the action. *One hour.*

ED 7410 Practicum in Teaching English as a Second Language
Students will observe and assist a teacher in an ESL school setting for a minimum total of 100 clock hours. Assignments will purposefully link to the experiences in the classroom setting and will culminate in a comprehensive project that will draw from the other ESL courses in this program. *Three hours.*

ED 7449 Classroom Management
A study of communication structures and classroom management in elementary and secondary schools, including a review of theory and practice and the identification of appropriate applications in the school setting. Must be taken concurrently with clinical practice. *One hour*

ED 7450 Clinical Practice for Elementary Licensure
A classroom teaching experience under the direction of a qualified cooperating teacher. Candidates must meet all requirements for clinical practice as outlined in the *Academic Handbook*. These requirements as outlined in the *Academic Handbook* and the SOE *Clinical Practice Handbook* include passing the Illinois Elementary Subject-Matter Knowledge test. Attendance required at scheduled Professional Week activities. *Five hours.*

ED 7451 Clinical Practice (for subsequent) Elementary Licensure
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 on demand. *Three to six hours.*

ED 7455 Clinical Practice for Secondary Licensure
A classroom teaching experience under the direction of a qualified cooperating teacher. Candidates must meet all requirements for clinical practice as outlined in the *Academic Handbook* and SOE *Clinical Practice Handbook*. Attendance required at scheduled Professional Week activities. *Five hours.*

ED 7456 Clinical Practice (for subsequent) Secondary Licensure
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 on demand. *Three to six hours.*

ED 7460 Advanced Seminar in Education
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. *Two hours.*

ED 7478 MA/T Capstone Project
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. *One hour.*

ED 7485 MA/T Thesis
Independent study leading to completion of an academic thesis. Required of all students choosing to write a thesis. Students may register for this course only after they have identified a committee and their thesis proposal has been approved. *One hour.*

ED 7486 MA/T Capstone Extension
This course is taken when an extension has been granted beyond one semester for progress toward completion of the capstone. 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 in enrolled in other courses. No Credit. *Zero hours.*

ED 7501 Guided Research in Education
Independent study as arranged with a graduate school faculty member. *One to three hours.*

Interdisciplinary Studies Courses

ID 5001 Foundations of Integrative Thought
This course surveys the Bible from the standpoint of its unfolding history of redemption. Stress is laid on precedents, themes, truths, and strategies that established God's will in earlier times and that should direct God's people in subsequent times, including our own. Students will make progress in learning what the Bible says on questions relevant to both academic inquiry and practical living. More importantly, students will make progress in learning how to think, creatively but responsibly, about current issues using the Bible in ways that are recognizably Christian. Examples of topics that may be explored: human nature, morality, government, education of children, aesthetics, marriage, racial reconciliation, and questions of meaning and truth. *Three hours.*

ID 5002 Foundations of Cultural Engagement
This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working intellectual assumptions of contemporary culture. In addition to investigating several models for Christian engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for creative interaction with contemporary thought and cultures. *Three hours.*

ID 6000 Current Topics in Interdisciplinary Studies
Topics selected deal with significant issues related to interdisciplinary studies. *One to three hours.*

ID 6910 Research Methods
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). *One hour.*

PR 7220 Ethical Theory
An analysis of the principal theories and problems of philosophical ethics, including the meaning of ethical language, alternative theories of the right and the good, and the implications of moral issues for the concept of God and other theological questions. *Three hours.*

ST 5200 Christian Ethics
This course discusses biblical teaching on standards of personal conduct and integrity and their relation to the sanctification process. Throughout the course, attention is given to biblical perspectives on contemporary ethical issues facing the church, such as abortion, euthanasia, capital punishment, sexual ethics (including homosexuality), divorce and remarriage, racism, material possessions, genetic engineering, ecology, war, and the Christian's relation to society and the state*. Three hours.*

ST 6210 Advanced Christian Ethics
Assessment of modern ethical alternatives over a broad set of issues from a biblical perspective. *Three hours.*

International Human Rights Courses

HR 5110 Introduction to International Human Rights
This is an introductory course surveying the concepts, terminology, and history of human rights. The theological and historical origins of the international legal instruments and institutions involved in international human rights will be explored. *Three hours.*

HR 7750 Strasbourg Seminar on Theology and Philosophy of Human Rights
The course is presented in conjunction with the annual program of the International Institute of Human Rights, and it enables students to interact with human rights lawyers, judges, government officials, academics, and activists from all over the world. The forum is designed by TGS to complement the Institute. May be repeated for credit as topics vary. *Two hours.*

HR 7110 International Institute for Human Rights (Strasbourg)
Recognition and protection of human rights under international law is the subject of this course, taught for four weeks during the month of July on the campus of the University of Strasbourg, in Strasbourg, France. The course surveys the major human rights instruments and enforcement systems under international law, supplemented by topical lectures on various aspects of international human rights. The course contains in-class time, reading, and the final exam that composes the seminar. The forum is designed by TGS to complement the Institute. May be repeated for credit as topics vary. *Four hours.*

(Note: The following courses MAY be offered online via Trinity Law School. Check course schedules for current offerings.)

BE 5700 The Right to Life and the Law
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. *Two hours.*

HR 5610 The Theory and Law of War
A study of international legal norms applicable in time of both international and non-international armed conflict. Treaty and customary international law norms will be covered, with emphasis on the four Geneva Conventions of 1949 and two protocols of 1977. The relationship between human rights and humanitarian law will be examined. The implementation of these norms under the International Committee of the Red Cross and United Nations and war crimes tribunals will demonstrate enforcement procedures and problems. *Three hours.*

HR 5620 International Disputes Resolution
International Disputes Resolution is a hands-on study of the dispute resolution processes available for dealing with human rights violations. Topics include the UN and regional claims procedures, as well as an overview of international arbitration, mediation, and conciliation. *Two hours.*

HR 5630 Rights of Women, Children and Families
This course is a survey of the international instruments intended to protect women, children, and families. Issues to be addressed include pertinent international instruments and principles of international law relating to gender-based discrimination; children's rights to privacy, education, and information; pornography; slavery; child soldiers; and the implications of religious liberties on the family. The course includes an introduction to comparative religions and worldviews as they pertain to women, children, and families. *Three hours.*

HR 6410 Religious Liberties and International Human Rights
Religious Liberties and International Human Rights represents an in-depth study of the human right to religious liberty and church-state relations as presently articulated by examination of global and regional human rights instruments. Comparison to the U.S. Constitution and religious liberty principles will also be discussed. *Three hours.*

HR 6420 Philosophy and Theology of Human Rights
This class focuses on the philosophical origins of human rights and the ultimate justification for such rights. The course surveys various philosophies concerning the origins of rights, including the natural law and biblical and theological bases for contemporary human rights. *Three hours.*

HR 6510 International Criminal Law
This course examines issues in the field of international criminal law that encompass the following: (1) individual responsibility for conduct that is labeled as criminal under international law; (2) nation-state responsibility for conduct that may be considered a crime under international law; (3) individual responsibility for conduct within international dimensions that is labeled a crime under U.S. domestic law. *Two hours.*

HR 6540 The Law of Minorities, Native Americans and other Indigenous Peoples
A survey of global and regional efforts to define minority and indigenous groups and to articulate and implement the human rights of members of ethnic, racial, religious, linguistic, or national minorities and indigenous populations. Related issues such as xenophobia, intolerance, nationalism, and racism will be addressed. *Three hours*.

Leadership Courses

LR 5050 Theory and Theological Foundations for Leadership
This course introduces students to classical, biblical and current views of leadership and to the process of graduate-level scholarship. Students will gain a foundation in theories, biblical frames and models of leadership; assess their own leadership style; and learn to develop and answer research questions in leadership. *Three hours.*

LR 5430 Conflict Management
This course surveys the dynamics of conflict from a variety of perspectives, emphasizing a Biblical understanding of interpersonal communication and conflict management. This course also addresses various theories of communication, verbal and non-verbal messages, and specific strategies to address conflicted situation, whether the conflict is interpersonal or organizational. *Three hours.*

LR 5530 Interpersonal Communication
An examination of the foundation of interpersonal skills. Interpersonal communication theories, the creation and reception of messages, and the impact of technology on interactions will be studied. These concepts will be applied to leadership in a variety of organizational settings. *Three hours.*

LR 5535 Interpersonal Skills Training
A skills training approach to the development of interpersonal relationships. Students will learn skills in expressing themselves, active listening, responding, supporting, and challenging in nonjudgmental ways through group experiences. Students will have the opportunity to evaluate their interpersonal style, will receive input from each other, and make changes in the way they interact with others. *Three hours.*

LR 5900 Ethical Dimensions of Leadership
Course explores the application of Christian worldview to the moral values and assumptions of leadership, focusing especially on the ethical challenges of leaders past and present, group behavior, and leadership theory. Topics include self-interest, power, charisma, duty, obedience, and the greater good. *Three hours.*

LR 6350 Innovation & Creativity
Course will review state-of-the-art theoretical and applied models of creativity and innovation as they apply to a) individuals, b) groups, c) organizations, and d) historical periods and cultures. Students develop both the skill set and the mindset to understand the critical nature of innovation as it relates to organizational success. *Three hours.*

LR 6520 Coaching and Mentoring
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. *Three hours.*

LR 6710 Followership
Provides students a new and different lens through which to view the leader-follower relationship; examining how subordinates can and should relate to their superiors.

LR 6810 Intercultural Leadership
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. *Three hours.*

LR 6830 Strategies for Cross-Generational Leadership
Course examines theories and strategies for leading in the current cross-generational context existing within organizations. *Three hours.*

LR 7478 Leadership Seminar and Practicum/Project
At the end of the master's program, students take a final seminar, which includes collegial (student) as well as faculty critique and assistance in developing research and projects. A student's final project is a research-based practicum requiring a practical leadership component, chosen in collaboration with faculty advisor. *Four hours.*

Official Policies

Academic Integrity

The community at Trinity International University promotes a commitment to integrity in all areas of life. Academic integrity is essential in the search for and promotion of truth. This pursuit of truth, while being an important goal in itself, is integral to other essential beliefs foundational to the Trinity community: (1) all individuals, being in the image of God, are to be respected for their intellectual contributions; (2) the use of one's God-given talents is the responsibility of every individual, and, for the Christian, excellence is a sacrifice to the Lord Jesus Christ to the glory of God; and (3) relationships within our community are to be nurtured in an environment of trust.

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

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

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

Acceptable Use Policy Summary for Technology and Telecommunication Systems

The following summarizes major points contained in the Acceptable Use Policy. Students are responsible for abiding by the complete text contained within the "Terms and Conditions for University Technology and Telecommunications Systems—Acceptable Use Policy." For the complete text, please visit MyTIU> Information Technology. This policy supersedes all other policies and applies to all individuals with respect to the acceptable use of University networks, phone systems, computer systems, and technology.

The University network and systems are to be used primarily for activities related to the educational mission of the University. Personal use of the network is limited to e-mail and browsing web pages, providing such use complies with these Terms and Conditions and does not, at the University's discretion, utilize excessive capacity of resources, or in the case of employees, interfere with the employee's work. For any other personal use, written approval is required from the Graduate Student Affairs Office.

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

- For 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 nonauthorized private networks. University networks may not be modified, extended, or used in any manner that violates a federal, state, or local law or a University policy

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

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

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

Auxiliary Aids and Services for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is the policy of the Graduate School to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The institution's ADA Coordinator assists students with disabilities in obtaining auxiliary aids and services. The Associate Dean of Students 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 Graduate School as outlined by the ADA to require from the students supporting diagnostic test results and professional prescriptions for auxiliary aids and services, particularly for those students with hidden disabilities. Documentation for medical/physical disabilities may be satisfied by a physician's statement that includes, but is not limited to, description of the disability and the limitations it poses for the student. Documentation for hidden disabilities, such as specific learning disabilities, poor hearing, or impaired vision, may include the results of medical, psychological, or emotional diagnostic tests, or other professional evaluations to verify the need for auxiliary aids, services, or academic adjustments.

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

1. It must be prepared by a professional qualified to diagnose a learning disability, including but not limited to, a licensed physician, learning disability specialist, or psychologist.
2. It must include the testing procedures followed, the instruments used to assess the disability, the test results, and an interpretation of the test results. If, for example, the disability requires additional time for taking examinations, documentation must state the specific amount of time needed.
3. It must reflect the student's present achievement level, be as comprehensive as possible, and dated no more than three years prior to the student's request for auxiliary aids, services, or academic adjustments. Extenuating circumstances may justify reliance on older documentation. The achievement test should sample reading, math/reasoning, writing, adequately measure cognitive abilities using the Wechsler Adult Intelligence Scale–Revised or equivalent, and adequately measure academic achievement using the Woodcock-Johnson Part II, Wide Range Achievement Test, Nelson-Danny, or equivalent.
4. It must include test results for the following characteristics: intelligence, vocabulary, reading rate, reading comprehension, memory, and processing skills. The diagnosis must conform to federal and state regulations.

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

Copyright Policy

The Copyright Permissions Act of 1976 as it may have been or will be amended from time to time requires that permission to reproduce copyrighted materials be obtained from the copyright owner except under very limited circumstances. Faculty, staff, and students of Trinity are expected to comply with the provisions of the state and federal intellectual property laws, such as the Copyright Act. Procedures for obtaining copyright permissions for course materials have been established and should be followed. Copies of this procedure and other information

explaining the Copyright Permissions Act as it pertains to copying both course materials and material for personal use are available through the Dean's Office.

Drug-free Environment

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

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

Family Educational Rights and Privacy Act of 1974

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

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

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

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

1. Private notes and other materials created by Trinity's personnel, provided they are not revealed to another individual.
2. Medical, psychiatric, or similar records created or maintained by a physician, psychiatrist, or psychologist (or other recognized professional acting in such capacity) that are used solely in connection with treatment purposes and only available to recognized professionals in connection with such treatment (provided, however, that a physician or other appropriate professional of the student's choice may review such records).
3. Law enforcement records, which are kept separate from educational records, are maintained for law enforcement purposes only and are available only to law enforcement officials. (In each case, student access to such records is at the sole discretion of the individual who maintains these materials.)

It should also be noted that the Act specifically indicates that the legislation does not alter the confidentiality of communications otherwise protected by law. To ensure that the school does not compromise the rights of individuals enjoyed prior to the enactment of the legislation, students and alumni will not be permitted access to materials of an evaluative nature that were received or placed in files prior to November 19, 1974.

Additionally, as provided by the Act, students shall not have the right to see confidential letters and statements of recommendation placed in educational records prior to January 1, 1975, provided that they are used only for the purposes for which they were intended. The Act further stipulates that students do not have the right to see financial records of their parents.

As provided by the legislation, students may voluntarily waive their rights of access to confidential recommendations on or after January 1, 1975, in three areas: admissions, job placement, and receipt of awards. Under no circumstances, however, can a student be required to waive this right.

The legislation also makes clear that the parent or legal guardian of a dependent student, as defined for federal Income Tax purposes, has a right to information about his or her child without the school's having to seek the student's consent. Thus, upon the written request of a parent or legal guardian of a dependent student, the school will honor this right to the extent that it is required by law.

As provided by the Act, the school retains the right to publish at its discretion the following categories of information with respect to each student presently or previously attending the school: the student's name, address, telephone

listing, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, class level, honors, certificates, degrees and dates conferred, and the most recent previous educational agency or institution attended by the student. Students have a right to inform the school within a reasonable period of time that any or all of this so-called “directory information” should not be released without their prior consent. Requests by the student to suppress from public distribution the above-mentioned information are to be made annually.

As required by the Act, the school hereby provides public notice of its intention to publish this type of information in the annual directory.

In complying with the legislation, the school has adopted the procedures and policies below, in addition to those noted on the previous page:

A. Except for those parties stated below, no one shall have access to education records without the written consent of the student concerned. The exceptions to the consent requirement are as follows:

   1. Other university officials, including faculty, who have legitimate educational interests
   2. Officials of other schools or school systems in which the student intends to enroll, upon condition that the student is notified of the transfer, receives a copy of the record if desired, and has an opportunity for a hearing to challenge the content of the record
   3. Those representatives of the federal government and the state who are identified in the “Act,” provided that any data so released are not to include information (including social security numbers) that would permit the personal identification of the students unless otherwise specifically provided by federal law
   4. Those who serve in connection with the student’s application for, or receipt of, financial aid
   5. State and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974
   6. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and such information will be destroyed when no longer required for the purpose for which it is conducted
   7. Accrediting organizations in order to carry out their accrediting functions, or by the dean of students or the emergency dean, designated to act in an emergency to protect the health or safety of the student or other persons
   8. To parents of a dependent student as defined in Section 152 of the Internal Revenue Code
   9. To comply with a judicial order or lawfully issued subpoena, subject to the notice provisions of the law
   10. In connection with a health or safety emergency
   11. Information that has been designated as “directory information”
   12. To the parent of a student who is not an eligible student or to the student
   13. To an alleged victim of any crime of evidence, as that term is defined in Section 16 of Title 18, United States Code, of the results of any disciplinary proceeding conducted by an institution of postsecondary education against the alleged perpetrator of that crime with respect to that crime

B. Records (usually only transcripts) released to any organization, agency, or individual at a student’s request shall be transmitted with a notice informing the recipient that such information is released only on the condition that the recipient will not permit any other party to have access to such information without the written consent of the student.
C. Each office that maintains education records shall maintain a record for each student that shall list all individuals (except institution officials described above), agencies, or organizations that have requested or obtained access to such student’s education record.
D. A student may inspect material belonging to his or her education record solely at the office that is responsible for maintaining such information. Any Trinity employee may require that the student inspect that record only in the presence of the professional or staff person qualified to assist in interpreting the information.

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

Firearms, Weapons, and Explosives

Possession of firearms, weapons, or explosives on campus are 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 Graduate Student Affairs Office has available for all students a written copy of the official grievance procedures to be followed and will be glad to assist students having questions or concerns regarding such matters.

Human Rights in Research

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

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

Immunization Requirements

These requirements are designed to prevent the introduction and spread of vaccine-preventable diseases on our campus and the surrounding community. For more information regarding immunizations, contact the Health Services Office or go to www.tiu.edu/tiu/healthservices.

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 Affairs Office, located in the lower Waybright Center.

Referenda and Petitions

Students wishing to initiate petitions or referenda are to work with the Dean of Students and the Graduate Student Government Association. All referenda and petitions must be submitted to the Dean of Students and approved by the President's Advisory Cabinet before being distributed or circulated. All items posted on campus by student must be approved and stamped by the Student Affairs Office.

Soliciting

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

Student Loan Program Code of Conduct

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

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

1. TIU will not enter into a revenue-sharing agreement with any lender. A "revenue-sharing arrangement" is defined to mean any arrangement made between an institution and a lender under which the lender makes Title IV loans to students attending the institution (or to the families of those students), the institution recommends the lender or the loan products of the lender and, in exchange, the lender pays a fee or provides other material benefits, including revenue or profit-sharing, to the institution or to its officers, employees or agents.
2. TIU embraces a ban on the employees of the University receiving gifts from a lender, guaranty agency or loan servicer. No officer or employee of the TIU financial aid office, (or an employee or agent who otherwise has responsibilities with respect to educational loans) will solicit or accept any gift from a lender, guarantor, or servicer of education loans. A "gift" is defined as any gratuity, favor, discount, entertainment, hospitality, loan, or other item having monetary value of more than a de minimus amount. However, a gift does not include (a) a brochure, workshop, or training using standard materials relating to a loan, default aversion, or financial literacy, such as a brochure, workshop, or training; (b) food, training, or informational material provided as part of a training session designed to improve the service of a lender, guarantor, or servicer if the training contributes to the professional development of the institution's officer, employee or agent; (c) favorable terms and benefits on an education loan provided to a student employed by the institution if those terms and benefits are comparable to those provided to all students at the institution; (d) entrance and exit counseling as long as the institution's staff are in control of the counseling and the counseling does not promote the services of a specific lender; (e) philanthropic contributions from a lender, guarantor, or servicer that are unrelated to education loans or any contribution that is not made in exchange or advantage related to education loans; (f) State education grants, scholarships, or financial aid funds administered by or on behalf of a State.
3. TIU embraces a ban on contracting agreements. No officer or employee of University (or agent who otherwise has responsibilities with respect to education loans) will accept from a lender, or an affiliate of any lender, any fee, payment, or other financial benefit as compensation for any type of consulting arrangement or contract to provide services to or on behalf of a lender relating to education loans.
4. TIU embraces a prohibition against steering borrowers to particular lenders or the delay of loan certifications. For the first time borrower, TIU will not assign, through the award packaging or other methods, the borrower's loan to a particular lender. In addition, TIU will not refuse to certify, or delay the certification, of any loan based on the borrower's selection of a particular lender or guaranty agency.
5. TIU embraces a prohibition on offers of funds for private loans. TIU will not request or accept from any lender any offer of funds for private loans, including funds for an opportunity pool loan, to students in exchange for providing concessions or promises to the lender for a specific number of Title IV loans made, insured, or guaranteed, a specific loan volume, or a preferred lender arrangement. An "opportunity pool loan" is defined as a private education loan made by a lender to a student (or the student's family) that involves a payment by the institution to the lender for extending credit to the student.
6. TIU bans the use of staffing assistance from lenders. TIU will not request or accept from any lender any assistance with call center staffing or financial aid office staffing, except that provided by a lender that involves professional development training, educational counseling materials (as long as the materials identify the lender that assisted in preparing the materials), or staffing services on a short-term, nonrecurring basis during emergencies or disasters.
7. TIU adopts a ban on advisory board compensation. An employee of TIU who serves on an advisory board, commission, or group established by a lender or guarantor (or a group of lenders or guarantors) is prohibited from receiving anything of value from the lender, guarantor, or group, except for reimbursement for reasonable expenses incurred by the employee for serving on the board.

Title II Information

During the 2010-11 reporting year, 63 candidates completed their approved program and were recommended by the Division of Education for initial state teacher licensure. Sixty-seven (67) candidates completed the professional semester of clinical practice. Each candidate, on average, completed 40 hours per week in the field over 15 weeks for an average of 600 clock hours of clinical practice. Of the 24 faculty who supervised candidates in clinical practice, 7 (29.2%) were full-time faculty within the institution, and 17 (70.8%) were part-time faculty not otherwise employed by the institution. The resulting ratio of clinical practitioners to university supervisor was 2.79:1.

Of the 63 candidates who completed the Illinois Test of Academic Proficiency required before licensure, 63 passed (100%). The statewide pass rate for the Illinois Test of Academic Proficiency was 100%. Of the 63 program completers who attempted the appropriate content-area test required for licensure, 63 passed (100%). The statewide pass rate for the same content-area tests was 100%. Of the 63 program completers who attempted the appropriate Assessment of Professional Teaching test required for licensure, 63 passed (100%). The statewide pass rate for the same Assessment of Professional Teaching tests was 99%.

Enrollment Summary

Enrollment Statistics, Fall 2011

TGS Deerfield Enrollment	**99**
TGS Florida Enrollment	**80**
Total TGS Enrollment	**179**

Academic Calendar

Reference should be made to the current *Academic Handbook,* to the Academic Calendar in MyTIU, or to the Trinity Calendar for specific dates and deadlines for registration, thesis submission, comprehensive exams, graduation requests, adding/dropping classes, and special seminars and lectures.

School Year	2012-2013	2013-2014 (projected)	2014-2015 (projected)
Fall Preparation	**2012**	**2013**	**2014**
International Student Orientation	Aug 17	Aug 23	Aug 22
New Student Orientation	Aug 17-21	Aug 18-21	Aug 22-26
Fall Semester	**2012**	**2013**	**2014**
Classes Begin (Mon classes meet in lieu of Wed classes)	Aug 22	Aug 28	Aug 27
TIU Convocation	Aug 29	Sep 4	Sep 3
Labor Day (no classes)	Sep 3	Sep 2	Sep 1
Global Christian Week	Sep 17-21	Sep 23-27	Sep 22-26
End Quad A	Oct 10	Oct 16	Oct 15
Fall Break (no classes)	Oct 11-14	Oct 17-20	Oct 16-19
Quad B begins	Oct 15	Oct 21	Oct 20
Day of Prayer (no classes)	Oct 23	Oct 29	Oct 28
Explore Trinity	Nov 11-12	Nov 10-11	Nov 9-10
Thanksgiving Recess (no classes)	Nov 21-26	Nov 27-Dec 2	Nov 26-Dec 1
Last Day of Classes	Dec 7	Dec 13	Dec 12
Semester Exams (Mon-Thurs)	Dec 10-13	Dec 16-19	Dec 15-18
Commencement	Dec 14	Dec 20	Dec 19
January Term Week	**2013**	**2014**	**2015**
January Term Week	Jan 2-8	Jan 6-10	Jan 5-9
New Student Orientation	Jan 7-8	Jan 13-14	Jan 12-13
Spring Semester	**2013**	**2014**	**2015**
Classes Begin (Mon classes meet in lieu of Wed classes)	Jan 9	Jan 15	Jan 14
Martin Luther King Day (no classes)	Jan 21	Jan 20	Jan 19
Church Planting Week	Jan 29-31	Jan 28-30	Jan 27-29
Christian Life Week	Jan 28-Feb 1	Jan 27-31	Jan 26-30
African American Festival	Feb 11-15	Feb 17-21	Feb 16-20
Quad A Ends	Feb 27	Mar 5	Mar 4
Spring Break (no classes)	Feb 28-Mar 10	Mar 6-16	Mar 5-15
Quad B begins	Mar 11	Mar 17	Mar 16
Explore Trinity	Feb 17-18	Feb 16-17	Feb 15-16
	Mar 17-18	Mar 23-24	Mar 22-23
Day of Prayer (no classes)	Mar 20	Apr 2	Mar 25
Easter Break (no classes)	Mar 28-Apr 2	Apr 17-22	Apr 2-7
TEDS/TGS Honors & Awards Chapel	Apr 30	May 6	May 5
Last day of classes	May 3	May 9	May 8
Final Exams (Mon-Thurs)	May 6-9	May 12-15	May 11-14
Graduation Convocation	May 10	May 16	May 15
Commencement	May 11	May 17	May 16
May Term Week	**2013**	**2014**	**2015**
May Term Week	May 13-17	May 19-23	May 18-22
Summer Semester	**2013**	**2014**	**2015**
Early Summer Session	May 20-Jun 28	May 27-Jul 3	May 26-Jul 2
Memorial Day (no classes)	May 27	May 26	May 25
Summer Break (no classes)	Jul 1-5	Jul 7-11	Jul 6-10
Late Summer Session	Jul 8-Aug 14	Jul 14-Aug 20	Jul 13-Aug 19

Index

Academic Appeal Process, 60
Academic Calendar, 107
Academic Counseling, 56
Academic Dean, ii
Academic Handbook, 56
Academic Integrity, 98
Academic Life, 56
Academic Load, 56
Academic Policies, 60
Academic Probation and Dismissal, 47, 53, 60
Academic Progress, Satisfactory, 43
Academic Year, 57
Accreditation, iii, 56
Administration, 25
Admission Policies, 37
Admission Requirements, 34
Admissions, 34
Advanced Substitutes, 37
Affiliated Programs, 13
African American Festival, 107
African American Festival Week, 22
Aldersgate Society, 18
All-University Convocation, 14
Alumni & Parent Relations Office, 19
Application, 35
  Deadlines, 35
  International Applicants, 35
  Procedure, 35
Artists Guild, Trinity, 19
Athletics and Recreation, 20
Attendance, Class, 61
Audit Fees, 40, 51
Auditors, 38
Auxiliary Aids for Students with Disabilities, 99
Bioethics and Human Dignity, Center for, 13
Bioethics Colloquium Series, 22
Blacks and Latinos at Trinity, 18
Board Charges, 42
Board of Regents, 24
Calendar, 107
California Regional Center, 7, 10
Campus Facilities, 7
Campus Hospitality, 20
Campus Residency Requirement, 57
Campus Safety & Security Services, 7, 20
Candidacy Requirements, 60
Capstone Experience, 61
Capstone Extensions and Fees, 61
Career Services Office, 9
Catalog, 57
Center for Bioethics and Human Dignity, 7, 13
Change of Enrollment Date, 37
Change of Program, 38
Changes in Registration, 61
Chapel, 14, 107
Christian Formation and Mission, The Office of, ii
Christian Life Week, 107
Commencement Ceremonies, 63
Community Life, 14
Conduct, Standards of, 15, 17
Continuation Fees, 41, 51, 64
Convocation, All-University, 14
Copyright Policy, 99
Core Values, 11
Counseling Center, 9, 20
Course Descriptions
  Bioethics, 82
  Business, 84
  Counseling Psychology, 89
  Cultural Engagement, 86
  Education, 92
  Interdisciplinary Studies, 95
  International Human Rights, 96
  Leadership, 97
Course Extensions, 62
Course Numbers, 82
Course Scheduling, 58
Course Withdrawals, 61
Cross-Registration Rebate, 46
Day of Prayer, 15
Deacon's Fund, 16
Dean of Students, 15
Degrees Offered, 66
Deposits, Tuition and Housing, 50
Dicrimination Complaints, Procedure for, 16
Dining Services, 20
  Points, 21
Disabilities, Service to Students with, 18
Disclaimers, iii
Discrimination Complaints, Procedure for, 102
Doctrinal Statement, 10
Dropping Courses, 49
Dual Degree
  Teaching/Secondary, 79
Dual Degree Option, 66
Dual Degree, Bioethics, 71
Dual Degree, Leadership, 75
Employment, 22
Enrollment Summary, 106
Evangelical Free Church, 3, 9, 10
Evangelical Free Church of America, 4
Events, 18, 22
Examinations, 58
Executive Council, 24
Expenses, Other, 51
Explore Trinity, 107
Extension and Affiliated Education, Office of, 14
Facility Services, ii, 7, 21
Faculty
  Adjunct, 32
  Affiliate, 31
  Endowed Chairs, 31
  Full-time, 26
Family Educational Rights and Privacy Act, 100
Federal Financial Aid, 52
Fee

Returned Check, 42
Fees
Advanced Standing Exam, 40
Audit, 40, 51
Capstone Extension Course, 40, 51
Comprehensive, 40
Continuation, 41, 51
Deferment, 42, 51
Failure to Finalize Payment Arrangements Fine, 42
Graduation Application, 41, 51
International Student Service, 41
Late Payment, 41
Parking, 42
Payment Plan, 42, 51
Reactivation, 41, 51
Registration, 41
Returned Check, 51
Thesis Binding, 42, 52
Transcripts, 42, 52
Fellowship of International Students, 18
Final Examinations, 58
Financial Aid, ii
Financial Aid Information, 43
Financial Aid Options, 52
Financial Assistance, 43, 52
Firearms, 102
Florida Regional Center, ii, iii, 10, 13, 34, 40, 56, 66
Formation Groups, 14
Gender References in Speech and Writing, 58
Global Christian Week, 22, 107
Grade Changes, 63
Grading, 58
Graduate Student Affairs, 15
Graduate Student Government, 16, 18
Graduation Requirements, 62
Graduation with Honors, 63
Grants, 44
Grievance Procedure for Discriminatory and Sexual Harassment Complaints, 102
Guidelines for Graduate Studies Preparation, 37
Health Insurance, 41, 51
Health Services, 9, 16
History of the University, 3
Housing, 22
Immunization, 16, 102
Independent Study Options, 59
Information Technology, 7
International Applicants, 35
Certification of Eligibility (I-20), 36
Financial Requirements, 36
Language Requirements, 36
Pre-Application Information Forms, 35
Tests, 36
Visa Requirements, 36
International Mission Fellowship, 19
International Sisters Helping to Adjust, 19
International Student and Scholar Office, 16
International Students, Fellowship of, 18
James E. Rolfing Memorial Library, 9
Leave of Absence, 38, 57, 63
Lecture Series, 22
Library, James E. Rolfing Memorial, 9
Loans, 43, 45, 52
Locations, ii
Locations of Trinity International University, 7
Mail Services, ii, 21
Master of Arts in Bioethics, 67
Master of Arts in Counseling Psychology, 72
Master of Arts in Leadership, 74
Master of Arts in Teaching, 76
Master of Business Administration, 79
Master of Education in Diverse Learning, 80
Memberships, iii, 56
Mission Statement
Trinity Graduate School, 13
University, 10
Modular Courses, 41, 49
Multicultural Development Office, 9
New Student Orientation, 17, 107
Notices, 103
of Christian Formation and Mission, Office of, 9
Offices
Career Services, 9
Christian Formation and Mission, ii, 9
Counceling Center, 9
Counseling Center, 20
Extension and Affiliated Education, 14
Facility Services, 21
Health Services, 9, 16
International Student and Scholar, 16
Mail Services, ii, 21
Multicultural Development, 9
On-campus Housing, 22
Orientation, 17, 107
New Student, 107
Parking Fees, 42
Payment Plan, Monthly, 48, 54
Payment Policies, 48, 54
Payment Terms, 48
Payment, TAPP, 48
Petitions, 103
Policies, Official, 98
Academic Integrity, 98
Acceptable Use Policy Summary, 98
Admission, 37
Copyright, 99
Drug-free Environment, 100
Family Educational Rights, 100
Firearms, Weapons, and Explosives, 102
Grade Replacement, 59
Grievance Procedure for Discriminatory and Sexual Harassment Complaints, 102
Human Rights in Research, 102
Immunization Requirements, 102
Payment, 48, 54
Posters and Notices, 103
Referenda and Petitions, 103
Refund, 55
Soliciting, 103
Student Loan Program Code of Conduct, 103
Posters, 103
Prayer, 15
Prayer, Day of, 15
Preparation for Graduate Studies, 37

Prerequisites, Program, 35, 73, 77
Probation, 44, 47
Programs, 13
Publications, 17
Readmission, 37, 64
Rebates and Waivers, 46, 53
Records Retention, 64
Records, University, ii, 8
Referenda, 103
Refund Policy, 49
Regional Centers, ii, 3, 6
Registration Changes, 41
Registration Fees, 41
Registration, Course, 62
Rental Rates for On-campus Apartments, 42
Residence Hall Charges, 41
Residence Life, 17
Residency Requirements, 57
Room and Board, 41
Room Reservations, 17
Safety, 20
Satisfactory Academic Progress, 43
Scholarships, 43, 44, 52
Second Degree, Completion of a, 62
Security Services, Campus Safety &, 7, 20
Soliciting, 103
South Chicago Regional Center, ii, 9
Special Events, 18, 22
Spouse Rebates, 46
Standards of Conduct, 15, 17
Statement of Faith, 10
Student Account Payment Charges, 42, 51
Student Affairs, ii, 9
Student Classifications, 38
Student Directory, 17
Student Leadership, 18
Student Loan Program Code of Conduct, 103
Student Service Fee, International, 41
Student Services, 64
Student Status, 38, 57
Students
  Auditors, 38
  Visiting, 38
Students with Disabilities, Services for, 99
Summer Session, 48, 49, 107
TAPP, 48
Technology and Telecommunications, 7, 98
Title II Information, 105
TOEFL, 34, 36
Transcript Fees, 42, 52
Transfer Credits, 39, 47, 54
Transfers, Interschool, 38
Trinity College, 46, 53, 62, 66, 79
Trinity Evangelical Divinity School, 3, 4, 6
Trinity Graduate School, 3, 4, 6
Trinity Hall, 9
Trinity Law School, 3, 4, 7, 96
Tuition, 40, 48, 51, 54
Tuition and Housing Deposits, 50
University Services, 19
Values, Core, 11
Veteran's Benefits, 47, 53
Visiting Students, 38
Waivers, 46, 53
Withdrawal, 49, 54, 59, 61, 64
Wives Fellowship, Trinity, 19
Women, Trinity Society of, 19
Youth Ministry Connection, 19