

Trinity International University
Trinity College
South Florida Campus
2004-2005 Catalog

Trinity International University

Trinity College South Florida Campus

111 NW 183rd Street, Suite 500, Miami, FL 33169

website: www.tiu.edu/sfc

2004 - 2005 UNDERGRADUATE CATALOG

CONTACT INFORMATION

General Information • 305.770.5101

Development, Marketing, and Alumni Affairs • 305.770.5251
alumni relations, development, fund raising

EXCEL Program Admissions • 305.770.5112, 5115, or 5116
E-mail: lacosta@tiu.edu, tmulchan@tiu.edu

Financial Aid • 305.770.5142
grants, scholarships, loans

Financial Services: Business Office • 305.770.5271
fees, insurance, payment procedures

Library • 305.770.5261
periodicals, books, audio-visuals

Student Records • 305.770.5161
transcripts, grade reports, transfer credit

MEMBERSHIPS

Association of Christian Schools International
Christian College Consortium
Council for Christian Colleges and Universities (CCCU)
Council for Higher Education Accreditation
Department of Veterans Affairs State Approving Agency
Commission for Independent Education, State of Florida
North Central Association of Colleges and Schools

DISCLAIMER

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.

EFFECTIVE DATE: July 1, 2004

A Message from the University President

Few decisions in life are more significant than the choice of which university or college to attend. This catalog will inform you about the educational opportunities and distinctives of Trinity International University (TIU) and in particular the South Florida Campus in Miami, Florida. Increasingly, students are finding that Trinity is the right place for them to complete their undergraduate degree.

I believe there are many reasons for this:

Foundational Value - TIU is a Christian university with an unswerving commitment to historic, biblical Christianity. The school is affiliated with the Evangelical Free Church of America, which is dedicated to the inerrant Scriptures as the authority for all that is taught and undertaken at the university. Thus, TIU seeks to be a Christ-centered school that allows breadth for Christians from many different backgrounds to study, worship, and serve together.

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

Integration of Faith, Learning, and Life - This should be a distinctive of a truly Christ-centered university - and Trinity takes seriously the responsibility to facilitate this integration in all areas of thought and endeavor. We strive to help students become the best they can be in their chosen areas of study and to help them see how their knowledge of God and faith in Christ relates to learning.

Outstanding Faculty - TIU has a teaching faculty made up of people with vibrant personal faith and excellent academic credentials. One of the faculty's greatest strengths, however, has been its willingness to be involved personally in the lives of students.

Ideal Location - Eighty percent of the world's people are expected to be living in urban settings in the near future. A well-educated person will have to understand the dynamics of such a setting to function well in the future. Our campus in Miami is in the center of a dynamic, diverse community.

Relationships - We have a diverse faculty and student body unified by a commitment to Christ-centered education. Through the cohort model of the EXCEL program we develop a strong learning community where strong friendships develop. TIU is proving to be a school wonderfully conducive to developing relationships, establishing values, and preparing to make a difference in the world.

Read through these pages to see what TIU South Florida Campus has to offer the adult learner seeking to complete the bachelor's degree. I hope to welcome you as a Trinity student.

Greg Waybright
President

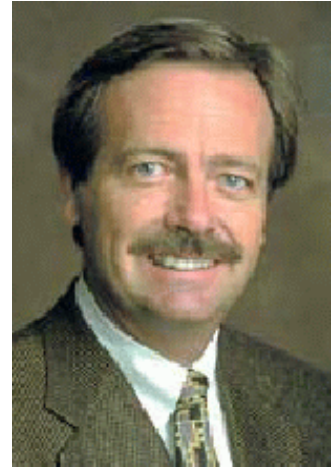


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Facts about Trinity International University South Florida Campus

THE UNIVERSITY

Trinity International University, South Florida Campus is a branch campus of Trinity International University, Deerfield, Illinois. The Miami campus was established in 1993 following a close relationship with Miami Christian College. The South Florida Campus offers the undergraduate degree through the EXCEL Program for adult learners and graduate degree programs of the university.

Established as a Bible Institute in 1949, Miami Christian College became a four-year Bible college in 1962 offering a Bachelor of Arts degree in Biblical Education. From 1966 to 1991 the college was located on a 16-acre campus in Opa Locka, Florida. In 1991 the college moved to downtown Miami. Ten years later in July, 2001, the South Florida Campus moved to new administrative facilities in north Miami-Dade county.

In 1989, Miami Christian College established an affiliation with Trinity Evangelical Divinity School of Deerfield, Illinois. In 1992, the respective governing boards decided to establish an affiliation between Miami Christian College and Trinity International University, College of Arts and Sciences that resulted in the branch campus relationship. From 1993 through 2002 the college provided traditional and nontraditional undergraduate programs. This catalog describes the EXCEL programs and policies.

Trinity was founded in 1897 by the Evangelical Free Church. It was incorporated as a four-year liberal arts college in 1960 and received accreditation from the North Central Association of Colleges and Schools in 1969. Trinity is a member of the Christian College Consortium, the Coalition of Christian Colleges and Universities, the Association of Christian Continuing Education Schools and Seminaries, and the National Association of Intercollegiate Athletics and the National Christian College Athletic Association.

ACCREDITATION AND LICENSURE

As a branch campus of Trinity International University, the South Florida Campus is regionally accredited by the North Central Association of Colleges and School. Additional information about TIU may be obtained by contacting:

North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
312.263.0456
www.ncahigherlearningcommission.org

The South Florida Campus is licensed by the Commission for Independent Education, State of Florida. Additional information about TIU South Florida Campus may be obtained by contacting:

Commission for Independent Education
State of Florida
2650 Apalachee Parkway
Tallahassee, Florida 32312
850.245-3200
www.fim.edu/doe/cie

BACHELOR OF ARTS DEGREES

EXCEL (degree completion program for adult learners)

Christian Ministry
Communication & Organizational Leadership
Elementary Education

GRADUATE DEGREES

Master of Arts in Counseling Psychology (see Trinity Graduate School catalog)
Master of Arts in Religion (see Trinity Evangelical Divinity School catalog)

AFFILIATE MINISTRY

Radio Station SPIRIT-FM 89.7 stereo, 100,000 watts, 24 hours a day. In the top 10 percent of inspirational radio stations in terms of audience size, WMCU is a voice to move people closer to Christ.

LOCATION

The South Florida Campus of Trinity International University is located at 111 NW 183rd Street, Miami, FL (at the intersection of Miami Gardens Drive and Highway # 441/SR 7). This North Miami-Dade County location is central for students from Miami-Dade and Broward Counties. The site is accessible by public transportation and by automobile. The main arteries to this location are I-95 and the Palmetto Expressway (SR 826).

The Schools of Trinity International University

TRINITY COLLEGE, DEERFIELD CAMPUS

2065 HALF DAY ROAD Deerfield, Illinois 60015 847.945.8800

Trinity College offers traditional and non traditional programs at the Deerfield Campus. There are 29 majors offered by the Bachelor of Arts degree in the traditional program. The non traditional program (REACH) offers four majors: Business Administration, Communication and Organizational Leadership, Christian Ministry, and Elementary Education.

TRINITY COLLEGE, SOUTH FLORIDA CAMPUS

111 N. W. 183RD STREET, SUITE 500 MIAMI, FLORIDA 33169 305.770.5100

Trinity College offers non traditional programs at the South Florida Campus. The non traditional program (EXCEL) offers three majors: Communication and Organizational Leadership, Christian Ministry, and Elementary Education.

TRINITY EVANGELICAL DIVINITY SCHOOL

2065 HALF DAY ROAD Deerfield, Illinois 60015 847.945.8800

Trinity Evangelical Divinity School (TEDS) is a world-renowned seminary. With over 1,800 graduate students from 44 states and 38 foreign countries between its Deerfield campus and six extension locations, TEDS is one of the largest seminaries in the United States. The divinity school's evangelical scholars teach with a strong commitment to biblical truth. TEDS offers a Certificate in Biblical Studies, four Masters degree programs, the Doctor of Ministry degree, and three Doctor of Philosophy degrees: Educational Studies, Intercultural Studies, and Theological Studies.

TRINITY GRADUATE SCHOOL

2065 HALF DAY ROAD Deerfield, Illinois 60015 847.945.8800

Trinity Graduate School (TGS) began in the Fall of 1997. TGS offers five master of arts programs. Additional degrees are planned for the future. Committed to the same attention to scholarship and Christian faith that has characterized TEDS for many years, TGS offers degrees for those who are planning to work in non church settings. The five programs include: the Master of Arts in Bioethics, Communication and Culture, Counseling Psychology, Educational Leadership, and Teaching. The Master of Arts in Counseling Psychology is offered only at the South Florida Campus.

TRINITY LAW SCHOOL

2200 N. GRAND AVENUE SANTA ANA, CALIFORNIA 92705 800.395.0499

Trinity Law School (TLS), located in Santa Ana, California, offers both full-time (three year) and part-time (four year) juris doctor programs, with classes available during both day and evening. The program also is available as a joint degree with either the Master of Arts in Communication and Culture or the Master of Arts in Bioethics offered by Trinity Graduate School. Courses in the communication and culture and bioethics programs are offered at the Santa Ana site. The minimal residency requirement at Deerfield may be fulfilled during a summer visit.

Trinity Law School was incorporated into Trinity International University in January, 1998. TLS has accreditation with the State Bar of California. The school intends eventually to pursue accreditation by the American Bar Association.

University Statement of Faith

WE BELIEVE:

1. The Scriptures, both Old and New Testaments, to be the inspired Word of God, without error in the original writings, the complete revelation of His will for the salvation of men, and the Divine and final authority for all Christian faith and life.
2. In one God, Creator of all things, infinitely perfect and eternally existing in three persons, Father, Son, and Holy Spirit.
3. That Jesus Christ is true God and true man, having been conceived of the Holy Ghost and born of the Virgin Mary. He died on the cross as a sacrifice for our sins according to the Scriptures. Further, He arose bodily from the dead, ascended into heaven, where at the right hand of the Majesty on High, He now is our High Priest and Advocate.
4. That the ministry of the Holy Spirit is to glorify the Lord Jesus Christ, and during this age to convict men, regenerate the believing sinner, indwell, guide, instruct, and empower the believer for godly living and service.
5. That man was created in the image of God but fell into sin and is therefore lost, and only through regeneration by the Holy Spirit can salvation and spiritual life be obtained.
6. That the shed blood of Jesus Christ and His resurrection provide the only ground for justification and salvation for all who believe, and only such as receive Jesus Christ are born of the Holy Spirit, and thus become children of God.
7. That water baptism and the Lord's Supper are ordinances to be observed by the Church during the present age. They are, however, not to be regarded as means of salvation.
8. That the true Church is composed of all such persons who through saving faith in Jesus Christ have been regenerated by the Holy Spirit and are united together in the body of Christ of which He is the Head.
9. That only those who are thus members of the true Church shall be eligible for membership in the local church.
10. That Jesus Christ is the Lord and Head of the Church, and that every local church has the right under Christ to decide and govern its own affairs.
11. In the personal, premillennial and imminent coming of our Lord Jesus Christ and that this "Blessed Hope" has a vital bearing on the personal life and service of the believer.
12. In the bodily resurrection of the dead; of the believer to everlasting blessedness and joy with the Lord, of the unbeliever to judgment and everlasting conscious punishment.

The above statement of faith is that held by the Evangelical Free Church of America. Each member of the faculty and administration must subscribe to this statement.

University Mission and Core Values

Trinity International University Mission Statement

Trinity's special mission is to do that which the great Western universities have ceased to do – provide excellence in academics as well as preparation for ministry and professions – all within the context of a Christian worldview and a Christian community.

Trinity's calling is to glorify the Triune God as a learning community "entrusted with the gospel." The university serves the church by preparing students to fulfill their divine calling through the study of his Word and his world. Trinity is committed to the Christian vision that laid the foundations of the great Western universities: that all knowledge is unified in Jesus Christ, since it was through him that all things were made. Trinity's schools, each with distinct educational missions, are united by their commitment to this vision for the Christian university:

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

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

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

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

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

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

Trinity International University 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.

Trinity College Mission Statement

Trinity College, as an academic community, commits itself to distinctive objectives:

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

A belief that:

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

2. A Liberal Arts Approach to Learning

An approach that:

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

3. A Sustained Interest in Every Participant

An interest that:

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

4. A Purposeful Involvement in Contemporary Society

An involvement that:

- Subjects pervasive human problems to penetrating critical analysis.
- Confronts deterioration and corruption in institutions as well as individuals.

- Translates Christian compassion into redemptive social action, with special sensitivity to global injustice and ecological stewardship.
- Points men and women, individually and collectively, to their ultimate need for God's forgiving healing and grace.

5. A Serious Attempt to Encourage Career Potential

An attempt that:

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

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

A balance that:

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

Personnel

UNIVERSITY BOARD OF REGENTS 2003-04

Warren Anderson, *Lake Forest, Illinois*

Physician/Counselor

Michael P. Andrus, *Wildwood, Missouri*

Senior Pastor, First Evangelical Free Church

Ronald D. Aucutt, *Falls Church, Virginia*

Attorney at Law/Partner, McGuire Woods

Yolanda Black, *McPherson, Kansas*

Homemaker

Judy Bradish, *Arlington Heights, Illinois*

Homemaker

Scott Carter, *Lake Forest, Illinois*

President, Unitrin Direct Sales

David Chally, *Kearney, Nebraska*

President, Barney Insurance, Inc.

Howard Dahl, *Fargo, North Dakota*

Business Management, Amity Technology

Peter Etienne, *Lake Zurich, Illinois*

Attorney, Baxter International Inc.

Leslie Frazier, *Cincinnati, Ohio*

Defensive Coordinator, Cincinnati Bengals

Steve Goold, *Minneapolis, Minnesota*

Senior Pastor, Crystal Evangelical Free Church

Edward Hearle, *Jacksonville Beach, Florida*

Management Consultant, Retired

James Hollabaugh, Fremont, California

Lawyer

Margaret Holtrust, Anaheim, California

University Professor, Retired

Robert Kleinschmidt, Maple Grove, Minnesota

Vice President of Finance, Carlson Companies

David Martin, Elizabethtown, Pennsylvania

Senior Pastor, Evangelical Free Church of Hershey

Neil Nyberg, Battle Creek, Michigan

Vice President, Kellogg Company

William A. Peterson, La Crosse, Wisconsin

Real Estate Developer/Broker, Retired

George E. Poulos, Jr., Davie, Florida

President and CEO, Global Pathology

William C. Pugh, Valparaiso, Indiana

Safety Expert/Accident Consultant

Susan Ruud, Racine, Wisconsin

VP and Corporate Secretary, Ruud Lighting

Edmond Soliday, Valparaiso, Indiana

Retired V.P. of Safety, Security & Quality Assurance

United Airlines

Kendall Spencer, Jacksonville, Florida

Banker, Citrus Bank

James Tahmisian, Santa Maria, California

Clinical Psychologist

Charles Thor, Arlinton Heights, Illinois

Real Estate Developer, The Daly Group, Inc.

Gregory L. Waybright, *Arlington Heights, Illinois*
President, Trinity International University

Charles Webb, *Okemos, Michigan*
Vice President for Development,
Michigan State University

Kristine Young, *Boxborough, Massachusetts*
Piano Teacher

Ex Officio Members

Brian Cole
Chairman, Board of Directors
Evangelical Free Church of America

William Hamel
President
Evangelical Free Church of America

Roland Peterson
Moderator
Evangelical Free Church of America

Kenneth M. Meyer
Chancellor
Trinity International University

William D. Moore
Moderator
Evangelical Free Church of America

PRESIDENT'S ADVISORY CABINET DEERFIELD CAMPUS

Gregory L. Waybright, Ph D
President

Wesley L. Anderson, M B A
Senior Vice President for Business, Finance, and Technological Services

Jeanette Hsieh, Ed D

Executive Vice President / Provost

Gary Cantwell, B F A

Vice President of Communications and Marketing

Lyle Erstad, M R E

Vice President of Institutional Services

Steve Geggie, M S

Vice President of Information Technology/CIO

James W. Mohler, Ph D

Interim Dean of the College of Arts and Sciences and Trinity Graduate School

H. Wayne Johnson, Ph D

Dean of Chapel

Roger L. Kieffer, M S

Senior Vice President of Enrollment

Milo D. Lundell, D Min

Executive Administrator to the President's Office

Paul Maurer, Ph D Candidate

Senior Vice President for Institutional Advancement

Kenneth M. Meyer, D Min

University Chancellor*

Mike Picha, M B A

Vice President of Finance

Tite Tiénou, Ph D

Academic Dean, Trinity Evangelical Divinity School

William O. Washington, M S

Senior Vice President for Student Affairs

Dean of Students, College

Interim Dean of Student, TEDS & Graduate School

*Advisory capacity

SOUTH FLORIDA CAMPUS ADMINISTRATION

Luis Acosta, B A

Director, Admissions

Robert C. Beatty, D Min

TEDS Coordinator, Master of Arts in Religion Program

Ileana Gil, M A R

Director, Financial Services

Bernice Justamante, M A

Vice President - South Florida Campus

Rafael Chile, B A

Director, Financial Aid

Arthur (Art) A. Seidner, M A

Director, Student Records / Registrar

Elizabeth Skjoldal, Ph D

Director, Master of Arts in Counseling Psychology Program

Deborah Wiles, M A

Interim Director, EXCEL

FACULTY, SOUTH FLORIDA CAMPUS

(represent more than 50 adjunct professors)

Arthur Bailey, M S

EXCEL Adjunct Faculty, 1991

BA, University of Maryland; MS, Nova Southeastern University.

Robert C. Beatty, D Min

Coordinator of the Master of Arts in Religion program and Associate Professor of Management, 1989

MBA, Northeastern University, 1957; MBA, Fairleigh Dickinson University 1973; MDiv, MA, Columbia International University, 1983, 1985; DMin, Fuller Theological Seminary, 1993.

Gary G. Cohen, Th D

Professor of Biblical Studies, 1981

BSEd, Temple University, 1956; MDiv, STM, Faith Theological Seminary, 1961, 1964;

ThD, Grace Theological Seminary, 1966.

Eunice Puga, J D

EXCEL Adjunct Faculty, 1991

BS, Miami Christian College, 1983; MBA, St. Thomas University, 1997; JD, University of Miami, 2002.

Astrid Reynolds, M A

Associate Professor of Education, 1991

BA, Shelton College, 1963; MA, University of Florida, 1971.

David Taylor, Th M

EXCEL Assessment Coordinator, 2001

BA, Trinity College at Miami, 1993; ThM, Dallas Theological Seminary, 1998.

Jack Turpin, M Div

EXCEL Adjunct Faculty, 1997

BA, Oglethorpe University; 1963; MDiv, Columbia Seminary, 1966.

David T. Wilson, M P P

EXCEL Adjunct Faculty, 1999

BS High Point University; 1973; MPP, University of Maryland, 1995.

EXCEL Program

PURPOSE AND MISSION

Since its inception in 1990, EXCEL has been committed to providing adult learners with quality Christian higher educational opportunities in the liberal arts and professions, in a manner which brings glory to God. Programs maximize convenience, relevance and service to our students while helping them grow as whole individuals through engaging instruction and stretching curricula.

We are dedicated to providing adults the means to complete degrees which will draw on past experience and provide tools for life. It is our desire that those proceeding through our programs will grow spiritually, intellectually, vocationally, and relationally and will acquire the tools to continue that growth through their lives.

AN OVERVIEW

The EXCEL programs of Trinity International University, South Florida Campus offer unique opportunities for adult learners to enhance their professional goals through accelerated education. The programs offer a means for busy adults to complete their undergraduate degree in a convenient and timely manner. Adults may enter EXCEL with any number of prior college credits and through taking accelerated courses one at a time, may finish their degree with maximum speed and minimum hassle. To make this happen, EXCEL offers clusters of courses which proceed in a lock-step manner. When a group of students desiring a particular major is gathered, a cohort is formed and the course sequence begins. Faculty cycle through, but the students in the cohort stay together. Each cluster takes between one and two years to complete.

To complete a Bachelor of Arts degree, students piece together several clusters such that they can meet the graduation requirements. They must have a major cluster. Minor clusters, general education clusters, and single course electives may also be chosen. In addition, students may transfer credit, gain credit by examination, and seek credit for prior experiential or job related learning. The following clusters are offered by EXCEL, although availability may vary with interest and location:

- General Education (Ready-II-EXCEL)
- Major in Business Administration
- Major in Communication and Organizational Leadership
- Major in Christian Ministry
- Major in Elementary Education
- Minor in Biblical Studies

ASSUMPTIONS

Courses which are offered through EXCEL are constructed around design elements which arise out of key assumptions about adult learners and the mission of Trinity International University College of Arts & Sciences. Although we won't outline an entire philosophical framework, some basic assumptions are presented:

Adults are busy and have many competing responsibilities. To introduce any educational program into already full schedules is a considerable challenge. With work responsibilities, church activities, civic efforts, and the never-ending task of child shuttling, finding time for classes is difficult. The fewer scheduling adjustments, the more learning can be done at times convenient to the student, the better the educational design fits the busy adult.

Adult students are motivated to learn. Adults who choose to return to school after a time in the workforce are typically ready to give the effort needed to benefit from classes for which they are sacrificing. Because of this, learning proceeds much more quickly and faculty do not have to spend valuable time urging students to attend to their work.

Adults have learned discipline. As a result of being in the workforce and managing the complexities of both professional and personal responsibilities, adults have developed a sense of discipline that serves them well in the EXCEL programs. Assignments can be completed, and completed well, within tight time frames despite busy schedules and varied responsibilities to work, family, church, and society.

Adults have broad life experiences. Learning theory tells us we learn by relating abstractions to memories of past experiences. For this reason persons who have experienced a work environment and been placed in leadership positions in the past are better able to absorb concepts of management and leadership. Individuals who have wrestled with the loss of a loved one can relate to philosophical questions of mortality and the problem of evil. Drawing on a broad background of experiential knowledge allows adults to quickly grasp ideas.

Adults desire relevance. If a subject immediately relates to a current task or a contemporary problem, ears perk up and brains respond appropriately. Working adults encounter situations where their learning may be consistently applied and thus are more motivated and better able to learn.

Adults have developed skill in independent learning. EXCEL courses seek to foster this skill. To succeed in life, adults have by necessity learned to seek information on their own from a variety of sources. Assuming this ability to independently gather and process information, our adult programs can rely on students to grasp more knowledge and skills on their own without having to rely on a “teacher” as a fountain from which all information flows.

Adults learn best when they are personally involved. The more active people are in their own learning, the better the learning. If individuals are only called upon to listen to a “talking head”, little learning takes place. When learners interact in small groups, engage in role play, prepare projects, and apply techniques in the workplace, the learning is deep and retention is long. For this reason EXCEL seeks to create situations for active learning.

Adults have many insights of their own. Experience is a tremendous teacher. As individuals go through life they gain new perspectives and insights based on the events which have occurred around them. When a group of adults with varied backgrounds, travels, and work experiences gathers, the accumulated knowledge and wisdom are considerable. To rely solely on one faculty member’s thoughts for the content of a course would impoverish the educational experience. For this reason, discussion is valued more highly than lecture in EXCEL classes.

Adults can direct their learning to fill in gaps in their knowledge. Reading and research outside the classroom allow students to fill in gaps between their current knowledge and the knowledge necessary to meet the objectives of the liberal arts and professional courses that are part of EXCEL programs. Adults are able to recognize where there is still much to learn and have the discipline and learning skills to focus on those areas where they most need to concentrate.

Adults learn well in groups. Group learning is widely recognized as an effective learning process. Peers tutor each other in groups. There is emotional support in groups. Warm friendships develop in groups, resulting in a positive climate for learning. Ideas and learning which would not have occurred individually happen in groups as synergy is created. Weaknesses in one student are offset by the strengths of others in groups. Teamwork, cooperation, and leadership skills are fostered within groups.

GOALS ACROSS THE CURRICULUM

One of the unique benefits of the EXCEL curriculum is the lock-step organization of many of the required courses. Students enrolled in a cluster must take courses in a particular order. Classes are presented in a structured sequence that allows the curriculum to emphasize selected knowledge, skills, attitudes, and values throughout the entire curriculum and not simply within individual courses.

The key question which constantly confronts the curriculum in our rapidly changing society is “What educational qualities will allow an individual to succeed and thrive in the unfolding future?” In reviewing literature on the subject and reflecting on our own institutional values, eight competencies rise to the top. More than other skills, Trinity seeks to enhance these abilities across the curriculum for each of the EXCEL programs. They are as follows:

Integration of a Christian world view – the ability to formulate a distinctively Christian perspective concerning ideas, people, events, relationships, and issues and then to discern responses consistent with that perspective.

Self-knowledge – a willingness to examine oneself including one's emotions, temperament, values, goals, experiences, preferences, habitual processes, and identity structure.

Open-minded inquiry – the commitment to explore, understand and appreciate divergent perspectives, values, and cultures without losing identity through premature closure or complete relativism.

Critical thinking – the evaluation, through sound research and thinking, of the quality of ideas and information, the merits of courses of action, and the integrity of one's own beliefs and viewpoints.

Aesthetic appreciation – love for the beautiful, the imaginative, the delightful and empathy for the unlovely, the commonplace, the tragic.

Organizational effectiveness – the ability to effectively participate in organizational settings including working in teams, giving leadership, and solving problems creatively.

Communication – competency in reading, writing, speaking, listening, and collaboration.

Life-long learning – awareness of foundational questions and knowledge structures in a variety of disciplines coupled with curiosity, a desire to learn, and skills in self-direction.

STANDARD FRAMEWORK

The following basic framework elements form the parameters of *EXCEL* courses:

- Classes meet one time per week for a four-hour block.
- Students take one course at a time in a lock-step fashion.
- Students stay with the same group of people through an entire cluster, forming a cohort.
- Class groups begin when a cohort of between 12 and 20 can be formed. They do not follow traditional semesters.
- Students attend class throughout the year with periodic breaks but no long “summer vacation.”
- Classes may be subdivided into study groups to accomplish group tasks in addition to individual work.
- A typical three credit course meets five weeks. Three-credit quantitative courses will meet eight weeks.
- Quantitative courses such as math, accounting, finance, and statistics are allotted more in-class time per credit hour due to generally greater need for help from instructors in these subjects.
- Skills which cross the curriculum are deemed just as important as content specific to courses.
- Lecture is minimized in class leaving much time for integrative activities and student input. Prior learning is valued and drawn from to enhance the educational environment.
- Primary emphasis is placed on building a widely transferrable skills base rather than preparing individuals for specific job functions
- Tests are not the primary means of evaluation although they may be used where appropriate to the content.

Admissions

Because students enter the EXCEL program at various points in their progress toward a degree, different clusters have different admission requirements. The primary goal of the admission requirements is to ensure that students enter equipped for success. While we are committed to giving adults as much of an opportunity to prove themselves capable as possible, it is ethically questionable to set up unprepared individuals for failure. The admission requirements established by EXCEL are designed to tread that fine line between open admission and retention problems due to poor preparation.

STANDARD ADMISSION REQUIREMENTS

The standard requirements for admission to EXCEL course work, no matter how many credits are transferred from other institutions, are as follows:

- Attainment of at least 23 years of age before beginning course work.
- Original transcripts of all previous college/university study indicating an overall cumulative grade point average of 2.0 (using a 4 point scale).
- At least 2 years significant work experience. (Experience other than paid work, such as volunteer activity or parenting, may be considered toward meeting this requirement.)
- Successful demonstration of thinking, organization, and writing ability through a writing sample.
- Applicants for whom English is not their first language must score at least 500 on the Test for English as a Foreign Language (TOEFL) exam.

In order to treat fairly the diversity represented by adult learners, however, admission decisions may be appealed to an admissions committee when questions of qualification arise.

ADMISSION TO GENERAL EDUCATION CLUSTERS OR ELECTIVES

Additional requirements for admission to the upper division general education cluster beyond the standard admission requirements include:

- Completion of at least 15 semester credits at Trinity or transferrable from another accredited college or university. A course is transferrable if the grade is "C" or better.
- Completion of a standard college composition course with a grade of "C" or better.

ADMISSION TO THE CHRISTIAN MINISTRY MAJOR

Persons seeking admission to the christian ministry major must meet the following criteria in addition to the standard admission requirements:

- Completion of at least 58 semester credits at Trinity or transferrable from another accredited college or university. A course is transferrable if the grade is "C" or better.
- Completion of a standard college composition course with a grade of "C" or better.
- Involvement in a ministry of a local church which includes opportunities for leadership.

ADMISSION TO THE COMMUNICATION AND ORGANIZATIONAL LEADERSHIP MAJOR AND ALL MINORS

Persons seeking admission to the communication and organization leadership major and all minors must meet the following criteria in addition to the standard admission requirements:

- Completion of at least 58 semester credits at Trinity or transferrable from another accredited college or university. A course is transferrable if the grade is "C" or better.
- Completion of a standard college composition course with a grade of "C" or better.

ADMISSION TO THE ELEMENTARY EDUCATION MAJOR

Persons seeking admission to the elementary education major or EXCEL To Teach (elementary education teacher certification program) must meet the following criteria:

- A grade point average of 2.5 or higher on a 4.0 scale on all previous college work from an acceptable college. An acceptable college is one which is regionally accredited, or accredited by an agency accepted by the U.S. Department of Education, or accepted by its own State Department of Education for certification purposes.
- Successful demonstration of thinking, organization, and writing ability through a writing sample.
- Submission of an acceptable “Letter of Intent to Teach” addressed to the Education Department.
- Completion of a standard college composition course with a grade of “C” or better.
- Recommendation for admission to the education major after a personal interview.

APPLICATION PROCESS FOR EXCEL DEGREE PROGRAMS

Persons interested in an EXCEL degree program are encouraged to start the application process as far in advance of the beginning of the desired EXCEL class as possible. The application packet must be completed in full no later than 2 weeks prior to the start of class. The typical sequence of the application process is as follows:

- Contact the EXCEL office to request the EXCEL degree programs application packet.
- Return the completed application with application fee to the EXCEL office
- Using the transcript request forms in the application booklet, request official transcripts from all colleges or universities where you have attended classes. Student copies or hand delivered copies are not considered official transcripts and will not be accepted for purposes of admission. Upon receipt of all official transcripts, the EXCEL admissions staff will provide the applicant with an assessment of previous college course work.
- Complete the writing sample as described in the application packet.
- If English is not your primary language, you must take the Test for English as a Foreign Language (TOEFL) exam. If your scores are not acceptable, you are expected to complete an intensive course in English as a Foreign Language course at one of the many recognized language centers throughout the country before being admitted to the program.
- Upon completion of the assessment and evaluation of the writing sample, the EXCEL admissions committee will evaluate your application packet for admission. You will then be notified of your admission status, usually within two weeks.
- If you are offered admission, confirmation of acceptance of admission is required. The one time non refundable confirmation/registration fee payable to Trinity International University must be received to confirm acceptance of admission and intent to register. At this time you also will determine with which class you will start.
- Although not required for admission, you are strongly encouraged to complete the financial aid application as early in the admission process as possible since some types of aid are available only at certain times of the year. More details on financial aid are provided in that section.

The EXCEL admissions staff is available to help you with any of these steps.

CLASSIFICATIONS

Regular Student: Student enrolled in a degree program at Trinity International University.

Teacher Certification Student: Student who has earned a bachelor’s degree and meets all admission requirements for the EXCEL Elementary Education program. This student may or may not need all the courses in the Elementary Education program to qualify for Florida state certification.

Visiting Student: Student not pursuing a degree in elementary education but desiring to be admitted for part-time studies. A simplified admission procedure is used. Visiting students must apply, be accepted, and spend at least thirty (30) of their last forty-five (45) hours as a Regular Student in order to meet degree requirements.

Transfer Students

Trinity accepts credit earned at other accredited institutions with some minor exceptions. Transfer credit may be granted for "C" or better work from an accredited Bible college, college, or university. Students may contact the Assessment Coordinator with specific questions concerning course transferability. Trinity will accept a maximum of sixty-four (64) credits earned at a two-year degree granting institution. Non accredited course work pursued following matriculation into the EXCEL program will not be accepted as transfer credit toward satisfaction of program requirements. Thirty (30) of the last forty-five (45) hours must be earned at Trinity.

Trinity is regionally accredited by the North Central Association of Colleges and Schools. Generally, other institutions accept credits from regionally accredited institutions. However, the receiving institution always determines the acceptance of credit.

Financial Information

TUITION AND OTHER EXPENSES

Tuition for 2004-05 Academic Year

EXCEL Program

Tuition per credit hour

Business Administration	\$365.00
Christian Ministry	\$320.00
Communication and Organizational Leadership	\$320.00
Elementary Education	\$320.00
General Education and Elective Courses	\$320.00
Course Retake (all programs)	\$320.00

Health Insurance

International student must show proof of insurance prior to or on the day of registration. If the student does not currently have a health insurance plan of his or her own, Trinity offers a health insurance plan for all students. International students are required to have health insurance either through an outside plan or through Trinity. For additional information contact the business office of the South Florida Campus of Trinity International University.

FEES

Transcript Fees

Official transcript \$5.00

(sent out within 7-10 business days upon arrival of request)

Official transcript ("Rush") \$15.00

(sent out within 24 - 48 hours of request) Transcripts (including rush orders) will be sent via U.S. Mail. If other service is requested (e.g. FedEx, UPS), there will be an additional charge to cover the cost of that service.

Registration Fees

Late Registration

Charge for students who register after the assigned day of registration.

Regular students \$100.00

OTHER FEES

Application

A non refundable fee must accompany student's application form \$25.00

Confirmation

A non refundable fee submitted following offer of admission to acknowledge acceptance and intent to register \$75.00

Challenge Exam

For each course in which a challenge examination is administered, a charge will be made in lieu of tuition.

Payment is made in advance. An administrative fee of \$50 per exam and an additional \$50 is charged for

each credit hour. Per exam of three credits \$200.00

Deferment

All student accounts are charged a deferment fee of *1 percent per month* on any outstanding balance.

Deferment fees are assessed on the last working day of every month.

Employment Reimbursement \$100.00

Charged each semester to student wishing to defer payment on account due to employer tuition reimbursement.

If payment-in-full is received within 30 days of registration, the \$100 fee is waived.

Evaluation \$20.00

Charged for evaluating the official transcripts and educational standing of a student. The fee may be used toward

the application fee if the student later applies to the EXCEL program.

Extension \$100.00

Student within fifteen (15) credit hours of graduation at the time of the graduation deadline expiration may

request a six (6) month extension without submitting to new catalog requirements.

Graduation \$75.00

Charged to all students during the semester prior to their anticipated graduation. This fee includes the cost

of the diploma, evaluation of application for degree, and other graduation expenses.

NSF Charge \$15.00

Charged for any check returned by the bank. Each check.

Prior Learning Assessment Petition \$50.00

Charged per Prior Learning Assessment (PLA) petition for credit. Each petition can be for no more than

four (4) credit hours. An additional \$50 is charged for each credit hour petitioned.

Reactivation \$250.00

Fee imposed to reactivate the file of a student who did not complete graduation requirements within the allotted graduation time frame. Reactivation requires the student to meet the requirements of the catalog current at the time of reactivation. (See time frame on page # 33)

Withdrawal \$25.00

Charged when withdrawing from the program or from a course.

The University reserves the right to modify charges without notice.

Financial Assistance

Financial Aid 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).

- Grants are awards based on financial need which do not have to be repaid.
- Scholarships are non repayable awards which may be based on merit, special talent, and/or financial need.
- Student loans are available to students and/or their parents at low interest rates with the option to defer payment until after graduation or after the student drops below half-time.
- Student employment allows students to earn money toward their education by working part-time while attending school.

Applying for financial aid is a lengthy process. Your application will not be reviewed until **ALL** documents required to complete the file are received in the Financial Aid Office.

1. **The Free Application for Federal Student Aid (FAFSA or FAFSA-R).** This application is available at local high schools and community college and university Financial Aid Offices. It is completed by the student and/or the student's family and mailed to the Central Processor for processing in the envelope provided. Students also can complete the FAFSA on-line at www.fafsa.ed.gov. Results of the federal analysis are sent directly to the student in the form of a Student Aid Report (SAR).

Remember to list *Trinity International University* as the first college in question 86 and use the Title IV School Code *012314* in step six of the FAFSA or FAFSA-R. You must include the school code so that the Trinity Financial Aid Office can process your file.

2. **Trinity International University Financial Aid Application.** This form can be obtained from the Financial Aid Office.
3. **Applicable Loan Forms.** Statement of Borrower's Rights and Responsibilities and Federal Stafford Promissory Note is available from the Financial Aid Office.

All forms and any other required documents should be filed as soon as possible after January 1. Some programs have limited funding, so it is strongly recommended that students apply early. In addition, students who are eligible to receive outside educational assistance such as Veterans Administration benefits and Vocational Rehabilitation Assistance are expected to apply for this assistance directly from the appropriate agencies.

Financial aid is not automatically renewed each year. To be considered for financial assistance from one year to the next, all students must reapply. Federal aid, state aid, and institutional aid in the form of grants scholarships, and Stafford Plus loans are granted for semesters occurring between August and July. Because EXCEL does not follow a traditional academic calendar, some groups begin during the spring semester. In such a case, the first application for financial aid provides funds for only one semester. The student must reapply for financial aid for the following two semesters. Since the amount and type of aid are based upon the family's financial situation each year, it is quite possible that financial aid awards will change from one year to the next.

Satisfactory Progress. A student must make Satisfactory Academic Progress in order to be eligible for financial aid. This policy defines minimum standards for grade point average, ratios of completed credits to attempted credits and maximum time frames for completing a degree. This complete policy is printed in the Award Terms and Conditions Handout.

An EXCEL student whose cumulative grade point average (GPA) falls below 2.0 is not eligible for financial aid.

In addition to satisfactory progress requirements, a student also must complete the following number of credit hours (with grades of A, B, C, or D) in order to receive Financial Aid. A student may not receive more than ten semesters of institutional financial aid.

<u>At the End of Semester</u>	<u>Credit Hours Completed</u>	<u>At the End of Semester</u>	<u>Credit Hours Completed</u>
1	6	6	69
2	18	7	82
3	30	8	95
4	43	9	110
5	56	10	126

Admission to the University. Your request for financial aid will not be considered until you are accepted as a student for the term during which you wish to receive financial aid. (You do not have to be accepted to apply for financial assistance).

Federal Funds

TIU students may be eligible to participate in the following four programs.

Pell Grant. To be considered for this grant, the student must complete the FAFSA and send it to the Federal Processor. Once the FAFSA is processed, the Student Aid Report (SAR) will be generated and sent directly to the student. The student is instructed to review the SAR for any needed corrections. The TIU Financial Aid Office will evaluate the electronic SAR to determine the student's eligibility. Students may be eligible for awards ranging from \$400 to \$4,050 per academic year.

Federal Supplemental Educational Opportunity Grant (FSEOG). To be eligible, the applicant must be a full-time student at TIU and show a financial need as reported on the SAR. Awards range from \$250 to \$1000 per academic year.

Federal Work-Study (FWS). Part-time employment is available for students who continue to show a financial need. To be eligible, the applicant must enroll at least half-time (six credits or more per semester) at TIU. FWS students cannot exceed 20 hours of employment per week and are designated for on-campus responsibilities such as maintenance, secretarial assistance and library assistant. Students may be eligible for work awards ranging from \$1000 to \$4000 per academic year.

Subsidized and/or Unsubsidized Stafford Loans, and Plus Loans. Students and parents of students may apply for low interest loans with special repayment terms based on a continued financial need as shown on the SAR and subsequent awards. For further information please contact the Financial Aid Office.

Honor Awards and Scholarships

Trinity International University makes tuition scholarships available to students who demonstrate special ability or financial need. The university reserves the right to limit the number of scholarships awarded in any program.

Note: All awards are based on annual eligibility. If a student becomes eligible between fall and spring semesters of an academic year, awards given will be half of the annual eligible amount. All scholarships are based on full-time enrollment.

TUITION PAYMENT POLICIES

Budget Planning

Shortly after notification of admission a confirmation fee of \$75.00 is required.

Trinity has a payment plan to help finance today's college education. All students are expected to pay their bill in full or arrange a payment plan on or before registration day. MasterCard, Visa and Discover are accepted payment.

Trinity Alternative Payment Plan (TAPP)

TOTAL semester costs can be paid in convenient equal monthly payments over five months. The first payment must be made at registration. Subsequent payments must be made on the first of each month thereafter through the semester

ALL student accounts are charged a deferment fee of one percent per month on any outstanding balance. Deferment fees are assessed on the last working day of every month. In addition, a \$25.00 late fee will be charged for any payment received more than ten days late. The last payment will probably be slightly larger due to these fees.

Employer Reimbursement

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

Employer to Student. If the employer agrees to pay the student directly, the student must establish a payment plan with the university and pay monthly.

Employer to University. If the employer agrees to make payments directly to the university, the following regulations apply:

- A letter of verification from your employer stating the company's policy and terms for tuition reimbursement must be submitted prior to beginning the classes.
- Two copies of a tuition reimbursement Invoice will be sent to the student after each course is completed. It will include the following information: student's name, ID number, course title, amount of tuition and fees. Grades will be obtained from the records office. The student is responsible for submitting the invoice to the employer and seeing that payment is made to Trinity. Checks should be made payable to "Trinity International University."
- The student will be billed for tuition at the beginning of the semester. The 1% deferment fee each month will not be charged. Instead, a \$100.00 Tuition Reimbursement Fee will be added to the student's account each semester at the time of registration to covers all deferment charges during the semester. The fee may be waived if the amount is paid in full within thirty (30) days of the beginning of the semester.

Student Accounting

A \$15.00 charge will be assessed for any check returned by the bank. Students with two returned checks in a given semester will be required to pay by cash or certified check only, until the following semester when cleared.

The current semester's bill **MUST** be paid in full by the end of the semester. Enrollment in future semesters may be denied for non compliance to this financial policy.

*All balances owed to the school **MUST** be paid in full prior to releasing transcripts and diploma from Trinity International University.*

Trinity International University EXCEL Refund Policies

Withdrawal. Refunds are based on the date that **written** notification of withdrawal is received at the EXCEL office.

Prior to first session	100% refund minus \$25.00
Through 25% of the course	75% refund minus \$25.00
Through 50% of the course	25% refund minus \$25.00
After 50% of the course	No refund

Students who have enrolled for an entire semester will receive a full refund minus \$25.00 on all classes that have not started.

Statutory Pro Rata Refund Policy. Calculation of the refunds to Title IV funds for students attending Trinity International University must be determined using the pro rata formula based on the percentage of the enrollment period remaining after the student withdraws. Calculations of refunds to the Title IV funds will be made up to the 60% point in any given period of enrollment. The order of distribution of refunds is specified as follows:

1. To outstanding balances on Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal PLUS Loan
2. To the Federal Pell Grant
3. To the Federal Supplemental Educational Opportunity Grant
4. To other Title IV assistance
5. To the student

For additional information on refunds to Title IV sources, please contact the Financial Aid Office.

Dropping Courses. Before changing from full-time to part-time status, students should contact the Financial Aid Office to determine the effect on aid.

Academics

ACADEMIC INFORMATION

Accreditation

Trinity International University, South Florida Campus is licensed by the Commission for Independent Education, State of Florida. Additional information about Trinity International University may be obtained by contacting the Commission for Independent Education, 2650 Apalachee Parkway, Tallahassee, FL 32312, (850) 245-3200. Trinity International University, South Florida Campus, as a branch campus of Trinity International University, is accredited by the North Central Association of Colleges and Schools. Additional information about the accreditation of Trinity International University may be obtained by contacting the North Central Association, 30 N LaSalle Street, Suite 2400, Chicago, Illinois, 60602-2504, (312) 263-0456.

Library

Trinity's South Florida Campus library supports the undergraduate and graduate academic programs offered at the campus. It is particularly strong in the areas of Bible, theology, and Christian ministry. In addition it provides resources for psychology and counseling, business, education and communications. It also seeks to provide books and authors which confront the current issues of the day from an evangelical Christian perspective.

Academic libraries support the instructional programs of colleges, universities, and community colleges. Generally these libraries contain a greater number of specialized research materials than the typical public library. The higher the degrees offered by the school, the greater is the breadth, depth, and research orientation of the collection. Trinity students apply for a Southeast Florida Library Information Network (SEFLIN) card through the Trinity library. This card provides access to use and to request borrowing privileges from specific libraries in the South Florida region.

Student Classifications

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

Semester Hour Credit

Trinity International University operates on a semester credit hour system.

Transferability of Credits Earned

Although Trinity International University, South Florida Campus, is licensed by the Council of Higher Education Institutions of Florida and, as a branch campus of Trinity International University, Deerfield, Illinois, is accredited by the North Central Association of Colleges and Schools, the transferability of credits taken at Trinity to other colleges or universities is at the discretion of the accepting institution. It is the student's responsibility to confirm whether or not credits taken at Trinity will be accepted by another college of the student's choice.

Grades

The purpose of grading in education is to give feedback concerning the accomplishment of course goals. The university needs an assessment of how well a particular individual or group is accomplishing the objectives of a course. It also seeks a sense of how well the chosen instructional design is working. Employers and others outside the institution often use grades as an indicator of knowledge gained of a particular subject. Students find grades useful in assessing their own progress in learning a subject. Grades are one external indicator of the extent of learning with respect to particular course objectives. They are not meant to be interpreted as indicators of intelligence, ability, or individual worth.

Trinity International University strives to assign grades as fairly as possible. In order to foster a degree of uniformity between faculty members and to help students understand its definition of each grade the following descriptions are offered:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas.

Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for an undergraduate. Work shows intuition and creativity.

Example: "B" work indicates good quality of performance and is given in recognition of solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work in and out of class is acceptable. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is passable but weak. Elements of the assigned work may be missing or unsatisfactory.

I = An "I" indicates a (4) four-week extension for completion of course requirements in cases of serious illness, emergency, or impairment of a student's ability to perform satisfactorily. The grade automatically becomes "F" unless all course requirements are satisfactorily completed and a grade is turned in to the office within five (5) weeks from the due date of the last assignment.

F = Quality and quantity of work in and out of class is unacceptable for an undergraduate students.

Example: This work does not qualify the student to progress to a more advanced level of work.

P = A passing grade indicates that the student has performed at a C- or higher level of scholastic achievement. The "P" grade is not computed into the Trinity grade point average (GPA).

W = indicates an official withdrawal from class

A student may elect to repeat any course in which a grade of C- or lower is earned provided that the repeated course is taken at Trinity in a regularly scheduled class. All grades will be retained on a student's transcript. A course for which credit has been earned, when repeated, may produce an improved grade, but will not provide additional credit. The best grade for a repeated course will count toward graduation requirements and the cumulative GPA. A course in which credit is earned may be repeated only once.

Grade Point Average

Academic grade point averages are computed as follows:

A+, A	–	4.0 grade points per semester hour credit
A-	–	3.7 grade points per semester hour credit
B+	–	3.3 grade points per semester hour credit
B	–	3.0 grade points per semester hour credit
B-	–	2.7 grade points per semester hour credit
C+	–	2.3 grade points per semester hour credit
C	–	2.0 grade points per semester hour credit
C-	–	1.7 grade points per semester hour credit
D+	–	1.3 grade points per semester hour credit
D	–	1.0 grade points per semester hour credit
D-	–	0.7 grade points per semester hour credit
F	–	0.0 grade points per semester hour credit

Grade point average (GPA) is calculated by multiplying the point value of the grade earned in a course by the number of semester credit hours of the course, adding the resulting figures for each course completed, then dividing by the total number of credit hours of all the courses. Only grade points earned at Trinity International University are used in determining the grade point average unless the student is being considered for honors at graduation. (See “Graduation Honors” for details.)

Grading

Course paper due dates and the grading time period granted to the instructor mean that a course grade may not be available to the student until approximately five (5) weeks after the last course session. Students will be informed of the final course grade by the instructor. At the end of the semester, students will receive an official grade report from the university. If more frequent official reports are needed, or if special notification of employers is required, arrangements can be made by contacting the Records office.

All assignments are expected on or before the date when they are due. The accelerated nature of the class schedule makes flexibility in this area harmful to the student. If circumstances make timeliness impossible, the student should contact the instructor as much in advance as possible. If the instructor is not contacted prior to the due date, a grade of “F” for the assignment will result.

Scholastic Status

An academic evaluation of student progress is made late in each term of all EXCEL programs to determine if the student will be able to complete successfully all EXCEL program requirements. This evaluation is conducted to protect students from continuing further with the program who ultimately would fail the program requirements.

Degree program student. The student must have a minimum grade point average (GPA) of 2.0 for the cluster courses before being allowed to register for the next term of EXCEL.

Elementary Education major. The student must maintain a 2.5 GPA in the program.

Academic Probation / Dismissal. Any student whose GPA falls below the 2.0 for the EXCEL cluster courses may not continue into the second term of the cluster or enter another cluster until the GPA is raised to 2.0 through taking electives or retaking failed courses. Such a probation may have implications for completing the EXCEL program prior to the expiration date of the student. A student may remain on academic probation for a period of two semesters, but if the expected grade point level has not been reached, that student may be subject to academic dismissal.

Reports of Academic Progress. Complete academic records are maintained by the office of the registrar. Semester grades are issued at the end of each semester. Cumulative records are issued only upon written request.

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 2.0 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 that 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.

Graduation Honors

Graduates who attain a cumulative grade point average of 3.50 or above for all work completed at Trinity, are recognized as follows: *Cum Laude* (3.50), *Magna Cum Laude* (3.70), and *Summa Cum Laude* (3.95). In the case of transfer students, such as in EXCEL, graduation honors shall be calculated on the basis of Trinity hours and hours appearing on transcript(s) of all other colleges attended. In no such case, however, will the honors designation exceed that which would be granted on the basis of Trinity hours alone.

Honors announced at Commencement shall be determined on the basis of work completed by April 1 of the semester in which the graduation exercises are scheduled. The diploma and transcript will reflect honors earned in all undergraduate work.

ACADEMIC POLICIES

Attendance

Because of the accelerated nature of the EXCEL courses, students are encouraged to attend every class session. Missing a single class means a significant portion of the contact with the faculty member and the learning community has been lost. **For this reason, in all EXCEL courses, students missing more than one (1) 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.** Students may miss no more than two sessions during a given semester, regardless of the circumstances. If a student misses more than two class sessions during a given semester, the student will be required to meet in person with EXCEL Student Services (same as the Assessment Coordinator) to discuss continuance in the program. Students are responsible to monitor their own attendance to make sure they do not exceed two absences per semester. The EXCEL office also will monitor attendance and notify the EXCEL Director of Student Services when a student exceeds two absences for a given semester. In the event a class is missed, students may be required to do additional work outside class to make up for the missed classroom interaction. Any student missing more than thirty (30) minutes of a course session will be considered absent for the full course session. Participation points are earned and calculated in the final grade of a course based in part upon on-time attendance at each session. Excessive tardiness and/or each absence may impact a student's final grade. Students who miss three (3) consecutive course sessions without prior notification to the EXCEL Office will be dropped from the program and must apply for readmission.

Withdrawal

Registration for a cluster program means the student is registered for each course in that cluster in sequence per semester. A student who wishes to withdraw from a course or the entire program must notify the EXCEL Office *in writing*. Otherwise, the student will continue to be billed for the expenses of the class. The notification should take place as soon as possible in order to maximize any refund due (see Refund Policies) and minimize any additional charges. Written correspondence may take the form of a letter, fax, or email. Verbal notification may alert the office, however, no action is taken until written communication is received. It is the student's responsibility to assure the withdrawal process has been initiated. Failure to do so may result in an "F" for the course. A student must notify the office of withdrawal prior to the last class session. Withdrawal from a course is not permitted after the last class session.

Academic Honesty

All work submitted for evaluation in the EXCEL program must represent your own thinking. If ideas or words are taken from another source, the student is expected to document the source of the thought or words following the APA guidelines. . To borrow another's words or ideas without giving proper credit is plagiarism and in academia is a very serious form of dishonesty. Plagiarism and cheating will result in an automatic "F" for the work submitted. A record of the violation will be placed in the student's file. Repeated incidents of academic dishonesty could result in expulsion from the university.

Grievance Process

A student who has a complaint about teaching, academic assignments, or grading should first discuss the matter with the instructor. Every effort should be made to resolve the difficulty at the lowest level possible. If the matter cannot be satisfactorily resolved with the instructor, the student may appeal to the director of EXCEL and then, if necessary to the campus Vice President and SFC Academic Council. Generally this will require submission of a written and signed explanation of the issues and the evidence that would support a change or exception. This step must be initiated by the student no later than two months after the event in question. Failing resolution, the student may submit a written appeal to the University Academic Dean. Any student who has an academic grievance will be expected to abide by these policies. This grievance process is reviewed at orientation.

A student may appeal the interpretation or implementation of any college regulation which relates to admission, academic standards and requirements, and graduation by submitting a formal written appeal to the chair of the Academic Council of Schools in the College on the Deerfield campus. Such an appeal must be based upon the existence of unusual or extenuating circumstances which have prevented the student from achieving the normal college standard and evidence of such circumstances must be presented with the appeal. Students who feel a grievance is unresolved may refer their grievance to the Executive Director, Commission for Independent Education, 2650 Apalachee Parkway, Tallahassee, FL 32312, (805) 245-3200.

Enrollment Limitations

Only students admitted to a particular EXCEL major or minor may enroll in courses in those clusters. Elective courses and courses within the general education clusters are open to all admitted EXCEL students who meet the qualifications.

Weather-Related Cancellations

Cancellation of EXCEL classes is rare because each class session represents a significant portion of a given course. A decision to cancel EXCEL classes due to weather will be made prior to 3:30 p.m. on the day of the weather problem. If inclement weather should arise subsequent to that time, classes will be conducted for those able to attend. The student should use his or her own discretion in determining whether to attend given travel conditions, keeping in mind that classes missed may affect the final grade. You may learn of weather-related cancellations by listening to SPIRIT-FM (89.7) or by calling any EXCEL staff office. That directory can be reached by calling: (305) 770-5100.

Confidentiality of Records

Trinity complies with the Family Educational Rights & Privacy Act. Information regarding Public Law 93-380 is disseminated to the student body each academic year. See Family Educational Rights and Privacy Act of 1974 under University Policies.

Credits-In-Escrow

This policy permits transfer students from nonaccredited colleges to receive acceptance of their credits based upon their Trinity performance. The following are guidelines for accepting credits-in-escrow:

- Full-time enrollment for the first semester in a major cohort
- Grade point average of 3.0 ("B") for the first three courses in EXCEL
- Credits being transferred must reflect a grade of "C" or better

Upon satisfactory completion of the above criteria, the student will be granted credit for the courses which are transferable within our established transfer policy.

ALTERNATIVE SOURCES OF CREDIT

Electives

Elective classes may be taken in order to further tailor a degree to a student's interests. These electives are designed for students currently enrolled.

Prior Learning Assessment

The university recognizes learning gained through various life experiences. If that learning were gained at the college level, the student may petition for college credit validating that learning.

The EXCEL assessment coordinator works with each student to determine the potential number of credits a student may pursue through Prior Learning Assessments (PLAs). Students needing to complete credit hours toward graduation requirements may be eligible to petition for up to thirty-two (32) hours of credit through PLAs. Each petition can be for no more than four (4) credit hours. PLAs divide into two categories:

Business and Professional Training Documentation (BPTs) demonstrate college level training experience acquired through nontranscribed training, (e.g. conferences, workshops, etc.).

Upon completion of the appropriate documentation, the student submits the BPT to the coordinator of EXCEL student services in the EXCEL Office. The documentation is then forwarded to a faculty reader qualified to evaluate the subject matter. The faculty reader determines if the documentation needs to be rewritten and/or the amount and level of credit to be awarded, if any. The faculty reader then returns the PLA to the EXCEL office. The coordinator of student services then notifies the student of the status of the petition. The process takes approximately six (6) weeks.

Students should refrain from contacting the EXCEL Office regarding the status of the PLA until six weeks have elapsed.

The title of each PLA awarded credit appears on the student's transcript. Lower division PLAs bear the appropriate three alpha character department designation followed by the numeric coding 100E. Upper division PLAs have the numeric coding 350E. PLAs are explained in the *Prior Learning Assessment Manual*.

Credit by Examination

A student may earn credit by taking college equivalency tests which are nationally recognized. Tests are available in areas such as business, composition, literature, foreign language, history, social sciences, science, and mathematics. Credit by Examination is limited to matriculated Trinity students and is regarded as transfer credit. Transferred credit will not be computed into the student's grade point average. Contact the assessment coordinator regarding the option of taking an examination for credit.

CLEP

College Level Examination Program scores (subject examinations only) may be accepted for credit upon the recommendation of the EXCEL office. The TIU South Florida Campus is an open CLEP testing center and available for any student desiring to take a CLEP exam. A student may not earn Trinity credit under CLEP for a course which he or she had previously audited at TIU. The test in English composition may not be used to satisfy the university's writing requirement.

PROGRAMS OF STUDY

Time Frame

The amount of time a student has to complete all degree requirements under the catalog which is current at the time of matriculation depends on the point in the undergraduate degree at which the student entered the EXCEL program. Exceeding the allotted time frame means that a student must meet the requirements of a new catalog if it has changed. For this reason, it is best to proceed at a reasonable pace. The following indicates the time allotted under a particular catalog and set of requirements:

Number of credits earned at time of entry	Number of years to complete under a given catalog
Less than 26 credits	7 years
26 to 58 credits	5 years
Greater than 58 credits	3 years

Extension of Expiration Date. If a student does not complete the graduation requirements by the expiration date, the file automatically becomes inactive. A six (6) month extension beyond the expiration date may be granted under certain circumstances: 1) student is within fifteen (15) hours of graduation prior to expiration date; 2) student informs EXCEL Records in writing *before* the expiration date of his or her plan to complete requirements within the six month extension. An extension fee of \$100 is charged to the student's account upon approval of the extension.

Reactivation. An inactive student may request reactivation by writing to the EXCEL Assessment Coordinator indicating an interest in returning to the EXCEL program. The student must pay a \$250 reactivation fee. The file will be reassessed and the student will be informed about the new graduation requirements based on the current catalog. The student then has three (3) years from the date of reactivation to complete these requirements.

Requirements for Graduation

To be eligible to receive the Bachelor of Arts degree through the EXCEL program of the College of Arts and Sciences, students must meet the following requirements within the time frame stated above.

1. One hundred twenty-six (126) semester hours of credit. Included in this are those hours required in general education and the student's major field of study.
2. A cumulative Trinity grade point average of 2.00. General education requirements and requirements in the major shall each be completed with a minimum of 2.00 GPA. For the BA degree in elementary education a GPA of 2.5 is required unless otherwise specified.
3. Successful completion of the EXCEL general education requirements.
4. Acceptance into a major and fulfillment of the requirements of that major.
5. Successful completion of ENG110E or equivalent with a grade of "C" or better.
6. At least thirty (30) of the last forty-five (45) hours must be taken at Trinity. Hours completed through credit by examination do not count toward these thirty (30) hours.
7. Attendance at Commencement. Permission to graduate *in absentia* must be put in writing to registrar. This should be included with the application for graduation.

Application for Graduation

In order to graduate from a degree program, students must submit an application for degree and pay the nonrefundable graduation fee. Application for graduation must be submitted one year prior to the expected date of graduation. Students who do not submit an application for degree will not be processed for graduation. If a student finds he or she will be unable to complete the program requirements in time to graduate as originally planned, a new application for degree must be submitted ninety (90) days prior to the next intended graduation date. The original graduation fee is then applied to the later date.

Graduation Dates and Program Completion

The College has three (3) graduation dates each academic year (August, January, May) but only one commencement ceremony which is in May. Degree program requirements must be completed according to the following schedule to meet a given graduation date:

Academic Task	Graduate August 31	Graduate January 1	Graduate May Commencement
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Latest Submission Date s

Application for Degree	One year before	One year before	One year before
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NOTE: Changing the graduation date after completing this form REQUIRES the submission of a new Application for Degree form no later than 90 days prior to anticipated degree date.
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Prior Learning Assessments	July 1	November 15	April 1
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NOTE: Does not allow time for PLA rewrites or additional submission if credit awarded is less than petitioned.
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Latest Enrollment Dates

Transfer Credits and Credits by Examination	July 1	December 1	April 1
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NOTE: Courses and exams must be completed and final grades issued by the day before graduation date.
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EXCEL Elective Courses	June 1	November 1	March 1
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NOTE: Course must be completed and final grade issued by the day before graduation date.
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Last Core Course	Mid-June	Mid-November	Mid-March
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NOTE: Course must be completed and final grade issued by the day before graduation date.
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Commencement Participation

The South Florida Campus of Trinity International University has an annual commencement ceremony in May. College policy permits participation in the ceremony for students who are within six (6) credits of meeting graduation requirements. To qualify for the “six-hour plan” a student must be enrolled in courses yielding credits sufficient to be within six hours of graduation requirements by the day prior to commencement. These courses may be taken at Trinity or another accredited school whose spring term ends no later than Trinity’s final exam day. If the student is seeking to qualify for the “six-hour plan” by taking a correspondence course, CLEP test, or credit by examination, the credit **must** be received in the EXCEL office by April 1. Prior learning assessment papers must be received in the EXCEL office by March 1 to qualify. Students are responsible for monitoring their graduation plans to meet the required deadlines.

General Education

For all Majors except Elementary Education

In order to assure a well-rounded liberal arts education, the College of Arts and Sciences requires EXCEL students to gain understanding in a variety of fields. The requirement is forty-two (42) credit hours of general studies. The requirements may be met through transfer credit, credit for prior college level learning, electives, general education courses, or credit by examination. Some of the requirements also may be met through courses required in a specific major.

Biblical Studies	6 hrs
(Three hrs. related to the Old Testament and three hrs. related to the New Testament)	
Psychology	3 hrs
(General Psychology or Developmental Psychology)	
Social Sciences	6 hrs
(Representing at least two hrs. of the following fields: Anthropology; Economics & Business; Education Political Science; Psychology, Sociology; Health & Wellness)	
Humanities	12 hrs
(Representing at least three hrs. of the following fields: Art, English, Foreign Language, History, Literature, Music, Philosophy)	
College Writing	6 hrs
Science	3 hrs
(From any of the following: Geology, Astronomy, Biology, Chemistry, Physics, Earth Sciences—must have significant lab or field work component)	
Math or Computer Science	3 hrs
Intercultural Study	3 hrs
To fulfill the intercultural study requirement, students must give evidence of exposure and sensitivity to diverse cultures. This may be accomplished through any of the following means:	
<ul style="list-style-type: none"> ● International study, travel, or internship with learning documented through a life learning paper. ● Domestic intercultural study or work with learning documented through a life learning paper ● One year of college level foreign language study. ● A college level course (minimum 3 hrs) emphasizing intercultural studies. Examples of courses offered through the EXCEL Program include: Culture and Communication (COM 400E); Urban Sociology (SOC 335E); Acts from a Sociological & Cross Cultural Perspective (BI 432E) 	

For the Elementary Education Major

The requirement for Elementary Education majors is fifty-four (54) credit hours of general studies. The requirements may be met through transfer credit, credit for prior college level learning, electives, general education courses, or credit by examination. Some of the requirements also may be met through courses required in a specific major.

Biblical Studies	6 hrs
(Three (3) hrs. related to the Old Testament and three (3) hrs. related to the New Testament)	
Psychology	3 hrs
(General Psychology or Developmental Psychology)	
Social Sciences	6 hrs
(Representing at least two (2) of the following fields: Anthropology; Economics & Business; Political Science; Psychology, Sociology; Health & Wellness)	
Humanities	9 hrs
(Representing at least three (3) of the following fields: Literature, U.S. History, Music or Art Appreciation)	
College Writing	6 hrs
Arts of Communication	12 hrs
(Representing six (6) hrs. in English Composition, Rhetoric, or Grammar. Maximum of six (6) hrs. in Journalism, Foreign Language)	
Science	6 hrs
(Three (3) hours in Living Science and three (3) in Physical Science: Biology, Chemistry, Physics, Earth Sciences Astronomy, or Geology. Must have significant lab or field work component)	
Math or Computer Science	3 hrs
Intercultural Study	3 hrs

To fulfill the intercultural study requirement, students must give evidence of exposure and sensitivity to diverse cultures. This may be accomplished through any of the following means:

- International study, travel, or internship with learning documented through a life learning paper.
- Domestic intercultural study or work with learning documented through a life learning paper
- One year of college level foreign language study.
- A college level course (minimum 3 hrs.) emphasizing intercultural studies. Examples of courses offered through the EXCEL Program include: Culture and Communication (COM 400E); Urban Sociology (SOC 335E); Acts from a Sociological & Cross Cultural Perspective (BI 432E)

GENERAL EDUCATION CLUSTERS

Students who enroll in EXCEL with general education deficiencies are encouraged to take one or more of the General Education Clusters in order to meet requirements. Students should work with the EXCEL assessment coordinator to determine which clusters and which courses best fit their graduation plan. The General Education Clusters do not meet the entire general education requirements. However, they give a good liberal arts foundation in a convenient package. Clusters are formed by students who intend to complete the entire cluster sequence. Individual students may register for a specific course as an elective.

IDS 105E	Foundations for Adult Learners	3 hrs	5 wks
PSY 402E	Adult Development	3 hrs	5 wks
ENG 111E	Critical Thinking and Writing	3 hrs	5 wks
BIO 300E	Environmental Conservation	3 hrs	5 wks
BI 400E	Romans	3 hrs	5 wks
ENG 305E	Argumentation and Persuasive Speaking	3 hrs	5 wks
BI 314E	Torah	3 hrs	5 wks
HI 362E	Contemporary World Affairs	3 hrs	5 wks
BI 432EE	Acts from a Sociological & Cultural Perspective	3 hrs	5 wks

Total for General Education Cluster	27 hrs	45 wks
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ACADEMIC MAJORS

Three majors are offered in the EXCEL Program.

Christian Ministry A major designed specifically for persons who currently are involved in a ministry and who wish to serve the church more effectively. The major requires three (3) semesters, approximately eighteen (18) months to complete the course work.

Communication and Organizational Leadership A major providing a strong background in the social sciences which can be applied to a variety of careers and life situations. The major takes fourteen to fifteen (14-15) months to complete.

Elementary Education A major which allows students to gain their B.A. degree along with the needed credits to qualify for elementary certification from the State of Florida. The major takes twenty to twenty-two (20-22) months to complete. This time frame includes student teaching.

Requirements for Academic Programs

CHRISTIAN MINISTRY MAJOR

The major consists of forty-one (41) credits and can be completed in 64 weeks of classes (approximately 18 months). An additional nine (9) elective credits in the area of bible, biblical and religious studies, Christian education and missions, Greek or Hebrew are required. Other courses from departments other than those listed may fulfill this elective requirement on appeal if the student can demonstrate that the courses directly aid in ministry.

A student is eligible to take the final reflective internship after completing at least 25 credits in the major. This reflective internship may be taken during the third term, although most students will do it during the time they are taking their final elective courses.

Goals

In addition to the goals which span the entire EXCEL curriculum the Christian ministry major has these unique goals:

- **Biblical Foundation** – a broad grasp of God's revelation as recorded in Scripture and its doctrinal and practical implications.
- **Theoretical Foundation** – understanding of various theories and principles which directly or indirectly relate to the practice of Christian ministry.
- **Issues Analysis** – awareness of key issues and divergent approaches related to the varied tasks of Christian ministry, and the ability to delineate a critically reflective stand on issues.
- **Applied Christian Ministry Intervention** – ability to analyze Christian ministry situations, diagnose problems, and design effective interventions which are theoretically grounded, biblically informed, and fundamentally ethical.

Program Specifics

PSY 315E	Life Assessment	3 cr	5 wks
BI 420E	Progress of Redemption I (OT)	4 cr	7 wks
BI 425E	Practical Application of Biblical Hermeneutics	3 cr	5 wks
BI 421E	Progress of Redemption II (NT)	3 cr	5 wks
E/M 440E	Leading and Managing	4 cr	7 wks
BRS 325E	Doctrine and Evidence	3 cr	5 wks
PSY 375E	Foundations of Christian Counseling	3 cr	5 wks
BI 432E	Acts from a Sociological and Cultural Perspective	3 cr	5 wks
CEM 325E	Evangelism in a Postmodern World	3 cr	5 wks
CEM 330E	Discipleship Across the Lifespan	3 cr	5 wks
BI 318E	The Epistles and the Practical Christian Life	3 cr	5 wks
BI 305E	The Prophetic Voice	3 cr	5 wks
CEM 446E	Reflective Internship in Christian Ministry	3 cr	2 wks
Total for Core Courses		41cr	66 wks
Electives		9 cr	
Total for Major		50 cr	

COMMUNICATION AND ORGANIZATIONAL LEADERSHIP MAJOR

The major consists of thirty-two (32) credits and takes approximately fourteen (14) months to complete. Since communication is an integral part of all work, home, and community activities, this major is broadly applicable. Individuals in business, ministry, and healthcare find it practical.

Goals

In addition to the goals which span the entire EXCEL curriculum, the communication and organizational leadership major has these unique goals:

- **Theoretical Foundation** – understanding of the varied communication theories current in the literature and ability to apply that understanding to practical communication situations.
- **Issues Analysis** – awareness of key issues in the field of communication and ability to delineate a critically reflective stand on those issues.
- **Applied Communication Intervention** – ability to analyze communicative actions, diagnose problems, and design effective and ethical interventions whether the context is interpersonal, group, organizational, technologically mediated, or intercultural in nature.

Program Specifics

COM 300E	Group Communication	3 cr	5 wks
PSY 315E	Life Assessment	3 cr	5 wks
COM 410E	Theories in Communication	3 cr	5 wks
COM 310E	Interpersonal Communication	3 cr	5 wks
COM 480E	Values and Communication	4 cr	7wks
COM 421E	Technology and Communication	3 cr	5 wks
COM 400E	Culture and Communication	3 cr	5 wks
EM 440E	Leading and Managing	4 cr	7 wks
COM 420E	Organization Communication	3 cr	5 wks
COM 445E	Applied Communication Case Study	3 cr	5 wks
Total for major		32 cr	54 wks

ELEMENTARY EDUCATION MAJOR

Goals

In addition to the goals which span the entire EXCEL curriculum, the elementary education major has these unique goals:

- **Theoretical Foundation** – understanding of the varied education trends and methods in the educational world and ability to apply that understanding to practical teaching situations.
- **Issues Analysis** – awareness of key issues in the field of education and ability to delineate a critically reflective stand on those issues.
- **Applied Communication Intervention** – ability to analyze actions, diagnose problems, and design effective and ethical educational interventions. This major provides students with the skills, attitudes and credentials necessary to enter elementary school teaching. Students who successfully complete the major are prepared to meet the requirements for certification in Florida public schools in accordance with the State of Florida Teacher Certification rules.

Program Specifics

ED 240 E	Foundations of Education	3 cr	5 wks
ED 260 E	Educational Psychology	3 cr	5 wks
ED 230 E	Exceptional Children	3 cr	5 wks
COM 112E	Speech	3 cr	5 wks
ED 339 E	Fundamentals of Elementary Education	2 cr	3 wks
ED 110 E	Technology for Teachers	2 cr	3 wks
ED 305 E	Reading Fundamentals	3 cr	5 wks
ED 330 E	Literacy Development	3 cr	5 wks
ED 234 E	Children's Literature	2 cr	3 wks
MA 200 E	Math Concepts	4 cr	6-7 wks
ED 347 E	Elementary Math	2 cr	3 wks
ED 351 E	Language Arts	2 cr	3 wks
ED 346 E	Elementary Science	2 cr	3 wks
ED 342 E	Health and Physical Education Methods	2 cr	3 wks
ED 348 E	Elementary Music	2 cr	3 wks
ED 344 E	Elementary Social Studies	2 cr	3 wks
ED 307 E	Elementary Art	2 cr	3 wks
ED 400 E	Student Teaching	9 cr	6 wks
Total for the major		51 cr	71-72 wks

NOTE: During the semester of student teaching, the student must be available during regular school hours and not be employed full-time. This is an intense time of work and students must give full attention to teaching.

MINORS

A minor is a series of twenty-four (24) credits in any field different from the major. Credits earned toward a minor count toward elective hours. The biblical studies minor is the only prescribed minor offered.

Biblical Studies Minor

BI 401E	The Church: Organization and Function	3 cr	5 wks
BI 420E	Progress of Redemption I	4 cr	7 wks
BI 421E	Progress of Redemption II	3 cr	5 wks
BI 425E	Hermeneutics	3 cr	5 wks
BI 432E	Acts from a Cross Culture Perspective	3 cr	5 wks
BI 415E	Theological Issues	3 cr	5 wks
BI	Electives	5 cr	
Total for the minor		24 cr	

Course Descriptions

COURSE NUMBERING SYSTEM

The first three alpha characters of a course number indicate the department of study, the first numeric character indicates division level (1 and 2 are lower division courses; 3 and 4 upper division courses); and the E suffix to the numeric characters indicates the course is designed for the nontraditional adult students and is taught in an accelerated format. An "XX" preceding the course number indicates that the appropriate academic department designation will be added to the transcript. NOTE: Trinity reserves the right to withdraw, modify, or add to the list of course descriptions printed in this catalog.

E = EXCEL course

XX = Appropriate department designation will be added

XX 100E Prior Learning Assessment. Life Learning Paper (LLP) or Business and Professional Training (BPT) documentation petitioned and approved for lower division academic credit toward the appropriate academic division. The PLA documentation summarizes the prior learning that has taken place through formal education, technical training, and other learning experiences. *Credit variable.*

XX 350E Prior Learning Assessment. Life Learning Paper (LLP) or Business and Professional Training (BPT) documentation petitioned and approved for upper division academic credit toward the appropriate academic division. The PLA documentation summarizes the prior learning that has taken place through formal education, technical training, and other learning experiences. *Credit variable.*

BI 110E Understanding the Old Testament. A survey of the various types of literature in the Old Testament, examining samples of each and applying methods of interpretation common to all Old Testament literature and specific to each genre. Satisfies Bible requirement. Prerequisite: none. *Three hours.*

BI 120E Understanding the New Testament. An overview of the various types of literature in the New Testament (gospel, historical narrative [Acts], letter and apocalypse), the methods of study appropriate to each with application to specific texts, and New Testament content. Satisfies Bible deficiency. Prerequisite: none. *Three hours.*

BI 305E The Prophetic Voice. The prophetic books of the Old Testament along with the Revelation of St. John will be surveyed. Special attention will be given to the role and message of the prophets in ancient Israel as well as to the implications of that message to life today. Prerequisite: none. *Three hours.*

BI 312E Life of Christ. A study of the life of Jesus Christ, with emphasis on crisis events. Attention is given to the uniqueness of each of the four Gospels, to the development in Jesus' ministry, and to the topics of Messiahship, kingdom of God, discipleship, and controversy. Prerequisite BI 120E or permission of the EXCEL director. *Three hours.*

BI 314E Torah (Genesis to Deuteronomy). A study of the first five books of the Old Testament with special attention given to the theology and topology implicit in the early narratives, the covenant, and the civil and religious law of the Hebrew people. The beginnings of God's redemptive plan will be explored. Prerequisite: BI 110E or permission of the EXCEL director.. *Three hours.*

BI 318E The Epistles and the Practical Christian Life. The practical outworking of Christian theology and piety in terms of character, ethics, world view and church community in contemporary society will be discussed in light of the Pauline and general epistles. Students will be challenged to come to terms with the consequences of belief in day-to-day life in the church and society, just as the early church was challenged by these great apostolic letters. Prerequisite: none. *Three hours.*

BI 400E Romans. A study of the background, content and theology of Paul's letter to Rome; emphasis is placed on the development of major themes of the book. Satisfies Bible, or junior year deficiency. Prerequisite: BI 120E or permission of the EXCEL director. *Three hours.*

BI 401E The Church: Organization and Function. An examination of the church as an organization. The course highlights biblical principles of church structure and function and provides a conceptual model for students. Prerequisite: none. *Three hours.*

BI 405E New Testament Theology. An in-depth study of the central tenants of the Christian faith with emphasis on the doctrines of God, the church, sin, and salvation. Satisfies Bible, or junior year deficiency. Prerequisite: BI 120E or permission of the EXCEL director. *Three hours.*

BI 415E Theological Issues. An examination of theological issues within selected categories of systematic theology with an emphasis upon the key doctrines in each category as viewed from differing theological perspectives. Prerequisite: none. *Three hours.*

BI 420E Progress of Redemption I (OT). A study of God's plan of redemption as it progressively unfolds. This theme is traced through the Old Testament to discover God's purpose and methods in dealing with His people. Prerequisite: none. *Four hours.*

BI 421E Progress of Redemption II (NT). A continuation of the study of God's plan of redemption as it progressively unfolds in the New Testament record. How God acts in human history is seen in the Life of Christ and how God speaks is observed through the epistolary records. Finally the progress of redemption and process of reevaluation is brought in the climax of history. Prerequisite: none. *Three hours.*

BI 425E Practical Application of Biblical Hermeneutics. Principles of biblical hermeneutics are applied to various genre, styles, and types of biblical writing. Particular emphases are placed upon critical analysis, interpretation, and application of selected passages. Prerequisite: none. *Three hours.*

BI 430E The Book of Acts. A study of the background, content, and theology of the early church as found in Acts. Emphasis is placed on the development of the early church, missionary journeys, and the relationship of the gospels and epistles to the historical events in Acts. Satisfies Biblical Studies and/or Junior year deficiencies. Prerequisite: BI 120E or permission of the EXCEL director. *Three hours.*

BI 432E Acts from a Cross Culture Perspective. This course examines the book of Acts with special emphasis on the Apostle Paul's missionary journeys, Paul's journeys are used as a basis for the study of different cultures and world views. Students analyze the relationships of the Gospel and the Church to culture, for the consideration of the issues involved in communicating the Gospel in today's multi-ethnic and multi-class society. Prerequisite: none. *Three hours.*

BIO 145E Human Biology. A study of basic principles of biology, cells, genetics, anatomy and physiology, and the human impact on the environment. Special emphasis will be given to understanding anatomy and physiology as it pertains to the workings of the human body and its response to disease. This course is suitable for non-science majors and includes laboratory experience. Not for credit toward a major in biological sciences. Satisfies Science general education requirement. Prerequisite: none. *Four hours.*

BIO 300E Environmental Conservation. An ecological approach to the study of conservation of natural resources as related to current environmental problems. Significant fieldwork is required. Prerequisite: none. *Three hours.*

BIO 450E Biological Lab. This course is designed for the student who has had previous course work in biology but has not benefited from significant lab or field work in that discipline. Prerequisite: previous course in biology. *One hour.*

BRS 325E Doctrine and Evidence. The major doctrines of the historic Christian faith are explored looking closely at their varied expressions in the diverse Christian communions. Critical examination of theological issues and supporting evidence will be central to the content. Prerequisite: none. *Three hours.*

BUS 200E The Individual in the Business Environment. An exploration of both the role of the individual and the scope of activities within the American business world. Areas covered will include a survey of the various business functions, behavioral style differences, communication processes within groups, goal setting, time management, and key professional skills. Prerequisite: none. *Three hours.*

BUS 210E Economics and Society. This course introduces students to the principles essential to an understanding of fundamental economic problems and the policy alternatives society may utilize to contend with these problems. A special emphasis is placed upon macro economic topics such as national income, employment, fiscal policy, money, monetary policy, and economic growth. Prerequisite: none. *Three hours.*

BUS 260E Financial Accounting Basics. A course in basic accounting including an emphasis on understanding how systems work, and an introduction to analysis of transactions, journals and ledgers, financial statements, and accounting information as management tools. Prerequisite: none. *Three hours.*

BUS 314E The Legal Environment of Business. Designed to give basic understanding of the law and its effects upon individuals and businesses. The legal process is examined, including a study of the fundamentals of criminal and tort law, law enforcement, society and the law, contract, agency, property, and employment law. Prerequisite: none. *Three hours.*

BUS 360E Managerial Accounting. The acquisition, analysis, and reporting of accounting information is examined from the perspective of effective management decision making with special emphasis on the planning and control responsibilities of practicing managers. Prerequisite: BUS 260E. *Three hours.*

BUS 370E Marketing: Planning, Implementing and Control. The role of marketing within an organization is considered from an integrated perspective. An examination will be made of the factors affecting consumer behavior, the development of consumer focused strategies, and the synthetic consideration of all functional aspects of the organization from a marketing viewpoint. Prerequisite: none. *Three hours.*

BUS 375E Managerial Economics. An overview of basic economic theory related to establishing, revising, and interpreting businesses policy. Emphasis is given to the identification and interpretation of macro and micro-economics phenomena necessary for sound management decision-making. Prerequisite: *BUS 210E.* *Three hours.*

BUS 400E Human Resource Development. This course will emphasize the importance of training and development in organizations. The primary issues involved in analyzing needs, developing curriculum and implementing a training program will be studied and discussed. Prerequisite: none. *Three hours.*

BUS/PSY 410E Organizational Behavior. An overview of the informal, people-centered aspects of organizations. Attention is given to various human-relations oriented theories, leadership styles, morale, values, participation, and change. The church and other Christian organizations are used as models for this study. Prerequisite: none. *Three hours.*

BUS 420E Principles of Human Resource Management. A study of principles and issues pertinent to personal management, recruitment, selection, training, evaluation, discipline, and dismissal. Prerequisite: none. *Four hours.*

BUS 440E Leading and Managing. A study of leadership styles and skills and organizational management. Emphasis will be placed on motivational techniques and their effectiveness. Simulation activities will assist in learning about management by objectives, appraising others and dealing with conflict. Prerequisite: none. *Four hours.*

BUS 441E Team Dynamics and Management. An examination of work groups, quality circles, self-managed work teams, and other formal and informal collections of individuals. The course will explore the qualities and activities that foster high productivity within these groups. Prerequisite: none. *Three hours.*

BUS 442E Servant Leadership Concepts. Drawing from both Scripture and contemporary leadership literature, students will evaluate the notion of "servant as leader" and look at possible models for its implementation within contemporary organizations. Prerequisite: none. *Three hours.*

BUS 455E Business Case Study. A capstone course for the business administration major designed to help students integrate business principles, concepts and skills and apply them to actual business or organizational problems they are currently encountering. Case study techniques will be utilized. Prerequisite: none. *Three hours.*

BUS 470E Strategic Planning. Utilizing case studies, students will develop and improve skills in the critical areas of applied organizational research and management of the strategic and operational planning process. Prerequisite: none. *Three hours.*

BUS 475E Managerial Finance. An overview of the fundamentals of financial administration emphasizing the cost of capital, capital budgeting, cash budgeting, working capital management, and long-term sources and uses of funds. Prerequisite: none. *Three hours.*

BUS 480E Business Ethics. An examination of values and ethical decision making with an emphasis upon the integration of faith and practice. The analysis of situations calling for moral thinking and reflection on one's own life is the key element of the course. Prerequisite: none. *Three hours.*

BUS 491E Integrative Seminar in Business. Students in this course will move toward integration of four key spheres: business, society, Christianity, and self. Through self-assessment, issues analysis and reflection, students will develop an overall philosophy which can guide their decision-making and behavior in the world of work. They will develop consistent goals and strategies resulting from life-work planning. The concepts of integrity and stewardship will be integrated throughout. Prerequisite: none. *Three hours.*

BUS 492E Intercultural Approaches to Human Resources Management. An identification of cultural groups in the community, describing their traits and value systems, noting their influence in work-related settings. Attention is placed on management in an intercultural context. Prerequisite: none. *Three hours.*

CH 200E Chemistry for the Consumer. A study of the fundamental concepts of chemistry with particular application to the substances in our everyday world. Material to be covered will include atomic structure, chemical bonding, nuclear energy, chemical reactions, and an introduction to organic chemistry. Laboratory is included. Satisfies physical science, or elective deficiency. Prerequisite: none. *Three hours.*

CIS 101E Introduction to Personal Computing. A course designed to introduce students to the use of the personal computer. Rudimentary competency in the use of utility, word processing, database, and spreadsheet software will be expected as will the use of a standard graphical user interface as a result of hands-on experience. Prerequisite: none. *Three hours.*

CIS 200E Computer Applications in Business. This course focuses on frequently used business software packages, particularly the spreadsheet, and their use in solving common business problems. Some attention will be paid to the development of management information systems. Prerequisite: CIS 101E. *Three hours.*

CM 325E Evangelism in a Postmodern World. Prevailing cultural, sociological, and philosophical trends in America are explored with the goal of examining how these trends are impacting the Church and its evangelistic mission. Students will critically examine various approaches to evangelism and church growth in light of the prevailing culture. Prerequisite: none. *Three hours.*

CM 330E Discipleship Across the Lifespan. The central Church mission of "making disciples" will be analyzed in light of current trends in social and developmental psychology. Interpersonal communication and educational theory will be examined and applied. Prerequisite: none. *Three hours.*

CM 446E Reflective Internship in Christian Ministry. A capstone course for the Christian ministry major designed to help students integrate biblically-based Christian ministry principles, concepts, and skills and apply them to actual church or parachurch experiences in a mentored-ministry context. Case study methodology will be utilized to aid reflection. Prerequisite: none. *Three hours.*

CM 175E Foundations of Youth Ministry. An exploration of biblical, educational, and philosophical foundations of youth ministry. Current youth culture and developmental needs of adolescents will be examined in light of these foundations. Students will be required to develop a personal theory of ministering to youth through biblical education, personal evangelism, and relational discipleship. Prerequisite: none. *Three hours.*

COM 112E Speech. Principles of effective oral communication. Experience in preparation and delivery of several original addresses. Prerequisite: none. *Three hours.*

COM 300E Group Communication and Decision Making. Study how people communicate and make decisions in a group. Emphasis is placed on principles of communication, personal relationships, and resolving conflict. Prerequisite: none. *Three hours.*

COM 310E Interpersonal Communication. An examination of the foundation of interpersonal communication. Relational skills, learning theory, and personality styles will be studied. These concepts will be applied in such contexts as business and Christian ministry. Prerequisite: none. *Three hours.*

COM 330E Gender and Communication. Students review current research regarding differences and similarities in female and male verbal and nonverbal communication patterns in a variety of settings, including marriage and work. Prerequisite: none. *Three hours.*

COM 400E Culture and Communication. The nature of culture and the ways in which cultures vary are explored. An examination of the relationship between culture and the individual forms the basis for recognizing potential problems and abilities in cross-culture communication. The relationship of the Gospel and the Church to culture are analyzed as a basis for considering the issues involved in the communication of the Gospel. Prerequisite: none. *Three hours.*

COM 410E Theories of Communication. Students will understand a wide variety of general and contextual theories of communication and how these theories relate to the study of interpersonal and group communication. Students develop a framework for understanding communication from a Christian world view. Prerequisite: none. *Three hours.*

COM 420E Organizational Communication. An examination of communication systems within an organization. Attention is given to the effects of communication systems upon values, morale, participation, and change. The church is the primary model for study. Prerequisite: none. *Three hours.*

COM 421E Technology And Communication. Students will examine the nature of interpersonal and group communication in the context of a global technological society. They will consider the effects of technology of communication on the workplace and in personal relationships. Prerequisite: none. *Three hours.*

COM 455E Applied Communication Case Study. Each student will prepare a case study using various means of data collection to identify and analyze a problem, to evaluate various solutions, and to make a recommendation regarding a communications related topic in an organization in which they are involved. Each student will give two oral presentations on their case study. Prerequisite: none. *Three hours.*

COM 480E Values Communication. An examination of values formation, ethical decision-making, and the communication of values. Moral developmental theory is discussed and students examine their own values in the light of Scripture. Analysis of situations calling for moral thinking and reflection on one's own life is the key element of the course. Prerequisite: none. *Four hours.*

ED 110E Technology for Teachers. The utilization of educational technology with an emphasis on individual and cooperative learning, integration of disciplines, and learning styles. Students become familiar with application software, teaching methods, and unit and lesson planning which integrate technology in the elementary classroom. Prerequisite: none. *Two hours.*

ED/PSY 230E Exceptional Children. A survey course considering the gifted and those challenged by mental retardation, visual impairment, hearing impairment, learning disabilities, physical problems, behavior problems, speech and language development and those who are culturally disadvantaged. Prerequisite: none. *Three hours.*

ED 234E Children's Literature. Language development in the areas of oral and written communication including a survey of significant aspects of literature for elementary school children. Prerequisite: none. *Two hours.*

ED 240E Foundations of Education. A survey of education in the United States from historical, philosophical, and sociological perspectives. Attention is given to the role of education in a culturally-diverse society. Prerequisite: none. *Three hours.*

ED/PSY 260E Educational Psychology/Human Development. Consideration of the psychological foundations of learning. Emphasis is on the physical, cognitive, social, and psychological development of children and adolescents. Prerequisite: none. *Three hours.*

ED 305E Reading Fundamentals. Theories and methodologies for understanding the reading process and facilitating effective reading instruction in grades K-6. It includes the development of comprehension, vocabulary, and word attacking skills. Prerequisite ED 339E. *Three hours.*

ED 307E Elementary Art Education. Prepares meaningful and creative art activities for an elementary classroom. Principles, materials, and methods of art for elementary children are compared. Prerequisite ED 339E. *Two hours.*

ED 330E Reading: Literacy Development and Assessment. Advanced application of theory and methodology of reading instruction in grades K-6, including assessment issues and prescriptions to increase reading performance. Prerequisite: none. *Three hours.*

ED 339E Fundamentals of Elementary Methods. Presentation of the basic principles of teaching, classroom management, lesson plans, unit building, instructional methods, and use of materials in various content areas. Prerequisite: none. *Two hours.*

ED 342E Health and Physical Education Methods. A study of methods and content of teaching health and physical education in grades K-6. Prerequisite: ED 339E. *Two hours.*

ED 344E Social Studies Methods in the Elementary Classroom. A course encompassing the scope, content resources, methods, and interdisciplinary application of teaching social studies in the elementary classroom. Prerequisite: ED 339E. *Two hours.*

ED 346E Elementary Science Methods. A study of the methods of teaching science in the elementary school with particular emphasis on the topics, organization and administration of science in grades K-6. Prerequisite: ED 339E. *Two hours.*

ED 347E Elementary Math Methods. A survey of the teaching of mathematics including discussion of the role of math education in society as well as the process, basic principles, and philosophies of math education in grades K-6. Prerequisite: ED 339E. *Two hours.*

ED 348E Elementary Music Education. Methods and materials for teaching the fundamentals of music on the elementary level. Music literature is surveyed and evaluated. Prerequisite: ED 339E. *Two hours.*

ED 351E Language Arts Methods. Methods and materials for teaching language, writing, vocabulary development, spelling and handwriting. Prerequisite: ED 339E. *Two hours.*

ED 400E Student Teaching in the Elementary School. Observation and teaching in an elementary school classroom under the direct supervision of a qualified cooperating teacher and a college instructor. This capstone experience is designed to aid the student teacher to bring together theory and practice. This course requires nine (9) weeks of observing /teaching in a classroom and participating in a student teaching seminar. *Nine hours.*

ENG 111E Critical Thinking and Writing. Intensive practice in academic writing, with emphasis on the writing process. Students will enhance skills in idea development and in the effective organization and expression of ideas in various expository contexts. Some grammar and word usage will be included. Satisfies humanities, college composition, elective, or credit deficiency. Prerequisite: none. *Three hours.*

ENG 222E Studies in Fiction. Close analysis of short stories, novellas, and novels. Prerequisite: ENG 111E or equivalent. Satisfies Humanities general education requirement. Prerequisite: none. *Three hours.*

ENG 305E Argumentation and Persuasive Speaking. This course is designed for students who wish to improve their ability to structure analytical arguments and communicate persuasively. Students will examine major theories of argumentation and persuasion as related to oral communication in cultural, political, organizational and interpersonal settings. Special attention is given to audience analysis, message structure, and effective delivery of student's speeches, as well as practical analysis of rhetorical discourse in popular culture. Satisfies Humanities, elective, Oral Communication, or Credit deficiency. Prerequisite: none. *Three hours.*

ENG 355E Literature and Ideas. Designed to introduce the non-English major to the richness of thought expressed through various types of creative literature. The course will trace one particular idea through various periods and genre of literature. Prerequisite: none. *Three hours.*

ENG 368E Writing and Research. A second level writing course that further develops writing and critical thinking skills. Emphasizes tools and logic of information access, documentation style, and critical use of source material. Satisfies Humanities general education requirement. Prerequisite: ENG 111E or equivalent. *Three hours.*

ENG 400E Writing Fiction. Analysis and practice of fiction writing techniques which culminates in the development of a portfolio of short stories. Classes follow a workshop format. Satisfies humanities, or credit deficiency. Does not satisfy college composition requirement. Prerequisite: ENG 111E or equivalent. *Three hours.*

ENG 441E Business Writing. A practice-oriented approach to contemporary business writings, with an emphasis on case studies simulating a broad range of business settings. Attention will be given to topics such as current issues in intercultural communication. Satisfies humanities, or credit deficiency. Does not satisfy college composition requirement. Prerequisite: ENG 111E or equivalent. *Three hours.*

HI 121E United States History I. A study of the political, social, and economic development of the United States from the discovery of America to Reconstruction. Satisfies Humanities general education requirement. Prerequisite: none. *Three hours.*

HI 340E History of Christianity. A survey of the history of the Christian Church from the New Testament to the present. Approximately equal time is spent on the early, medieval, Reformation, and modern periods. Satisfies Humanities general education requirement. Prerequisite: none. *Three hours.*

HI 362E Contemporary World Affairs. A broad survey of the domestic and world scene since 1945, with an emphasis on current developments and patterns for the future. Prerequisite: none. *Three hours.*

HPW 200E The Wellness Lifestyle. A study of attitudes and behaviors that enhance the quality of life and maximize one's potential for personal growth and health management. Topics include exercise, nutrition, stress, mental and emotional health, prevention and control of disease, substance use and abuse, accident prevention and safety, community health, environmental health, human sexuality, family life education, and the aging process. Satisfies elective deficiency. Prerequisite: none. *Three hours.*

IDS 100E Introduction to Christian Living/Thinking. This course is an introduction to living and thinking as a Christian in the world of ideas and lifestyle. It focuses on the concept of "worldview" as a vision of and for life. Satisfies Christian Ministry major elective requirement. *Three hours.*

IDS 105E Foundations for the Adult Learner. This course focuses on the knowledge, skills, attitudes and values required to maximize the benefit of education for adults. Concepts include the basic principles of adult development, learning approaches, personality, and work/life management. The ideas of Christian liberal arts education, learning in community, and lifelong learning as spiritual journey are explored. Various assessments and self-exploration tools will be used to aid goal-setting, writing placement, and advising. Prerequisite: none. *Three hours.*

MA 101E Mathematical Analysis. This course deals with concepts related to algebra, equations and inequalities, functions and graphs, systems of equations, and exponential and logarithmic functions as applied to practical life problems. Prerequisite: none. *Three hours.*

MA 200E Mathematical Concepts. This course is designed especially for elementary education majors. Content includes all concepts normally emphasized in the contemporary elementary school. Special concern is given to the introduction and development of the operations on the set of whole numbers by using appropriate teaching methods. Credit obtained in this course is not applicable toward meeting the general education requirement of the college except for those who certify with a major in elementary education. Satisfies Math/Computer general education requirement. Prerequisite: none. *Four hours.*

MA 333E Applied Business Statistics. A course designed to help students analyze and interpret quantitative data. Application of statistical concepts to business-related process the quality control and research will be explored. Prerequisite: none. *Three hours.*

PH 350E Asian Religious Thought. Historical survey of the origins and growth of the major Asian religions. Beliefs, practices, and world views of the major traditions will be examined with attention given to understanding the underpinnings of the lifestyles, ideologies and communication patterns of various Asian peoples. Comparisons and contrasts with Western and Christian-based perspectives will be offered. Satisfies Humanities or Intercultural Study general education requirement. Prerequisite: none. *Three hours.*

POL 250E American Government. This course surveys the structure, function, and principles of federal, state, and local government. National and state constitutional principles specifically considered. Special attention is paid to the historical development of governmental institutions in America. Prerequisite: none. *Three hours.*

PSY 315E Life Assessment. A study of adult development with emphasis on one's personal life and preparing for the future. In-class exercises serve to elicit vocational goals among students and help to realistically plan for the future. The course includes preparation of a portfolio which may be used to gain credit for prior learning. Prerequisite: none. *Three hours.*

PSY 337E Psychology of the Adolescent. An interdisciplinary study of human development from puberty to early adulthood. Physical, cognitive, and personality development will be examined, both from the social and research point of view. Application will be encouraged for students who plan to work with adolescents. Prerequisite: none. *Three hours.*

PSY 375E Foundations of Christian Counseling. This course familiarizes the student with principles and techniques of counseling in ministry settings with a focus on counselor characteristics, problem-management skills, common counseling problems, multi-cultural dynamics and various issues involved in the counseling process. Special emphasis will be placed on the unique contribution of biblical truths to counseling. Prerequisites: none. *Three hours.*

PSY 402E Adult Development. A study of human development encompassing late adolescence through old age. Physical, perceptual, cognitive, social and emotional changes will be considered along with major issues and life decisions faced during adulthood. Prerequisites: none. *Three hours.*

SOC 221E Marriage and Family. Marriage and the family in historic and contemporary society, including the changes in family structure, function and roles. The problems of dating, courtship and marriage in modern American society are presented and related to biblical principles. Satisfies Social Science general education requirement. Prerequisites: none. *Three hours.*

SOC 335E Urban Sociology. An examination of the urbanization process, the dynamics of the urban “explosion,” and its implications world-wide. Particular attention is given to subcultural groupings and to the social and subcultural interactions that characterize the urban experience. The inherent problems of urban growth and the enactment of first-hand exposure to the urban environment are examined. Prerequisites: none. *Three hours.*

University Policies

GOVERNANCE

Preservation of a legacy calls for wise and careful leadership. We are governed by a 27 member Board of Regents (21 elected by the Evangelical Free Church of America (EFCA) Annual Conference delegates and six (6) appointed by the Board of Regents) who carry the responsibility for the successful conduct of the school and cooperation with local congregations of the EFCA. One-third of its members are re-elected or replaced at the Annual Conference each year.

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 integrally connected with 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, any form of plagiarism and cheating will not be condoned within the Trinity community. Plagiarism, whether intentional or indirect, gives the impression that the words or ideas in one'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 and/or bibliography. Cheating is an expression of fraud and deception, as the student gives the impression of doing better on quizzes or exams than he/she deserves.

Plagiarism or cheating has a negative effect on the Trinity community in that it does not promote truth, breaks the relationship of trust, does not encourage the individual to develop his or her creative talents, and erodes the moral fiber so vital in an academic community.

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 the College who, in conjunction with the Director of EXCEL and the Coordinator of Student Services will review the case in light of the college's community expectations. This may result in a failure of the course, expulsion from the institution, or a revocation of a degree already granted by Trinity.

COPYRIGHT POLICY

The Copyright Permissions Act of 1976 as it may have been or will be amended from time to time requires that permission to reproduce copyrighted materials be obtained from the copyright owner except under very limited circumstances. Faculty, staff, and students of Trinity are expected to comply with the provisions of the state and federal intellectual property laws such as the Copyright Act. Procedures for obtaining copyright permissions for course materials have been established and should be followed. Copies of this procedure and other information explaining the Copyright Act as it pertains to copying both course materials and material for personal use are available through the Dean of the College's office.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

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

In general, the purpose of the Act is to give presently or formerly enrolled students access to their individual educational records maintained at Trinity and to protect such student's right to privacy by limiting the transfer of their records without their consent. "Educational records" are defined as those records, files, documents, and other materials directly related to a student which 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:

- 1) private notes and other materials created by Trinity's personnel, provided they are not revealed to another individual;
- 2) medical, psychiatric, or similar records created or maintained by a physician, psychiatrist, psychologist, (or other recognized professional acting in such capacity) which are used solely in connection with treatments purposes and only available to recognized professionals in connection with such treatment (provided, however, that a physician or other appropriate professional of the student's choice may review such records);
- 3) Law enforcement records, which are kept separate from education records, are maintained by 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 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 we 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 it 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/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 above.

- 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:
 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 records 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 whom 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 post-secondary 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 which maintains education records shall maintain a record for each student which shall list all individuals (except institution officials described above), agencies, or organizations which 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 which is responsible for maintaining such information. Any Trinity employee may require that the student inspect that record only in the presence of the professional or staff person qualified to assist in interpreting the information.

Each Trinity department has the ultimate responsibility for establishing appropriate procedures; however, each Trinity department has been instructed to ask that the student's request be made in writing and, where appropriate, in person. On request, the student may be required to identify him or herself in filing a request prior to having access to his or her records. The student is obligated to examine the record during reasonable hours at the place the record is maintained and not to interfere with the operation of the office in which the record is being maintained. Under the Act, the school has 45 days from the time of request until it must comply with the request.

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

AUXILIARY AIDS AND SERVICES FOR STUDENTS WITH DISABILITIES

In compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 (ADA), it is the policy of the College of Arts and Sciences to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The coordinator of student services, acting as the institution's ADA coordinator, assists students with disabilities in obtaining auxiliary aids and services. The coordinator in consultation with the director of EXCEL and faculty member(s) involved assists students with disabilities by making academic adjustments. Academic adjustments are determined on a case-by-case basis and are subject to review by the dean of the college.

It is the policy of the College of Arts and Sciences 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 limitations it poses for the student. Documentation for hidden disabilities, such as specific learning disabilities, poor hearing, or impaired vision, may include the results of medical, psychological, emotional diagnostic tests, or other professional evaluations to verify the need for auxiliary aids, services, or academic adjustments.

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

1. It must be prepared by a professional qualified to diagnose a learning disability, including but not limited to, a licensed physician, learning disability specialist, or psychologist.
2. It must include the testing procedures followed, the instruments used to assess the disability, the test results, and an interpretation of the test results. If, for example, the disability requires additional time for taking examinations, documentation must state the specific amount of time needed.
3. It must reflect the student's present achievement level, be as comprehensive as possible and dated no more than three years prior to the student's request for auxiliary aids, services, or academic adjustments. Extenuating circumstances may justify reliance on older documentation. The achievement test should sample reading, math/reasoning, writing, adequately measure cognitive abilities using the Wechsler Adult Intelligence Scale-Revised or equivalent, and adequately measure academic achievement using the Woodcock-Johnson Part II, Wide Range Achievement Test, Nelson-Danny or equivalent.
4. It must include test results for the following characteristics: intelligence, vocabulary, reading rate, reading comprehension, memory, and processing skills. The diagnosis must conform to federal and state regulations.

Students with disabilities who believe their request for auxiliary aids, services, or academic adjustments have not been appropriately addressed by the coordinator of student services, should direct their complaints to the executive vice president of the University.

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 gender 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 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, TIU has established a set grievance procedure to be followed should a discriminatory or harassment situation occur. The coordinator of student services will assist a student in any such matters and has available for all students a written copy of the official grievance procedures to be followed.

DRUG-FREE ENVIRONMENT

Trinity is committed to the maintenance of a drug-free environment. TIU believes the implementation of a drug-free environment is for the protection of students and employees of Trinity has established the following policy designed to maintain such as atmosphere:

1. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the school's facilities or facilities used by the school for its educational programs.
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 students become aware of a violation of this policy, they are encouraged to report it immediately to the campus administrator or to the coordinator of student services so the matter can be investigated promptly.

FIREARMS

For the safety of all concerned, regulations require that no firearms or fireworks be brought to the school's facilities or facilities used by the school for its educational programs. Violators of this regulation will face disciplinary action which may include dismissal without refund.

Academic Calendar 2004-2005

UNDERGRADUATE EXCEL PROGRAM

	<u>Start Date</u>	<u>End Date</u>
Academic Year 2004-2005	07/01/04	06/30/05
Fall Term 2004	07/01/04	12/15/04
Spring Term 2005	01/19/05	06/30/05

BUSINESS ADMINISTRATION MAJOR COHORTS.

<u>Cohort</u>	<u>Fall Term</u>	<u>Spring Term</u>
BA-14	11/04/04 - 01/20/05	
BA-15	09/14/04 - 02/15/05	03/01/05 - 05/03/05
BA-16	10/20/04 - 04/06/05	04/20/05 - 09/28/05
BA-18	10/09/04 - 04/23/05	04/30/05 - 10/29/05

CHRISTIAN MINISTRY MAJOR COHORTS

<u>Cohort</u>	<u>Fall Term</u>	<u>Spring Term</u>
CM-11		03/30/04 - 09/28/04
CM-12		03/21/04 - 09/18/04
CM-13		05/17/04 - 11/15/04
CM-14	10/07/04 - 03/31/05	04/07/05 - 10/13/05
CM-15	11/16/04 - 05/10/05	05/17/05 - 10/25/05
CM-16		04/07/05 - 09/22/05

COMMUNICATION & ORGANIZATIONAL LEADERSHIP COHORTS

<u>Cohort</u>	<u>Fall Term</u>	<u>Spring Term</u>
CO-44		03/04/04 - 07/01/04
CO-45	08/03/04 - 11/23/04	
CO-46	10/27/04 - 03/16/05	
CO-50	09/13/04 - 02/28/05	03/07/05 - 07/18/05
CO-51	09/11/04 - 02/19/05	03/05/05 - 07/30/05
CO-52	09/13/04 - 02/14/05	02/28/05 - 08/08/05
CO-53	11/11/04 - 04/21/05	04/28/05 - 09/22/05
CO-54		04/07/05 - 09/08/05
CO-55		04/12/05 - 09/13/05
CO-56		05/11/05 - 10/05/05

ELEMENTARY EDUCATION MAJOR COHORTS

<u>Cohort</u>	<u>Fall Term</u>	<u>Spring Term</u>
ED-07	08/04/04 - 01/12/05	01/19/05 - 06/15/05
ED-08	09/02/04 - 01/12/05	02/17/05 - 07/14/05
ED-09	09/07/04 - 02/08/05	02/25/05 - 07/26/05
ED-10		04/04/05 - 08/29/05
ED-11		04/02/05 - 08/27/05
ED-12		05/31/05 - 10/25/05

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