Trinity International University
Trinity College—EXCEL
Adult Undergraduate Program

2008-2009 Catalog

Florida Regional Center

Trinity College—EXCEL Adult Undergraduate Program 2008-2009 Catalog

Trinity International University Florida Regional Center

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Weather-related class cancellations

Accreditation

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The Higher Learning Commission
North Central Association of Colleges and Schools
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Chicago, Illinois 60602-2504
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Commission for Independent Education
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325 West Gaines Street, Suite 1414
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Welcome to the Florida Regional Center of Trinity International University

"The instructors are altogether profound in their teaching skills and in equipping 21st-century leaders for Christ."

Karen Hutchinson, current student

A Word from the Interim 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 life, educational opportunities, and distinctives of the Florida Regional Center of Trinity International University (TIU). Increasingly, students are finding that Trinity is the right place for them to learn and grow.

I believe that there are many reasons for this:

Foundational Values

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 Regional Center serves the tri-county areas of Miami-Dade, Broward, and Palm Beach and helps to make this possible.

Relationships

We have a diverse faculty and student body unified by a commitment to Christ-centered education. Trinity is wonderfully conducive to forming relationships, establishing values, and preparing to make a positive difference in the world. We want Trinity to be a place where Jesus Christ is the center of learning, living, and growing as disciples. I hope you will join us as we "press on toward the goal for the prize of the upward call of God in Christ Jesus" (Philippians 3:14, NASB).

Read through these pages to see what TIU's Florida Regional Center has to offer.

Jeanette L. Hsieh, EdD
Interim President

A Letter from the Chief Academic Officer at the Florida Regional Center

We are excited that you see the value of pursuing a university education! Whether you are already one of our students or just checking out our undergraduate degree programs for the first time, you'll find many helpful details about our educational opportunities in this EXCEL catalog. (If you are interested in one of our graduate degree programs, you will need to check our website at www.tiu.edu/tiu/academics/catalogs, where you can see and download our Graduate School and Divinity School catalogs.)

As an accredited Christian university, we are strongly committed to providing high-quality instruction by faculty members who are qualified in their fields and also committed to biblical truth and to serving Jesus Christ in their personal lives. We offer our undergraduate degree programs not only to help you expand your academic knowledge but also to increase your spiritual wisdom and to enhance your preparation for significant helping roles in society in which you can express your love for God and other people.

Did you know that historically, the first universities were created by Christians in Europe to expand knowledge and teach students about the many aspects of God's world? In the footsteps of this lofty tradition, Trinity International University exists to prepare students to engage and influence their local and global communities from a Christian perspective. Our hope is that our current students and our graduates will bring glory to God through studying His creation and more effectively using their God-given gifts and abilities to serve him and others.

I invite you to consider coming to Trinity International University to further your education! We hope that you will make use of this catalog information to make prayerful, informed decisions about the next steps you could take. May God bless you as you seek to please Him.

George A. Rekers, MBA, PhD, ThD
Chief Academic Officer, Associate Academic Dean
Trinity International University, Florida

About Trinity International University

"Trinity is, first of all, a school of excellence. Second, the EXCEL program is very convenient for those of us who hold working jobs and have family. Third, being in a cohort group is great because you get to know your classmates well."

Jose Villafane, EXCEL graduate

History of the University

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

A Strong Heritage

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

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

Time Line

Norwegian-Danish Free Church

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

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

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

1916 School relocates to Minneapolis.

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

Swedish Evangelical Free Church

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

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

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

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

Evangelical Free Church of America

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

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

1958 Dr. Gunnar Urang becomes dean of the College.

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

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

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

1964 Dr. Edward Neteland becomes dean of the College.

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

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

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

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

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

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

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

Dr. Robert Baptista becomes dean of the College.

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

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

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

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

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

1997 Trinity Graduate School is established by founding dean Dr. Kenneth S. Kantzer.

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

The first class enters Trinity Graduate School. Trinity celebrates its 100th anniversary.

1998 Trinity Law School, in Santa Ana, California, is incorporated into Trinity International University in January.

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

2002 Dr. Tite Tiénou is named senior vice president of Education and dean of Trinity Evangelical Divinity School.

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

Dr. James W. Mohler becomes interim dean of Trinity College and Graduate School.

2005 Dr. James Stamoolis is named dean of the College and Graduate School and senior VP for academic affairs.

Donald R. McConnell is named dean of Trinity Law School.

2007 Trinity Graduate School celebrates 10th anniversary.

Dr. Gregory L. Waybright resigns as president and Dr. Jeanette L. Hsieh named a interim president

Dr. Steven R. Pointer becomes interim dean of Trinity College.

Dr. Joyce A. Shelton becomes interim dean of Trinity Graduate School and REACH.

What's in a Name?

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

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

Governance

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

The Schools

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

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

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

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

Trinity College (TC)

Interim Dean: Steven Pointer, PhD

Trinity College, a liberal arts college with the main campus in Deerfield, Illinois, and regional centers in Dolton, Illinois, and Davie, Florida, offers a wide range of majors, including nontraditional options at all three locations. The Florida Regional Center offers cohort clusters at satellite locations throughout Miami-Dade, Broward, and Palm Beach counties. The South Chicago Regional Center has a classroom building in Dolton. At the Deerfield Campus, Trinity College offers a full range of undergraduate majors, grouped together in eight schools according to discipline: Biblical

and Religious Studies; Education; Human Performance and Wellness; Humanities; Language, Literature and Communication; Music; Science and Technology; and Social Science. Juniors and seniors have the opportunity to take courses in the divinity school and graduate school. Special programs include Pre-Med, which has a cooperative relationship with The Center for Bioethics and Human Dignity on campus. Trinity College also offers a dual Bachelor of Arts/Master of Arts degree in Bioethics and an accelerated Bachelor of Arts/Master of Arts degree in Intercultural Studies.

Trinity Graduate School (TGS)

Interim Dean: Joyce Shelton, PhD

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

Trinity Evangelical Divinity School (TEDS)

Dean: Tite Tiénou, PhD

Trinity Evangelical Divinity School, one of the largest seminaries in the world, enrolls more than 1,600 graduate students in professional and academic programs, including more than 150 in its PhD program. At the heart of the divinity school lies the Master of Divinity degree, preparing pastors, teachers, and missionaries for many kinds of service. TEDS also offers a wide range of concentrations in the Master of Arts program: archaeology, Christian studies, Christian thought, church history, evangelism, history of Christianity in America, intercultural studies, New Testament, Old Testament, and philosophy of religion. In addition, in conjunction with Trinity College, an accelerated Bachelor of Arts/Master's of Arts (Intercultural Studies) is offered. The MA/Christian Studies, as well as the Certificate in Christian Studies, is also available through extension courses in many centers and as a complete program at the Florida and South Chicago Regional Centers and the Columbus, Ohio, extension site. Master of Arts professional programs are offered in counseling ministries, counseling psychology, ministry, and urban ministry (at the South Chicago regional Center). TEDS offers the ThM and DMin as well. Three academic PhD programs cover six departments: Educational Studies, Intercultural Studies, and Theological Studies (OT, NT, Systematic Theology, Historical Theology).

Trinity Law School (TLS)

Dean: Donald R. McConnell, JD

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

The Locations

Welcome to the University

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

Moreover, as a member of the Council of Christian Colleges and Universities, Trinity participates in several programs in the U.S. and abroad: the American Studies Program in Washington, D.C.; the Au Sable Institute of Environmental Studies; China Studies program; Christian Center for Urban Studies; Focus on the Family Institute; Latin American Studies program in Costa Rica; Los Angeles Film Studies Center; Middle East Studies Program in Egypt; Scholars' Semester in Oxford; and the Russian Studies Program. Trinity also has a relationship with Jerusalem University College.

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

University Sites

Deerfield Campus
2065 Half Day Road
Deerfield IL 60015

Toll-free phone: 800.822.3225
Phone: 847.317.7000
Fax: 847.317.8097
Email: tcadmissions@tiu.edu
Website: www.tiu.edu

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

Deerfield Campus Facilities

The **R. A. Aldeen Building**, on the north side of campus, contains classrooms, Mail Services, and the Communications and Marketing department, which includes Design.

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

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

The Institutional Services Building, on the east side of campus, contains Facility Services (Maintenance, Grounds, Custodial, Motor Pool, Metra Shuttle Service), the Housing Office, Conference Services, and the director of Campus Safety & Security Services.

Johnson Residence Hall, on the north side of campus, is a women's dormitory that also houses the School of Human Performance and Wellness faculty offices and the Footnotes tutoring center.

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

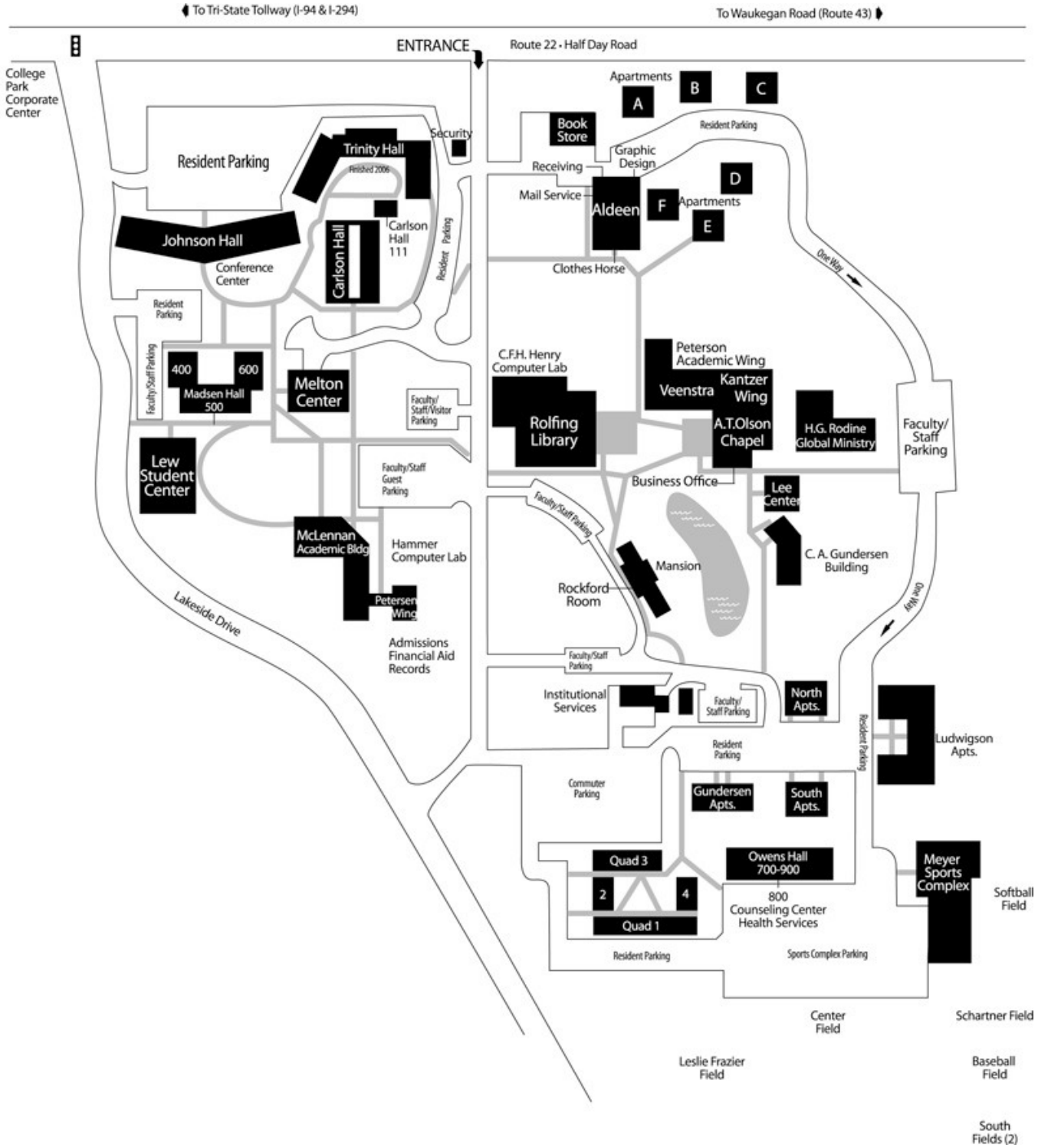
The **James N. Lew Student Center**, on the west side of campus, contains offices for the Dean of Students and Student Development, which includes the Career Services Office, the Multicultural Office, the Student Ministries Office, and the Leadership Development Office. Also found here are the Lew Fitness Center, college student mailboxes, and amenities such as ping-pong, air hockey, pool tables, television sets, and a "commuter corner" with lockers and kitchen facilities. ID cards can be obtained in the Student Development Office Monday through Friday from 9:00 a.m. to 4:30 p.m. The Fireside Café (snack shop in the Lew Student Center) has limited evening hours.

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

Madsen Hall, located on the west side of campus, is a residence hall that also houses the REACH education offices and the Business Department faculty offices.

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

Trinity International University, Deerfield Campus



The **Donald R. Melton Dining Hall**, on the west side of campus, is the main dining facility on campus.

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

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

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

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

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

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

The **James E. Rolfing Memorial Library** and the **Carl F. H. Henry Resource Center** serve the Deerfield Campus of Trinity International University. Its print, media, and electronic resources are tailored to the curricula and information needs of the university community. The collection contains more than 240,000 book and periodical volumes (with access to more than 8,000,000), 150,000 volumes on microform, and more than 1,200 current periodical subscriptions. It also houses a computer lab. These resources enable Trinity students to learn to deal effectively and efficiently with their information needs. The library offers access to wider resources through its participation in a variety of local, regional, and nationwide associations including ATLA (American Theological Library Association), ACTS (Association of Chicago Theological Schools), LIBRAS (a consortium of eighteen area liberal arts college libraries), and OCLC (an international bibliographic utility). The library's distinctive collection includes two major microform collections of English language works from the fifteenth, sixteenth, and seventeenth centuries, archival materials of the Evangelical Free Church of America, and items from the personal libraries of two outstanding evangelical scholars—the late Dr. Carl F. H. Henry and the late Dr. Wilbur Smith.

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

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Email: reachchicago@tiu.edu
Website: www.tiu.edu/tiu/southchicago

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

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

Phone: 954.382.6400
Toll Free: 877-EXCEL-Today
Fax: 954.382.6420
Email: EXCEL@tiu.edu
Website: www.tiu.edu/florida

Trinity's Florida Regional Center is accredited by the North Central Association of Colleges and Schools and licensed by the Florida State Board of Independent Colleges and Universities. Five Bachelor of Arts degrees are offered: Business Administration (EXCEL Degree Completion); Christian Ministry (EXCEL Degree Completion); Elementary Education Certification Program; Organizational Leadership (EXCEL Degree Completion); Psychology (EXCEL Degree Completion)

The divinity school offers the Master of Arts (Christian Studies), and the graduate school offers the Master of Arts in Counseling Psychology, with concentrations in Mental Health Counseling and Guidance and Counseling, in Florida. Detailed information concerning this program and the other programs offered by Trinity Graduate School is available by contacting the Coordinator of Graduate Admissions.

Trinity International University:
California Regional Center
2200 North Grand Avenue
Santa Ana CA 92705

Phone: 714.836.7500
Toll Free: 800.922.4748
Fax: 714.796.7190
Email: tls@tiu.edu
Website: www.tls.edu

The California Regional Center in Santa Ana, California, is home to Trinity Law School, which offers a traditional legal education with a Christian perspective. Courses leading to an MA in Bioethics or an MA in Communication and Culture are also offered by Trinity Graduate School on the same campus. In addition, Trinity law students may enter Trinity's dual degree program, thereby earning a JD/MA in Communication and Culture or a JD/MA in Bioethics. Some courses are taught in modular or weekend formats and, therefore, are attractive to students residing outside the southern California region.

Trinity International University Mission Statement

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

1. Trinity offers nonformal opportunities to the public for continuing education, as well as formal degree programs.
2. Believers are called to be God's colaborers in God's ongoing work in our broken world (1 Co. 3:5-9), as we anticipate the return of the Lord. Wherever or however we serve, we are to be agents of restoration and transformation for the glory of God and the good of the world.
3. We seek to instill in our students the habit of doing academic work with excellence for the glory of God and the good of society.
4. A goal of our education is continuing faithfulness to Christ and his Gospel, to biblical authority, and to Christian doctrine as a guide to ethical living.
5. Habits of learning must be sustained throughout life for individual growth and for effective service in a changing world. These habits of learning characterize the TIU community of learners—faculty, staff, students, and graduates.

Trinity International University Statement of Faith

1. We believe the Scriptures, both Old and New Testaments, to be the inspired Word of God, without error in the original writings, the complete revelation of His will for the salvation of men and the Divine and final authority for all Christian faith and life.
2. We believe in one God, Creator of all things, infinitely perfect and eternally existing in three persons, Father, Son and Holy Spirit.
3. We believe that Jesus Christ is true God and true man, having been conceived of the Holy Spirit and born of the Virgin Mary. He died on the cross as a sacrifice for our sins according to the Scriptures. Further, He arose bodily from the dead, ascended into heaven, where, at the right hand of the Majesty on High, He now is our High Priest and Advocate.
4. We believe that the ministry of the Holy Spirit is to glorify the Lord Jesus Christ and, during this age, to convict men, regenerate the believing sinner, and indwell, guide, instruct and empower the believer for godly living and service.
5. We believe that man was created in the image of God but fell into sin and is, therefore, lost, and only through regeneration by the Holy Spirit can salvation and spiritual life be obtained.
6. We believe that the shed blood of Jesus Christ and His resurrection provide the only ground for justification and salvation for all who believe, and only such as receive Jesus Christ are born of the Holy Spirit, and thus become children of God.

7. We believe that water baptism and the Lord's Supper are ordinances to be observed by the Church during the present age. They are, however, not to be regarded as means of salvation.
8. We believe that the true Church is composed of all such persons who through saving faith in Jesus Christ have been regenerated by the Holy Spirit and are united together in the body of Christ of which He is the Head.
9. We believe that only those who are, thus, members of the true Church shall be eligible for membership in the local church.
10. We believe that Jesus Christ is the Lord and Head of the Church and that every local church has the right, under Christ, to decide and govern its own affairs.
11. We believe in the personal premillennial and imminent coming of our Lord Jesus Christ and that this "Blessed Hope" has a vital bearing on the personal life and service of the believer.
12. We believe in the bodily resurrection of the dead; of the believer to everlasting blessedness and joy with the Lord; of the unbeliever to judgment and everlasting conscious punishment.

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

Trinity International University Core Values

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

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

About the Florida Regional Center

"The EXCEL program is ideal for the working adult who has a desire to complete his or her education while being in a small-group setting and being able to maintain family and work—all for the glory of God!"

Melissa Elswick, EXCEL graduate

History

TIU Florida is a regional center of Trinity International University, Deerfield, Illinois. The Florida Regional Center was established in 1993 following a close relationship with Miami Christian College. TIU Florida offers the undergraduate degree through the EXCEL Program for adult learners, as well as 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 sixteen-acre campus in Opa Locka, Florida. In 1991 the college moved to downtown Miami. Ten years later in July 2001, the Florida Regional Center moved to new administrative facilities in north Miami-Dade County, and by January 2007 it moved to its current facility in Broward 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 College of Arts and Sciences that resulted in a branch-campus relationship. From 1993 through 2002 the college provided traditional and nontraditional undergraduate programs. This catalog describes the nontraditional undergraduate EXCEL programs and policies of TIU's Florida Regional Center.

Location

The Florida Regional Center of Trinity International University is located at 8190 West State Road 84, Davie, Florida. This Broward County location is central for students from Miami-Dade, Broward, and Palm Beach Counties. The site is accessible by public transportation and by automobile. The main artery to this location is I-595, which is easily accessible from the Florida's Turnpike, I-95, I-75, and the Sawgrass Expressway. From the Ft. Lauderdale International airport, traveling West on I-595, take the Pine Island Rd. exit. At the end of the exit ramp turn left, then make an immediate left on to State Rd. 84. Travel less than ½ mile to the Florida Regional Center on the right.

Degree Programs

Bachelor of Arts Degrees

- Business Administration
- Christian Ministry
- Elementary Education
- Organizational Leadership
- Psychology

Graduate Degrees

- Master of Arts in Counseling Psychology (see the Trinity Graduate School catalog)
- Master of Arts (Christian Studies) (see the Trinity Evangelical Divinity School catalog)

Personnel

"The staff always take the time to talk to you and to explain whatever concerns or issues you may have."

Elvira Calizaire, current student

President's Advisory Cabinet

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

***Jeanette L. Hsieh, EdD**
Interim President

Gary Cantwell, BFA
Vice President of
Communications and Marketing

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

Paul Eisenmenger, CPA, MBA
University Controller

Lyle S. Erstad (MRE '94)
Vice President for Institutional
and Auxiliary Services

***Steven Geggie, MS**
Senior Vice President of
Information Technology

Chief Information Officer

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

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

Robert H. Krapohl, PhD
University Librarian

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

Donald R. McConnell, JD
Dean of Trinity Law School

***J. Michael Picha, MBA**
Senior Vice President of Business and Finance

Chief Financial Officer

***Steven Pointer, PhD (MA ’76)**
Interim Dean, College

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

***Joyce Shelton, PhD**
Interim Dean, Graduate School and REACH

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

***William O. Washington, PhD (BA '88, MAR '98)**
Senior Vice President for Student Affairs

Dean of Students, College

David P. Whited (MDiv '02)
Chaplain

***Member of the Executive Council**

Board of Regents of Trinity International University

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

Rodney D. Adam (BA ’76)
Tucson, Arizona
Professor of Medicine & Immunobiology, Univ. of Arizona College of Medicine

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

Gregory Barrett (BA ’71)
Caledonia, Illinois
Attorney/Partner, Barrett & Gilbert LLP

Scott Carter
Lake Forest, Illinois
President, Unitrin Direct

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

Benjamin Garrett (MAR ’92)
Madison, Wisconsin
Assoc. District Superintendent, SE District of the EFCA

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

Steve Goold (DMin ’95)
Minneapolis, Minnesota
Senior Pastor, New Hope Church

Edward Hearle
Jacksonville Beach, Florida
Management Consultant, Booz Allen Hamilton, retired

Jeanette L. Hsieh, EdD
Elgin, Illinois
Interim President, TIU

Charlene Kalebic
Lake Forest, Illinois
Attorney, Schiff Hardin LLP

Robert Kleinschmidt, Chair (attended ’76-’79)
Medina, Minnesota
VP of Finance/CAO, Carlson Companies, Inc.

Carol H. Lehn
Maplewood, Minnesota
Executive Area Manager, Arbonne International

Rodney G. Nelson
Maple Grove, Minnesota
K-12 School Administrator

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

W. R. “Smokie” Norful, Jr.
Naperville, Illinois
Pastor/Publisher/Recording Artist, Victory Cathedral Worship Center

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

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

Edmond Soliday
Valparaiso, Indiana
Indiana State Representative

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

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

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

Henry VanDixhorn
Lincolnshire, Illinois
General Partner, College Park Athletic Club

Ex Officio Members

Ronald D. Aucutt
Falls Church, Virginia
Moderator
Evangelical Free Church of America

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

Steven Hawn
Woodbury, Minnesota
Chair, Board of Directors
Evangelical Free Church of America

Florida Regional Center Administration

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

Rafael Chile (BA ’01)
Director, Financial Aid

Steve Davis, MS (BA ’94)
Director of Records/Registrar

Ileana Gil (MAR ’01)
Executive Administrator

Lorene Hall, MS
Director of Elementary Education

Lylliam Lopez, EdD
Associate Director of Curriculum

Daniel Medina, DMin (BS ’92)
Coordinator, Graduate Admissions

George Rekers, MBA, PhD, ThD
Chief Academic Officer, Associate Academic Dean

Jose Rolon, BA
Student Accounts Manager

Elizabeth Skjoldal, PhD
TGS Coordinator, Master of Arts in Counseling Psychology Program

Deborah Wiles, MA
Director, Academic Operations

Full-time Faculty

Kimberly Barnett Oram

Assistant Professor of Psychology, 2005

BS, Virginia Tech
MA, PsyD, Nova Southeastern University

Dr. Kimberly Barnett Oram is an assistant professor of Counseling Psychology. She earned a Bachelor’s degree in Biochemistry from Virginia Tech in 1992 and a Doctor of Psychology degree from Nova Southeastern University in 1999. Prior to her recent assumption of a position with Trinity International University’s Florida Regional Center, Dr. Oram was in private practice and taught as an adjunct psychology instructor. She is a member of The American Association of Christian Counselors, The American Psychological Association, and Florida’s Psychological Association. Dr. Oram is licensed to practice Psychology in Florida, Tennessee, Virginia, and West Virginia and plans to continue this work.

Elizabeth Y. Skjoldal

Coordinator of the Master of Arts in Counseling Psychology Program
Associate Professor of Counseling Psychology, 1994

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

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

Adjunct Faculty

Cheryl Aleman
BA, Wheaton College, 1980
JD, Univ. of Colorado, Boulder School of Law, 1983

Programs: Business Administration, Interpersonal & Group Communication, and Organizational Leadership

Omar Aleman
BA, Florida State University, 1970
MS, Florida International University, 1992

Programs: Business Administration, Interpersonal & Group Communication, and Organizational Leadership

Matthew Annette
BA, Wheaton College, 1994
MS, Nova Southeastern University, 2003

Program: Elementary Education

Arthur Bailey
BA, University of Maryland, 1977
MS, Nova Southeastern University, 1991

Programs: Business Administration, Interpersonal & Group Communication, and Organizational Leadership

Richard Barr
BS, Pennsylvania State University, 1973
MEd, University of Pittsburgh, 1974
MA, Colorado Christian University, 1993

Program: Psychology

Stan Blair
BA, Midwestern State University, 1979
MA, Midwestern State University, 1981

Program: Elementary Education

Maria de Carmen Carrera
BA, St. Thomas University, 1997
MBA, Nova Southeastern University, 2001

Programs: Business Administration, Interpersonal & Group Communication, and Organizational Leadership

Patrick Carrington
BS, Miami Christian College, 1986
MA, Trinity International University, 1997

Programs: Christian Ministry and Psychology

Racquel Chin
BS, Syracuse University, 1990
MS, Hofstra University, 1993

Program: Elementary Education

Gary G. Cohen
BSEd, Temple University, 1956
MDiv, STM, Faith Theological Seminary, 1961, 1964
ThD, Grace Theological Seminary, 1966

Program: Christian Ministry

Steven Reed Cohen
AA, Miami Christian College, 1989
BA, Florida International University, 1991
JD, University of Miami, 1995

Programs: Business Administration, Christian Ministry, and Organizational Leadership

Susie Cohen
BA, Miami Christian College, 1991
MS, St. Thomas University, 1995

Program: Elementary Education

Ralph Curtin
BS, Trinity International University, 1994
MAR, Trinity Evangelical Divinity School, 1996
DMin, South Florida Theological Seminary, 1997

Program: Christian Ministry

Sherry Davis
BA, Mercer University, 1984
MBA, Nova Southeastern University, 1994
EdD cand., Nova Southeastern University, 2007

Programs: Business Administration, Interpersonal & Group Communication, and Organizational Leadership

C. Steve Davis
BA, Trinity International University, 1994
MS, Barry University, 2001

Programs: Business Administration, Elementary Education, Organizational Leadership,and Interpersonal & Group Communication

Jeffery De Leon
BA, Central American Theological Seminary, 1993
MA, Columbia International University, 1996
PhD, Trinity International University, 2000

Program: Christian Ministry

Timothy Drake
BA, California State University, 1978
MDiv, North Park Seminary, 1989
PhD, Regent University, 2003

Programs: Business Administration, Interpersonal & Group Communication, and Organizational Leadership

Mario M. Duque
BA, Southeastern College, 1989
MA, Assemblies of God Theological Seminary, 1993

Program: Christian Ministry

Timothy J. Ellis
BS, Bradley University, 1969
MA, Southern Illinois University, 1973
CAGS, Northeastern University, 1980
PhD, Nova Southeastern University, 1998

Programs: Interpersonal & Group Communication and Psychology

John Eves
BA, Trinity International University, 1999
MAR, Trinity Evangelical Divinity School, 2002

Program: Christian Ministry

Roger Felipe
BA, Miami Christian College, 1986
MA, Trinity International University, 1997
DMin, Gordon Conwell Seminary, 2003

Program: Christian Ministry

Haydee Fuentes
BA, Trinity College, 1998
MA, Trinity International University, 2001

Programs: Interpersonal & Group Communication and Psychology

Thomas Griffin
BS, Limestone, 1980
MBA, Clemson University, 1986
DBA, Nova Southeastern University, 1998

Programs: Business Administration, Interpersonal & Group Communication, and Organizational Leadership

Michael W. Grogan
BA, Macone College, 1977
MA, Geneva College, 1992
PhD, The Union Institute, 1999

Programs: Christian Ministry and Psychology

Lorene Hall
BS, Miami Christian College, 1984
MS, Florida International University, 1999

Program: Elementary Education

Constance Hammock
BS, Tennessee Temple University, 1977
MS, Nova Southeastern University, 1989

Program: Elementary Education

Michelle Hanson
BA, Olivet Nazarene University, 1986
MS, Nova Southeastern University, 1993

Program: Elementary Education

Braulio Hernandez
BA, Trinity International University, 2001
MS, St. Thomas University, 2003

Program: Elementary Education

Todd Hiteshew
BS, SUNY College, 1993
MS, Nova Southeastern University, 1996

Program: General Education (Science)

Herbert Hudson
BA, University of Illinois, 1957
MDiv, Starr King School for Ministry, 1961
MA, University of Illinois, 1967

Programs: Interpersonal & Group Communication and Organizational Leadership

Greg Kappas
BA, Marshall University, 1977
MDiv, International School of Theology, 1982
DMin, Western Seminary, 1987
ThM, Western Seminary, 1989

Program: Christian Ministry

John Klunder
BS, Northwestern University, 1984
MDiv, Regent University, 2006

Programs: Business Administration, Interpersonal & Group Communication, Organizational Leadership, and Christian Ministry

Robert A. Krupp
BA, Franklin and Marshall College, 1973
MA, University of Portland, 1977
MDiv, Western Seminary, 1977
PhD, California Graduate School of Theology, 1977
MLS, University of Michigan, 1981

Program: Christian Ministry

David Lewis
BA, Wayne State University, 1977
MA, Wayne State University, 1981
PhD, South Florida Bible College & Theological Seminary, 1999

Programs: Interpersonal & Group Communication and Psychology

Lylliam Lopez
BS, Pensacola Christian College, 1991
MS, Nova Southeastern University, 1997
EdD, Florida International University, 2002

Programs: Elementary Education and General Education (English)

Sean McNulty
BA, State University of New York, 1978
ThM, Grace Seminary, 1984
MLS, Indiana University, 1985

Program: Christian Ministry

Julia McGuire
BS, University of Maryland, 1976
MM, Florida International University, 2003

Program: Elementary Education

Anne Mecias
BS, Liberty University, 1991
MS, Saint Thomas University, 1995

Programs: Interpersonal & Group Communication and Psychology

Daniel Medina
BS, Florida International University, 1992
MEd, University of Oklahoma, 1999
MDiv, Florida Center for Theological Studies, 2004
DMin, Florida Center for Theological Studies, 2008

Programs: Elementary Education, Psychology, Christian Ministry

Carol W. Moore
BS, William Jennings Bryan College, 1971
MEd, Florida Atlantic University, 1986

Program: Elementary Education

Brett G. Nelson
BA, Grove City College, 1974
MSM, Florida International University, 1984

Programs: Business Administration, Interpersonal & Group Communication, and Organizational Leadership

Sharon Z. Okubo
BS, Florida International University, 1976
MS, Nova Southeastern University, 1985

Program: Elementary Education

Ildefonso Ortiz
BA, Columbia Bible College, 1973
MA, Columbia Graduate School, 1984

Programs: Christian Ministry and Interpersonal & Group Communication

JoAnna Oster
BA, Palm Beach Atlantic College, 1999
MEd, Florida Atlantic University, 2001
EdD, Liberty University, 2007

Programs: Elementary Education and Organizational Leadership

Maria Oti
BBA, Florida International University, 1983
MS, Barry University, 1997

Program: Elementary Education

Ingrid Palmisano
BA, Union Institute & University, 2003
MA, Barry University, 2007

Program: Psychology

Rori Allison Pratt
BA, Trinity International University, 1998
MEd, Regent University, 2001

Program: Elementary Education

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

Programs: Business Administration, Interpersonal & Group Communication, and Organizational Leadership

Dione Reed
BA, Oral Roberts University, 1979
MA, Northeastern Oklahoma State University, 1987

Program: Elementary Education

George Alan Rekers
BA, Westmont College, 1969
MA, C Phil, PhD, University of California at Los Angeles, 1972
MDiv, Columbia International University, 1994
ThD, University of South Africa, 1997
MBA, Southern Wesleyan University, 2004

Programs: Business Administration, Christian Ministry, Interpersonal & Group Communication, and Organizational Leadership

Daniel Rosemond
BS, Miami Christian College, 1992
MS, St. Thomas University, 1997

Programs: Business Administration, Interpersonal & Group Communication, and Organizational Leadership

Arthur A. Seidner
BA, Miami Christian College, 1993
MA, Trinity International University, 2002

Programs: Interpersonal & Group Communication and Psychology

Celeste Serralta-Roque
BS, University of Miami, 1986
MEd, Nova Southeastern University, 2000

Programs: Business Administration, Elementary Education, and Organizational Leadership

Neil O. Skjoldal
BA, Cedarville University, 1985
MA, Biblical Theological Seminary, 1991
PhD, Trinity International University, 1995

Program: Christian Ministry

Rebecca Stam
BS, Universidad Nacional Costa Rica, 1982
MA, Trinity International University, 2003

Programs: Interpersonal & Group Communication, and Psychology

John T. Stevenson
BA, Florida Bible College, 1977
MDiv, Knox Theological Seminary, 1995
DMin, Reformed Theological Seminary, 2007

Program: Christian Ministry

Paula A. Suarez
BA, Adrian College, 1981
MA, Trinity International University, 2001

Programs: Interpersonal & Group Communication and Psychology

James Thomas
BA, Trinity International University, 2000
MBA, University of Phoenix, 2002

Programs: Business Administration and Organizational Leadership

James Tino
AA, Concordia College, 1982
BA, Concordia College, 1984
MDiv, Concordia Theological Seminary, 1988

Programs: Christian Ministry, Interpersonal & Group Communication, and Organizational Leadership

Norman R. Wise
BS, Geneva College, 1982
BA, Geneva College, 1982
MDiv, Knox Theological Seminary, 1994
DMin, Knox Theological Seminary, 2004

Programs: Christian Ministry, Elementary Education

Victoria Womack
BS, Palm Beach Atlantic University, 1994
MS, Palm Beach Atlantic University, 1997

Program: Psychology

Janet Yates
BS, Tennessee Temple University, 1979
MEd, Nova Southeastern University, 1997

Program: General Education (English)

Admissions

"People I knew who had attended Trinity said great things about Trinity, so after much prayer, I entered the program."

Juliet Williams, EXCEL student

Because students enter the EXCEL program at various points in their progress toward a degree, different cohorts have different admission requirements. The primary goal of the admission requirements is to ensure that students enter equipped for success. Students should work closely with an academic advisor.

Computer Expectations

Incoming students are expected, at a minimum, to be able to use a personal computer for writing and formatting papers, corresponding via email, and doing basic searches for information on the World Wide Web. Access to a personal computer and the Internet is expected and is necessary in all courses. It is very difficult to complete the degree programs without these tools. Students should purchase Microsoft Office Student Editions, since assignments will need to be generated using Microsoft programs such as Word, Excel, and Power Point. Although computers and the Internet are available in the Regional Center computer lab, students who choose to rely on this equipment will need to plan ahead and check on times and availability. Service hours and usage vary throughout the year.

Admission Requirements

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
- Proof of high school graduation or GED certification
- Original transcripts from all previous college/university study indicating an overall cumulative grade point average of 2.0 (using 4.0 scale)
- At least two years of significant work (Experience other than paid work, such as volunteer activity or parenting, may be considered toward meeting this requirement.)

Admission decisions may be appealed to an appeals committee when questions of qualification arise.

Admission for Those Transferring Fewer than 15 Semester Credits

Applicants seeking admission with fewer than 15 college credits may take only lower-division (100-200) courses offered in General Education Clusters. Given the lack of formal college experience on which to base an admission decision, prospective students will need to give evidence of ability in reading comprehension, critical thinking, and writing. Students must complete a writing assessment, which will determine acceptance and placement in the program. Students with 15 to 24 transferable college credits are admitted to take only lower-division courses.

Admission to Upper-Division Courses

Beyond the standard admission requirements, additional requirements to any upper-division courses include the following:

- Completion of at least 25 transferable credits from an accredited college or university or from Trinity for which a grade of "C" or better was received and an overall 2.0 on a 4.0 scale ("C" includes C–, C, C+)
- Completion of at least 3 credits in college composition with a "C" or better
- Completion of IDS 105E Foundations for Adult Learning

Admission to the Business Administration Major

In addition to the standard admission requirements, a student entering the Business Administration major must meet the following criteria:

- Completion of at least 42 transferable credits from an accredited college or university or from Trinity for which a grade of “C” or better was received and an overall 2.0 on a 4.0 scale (“C” includes C–, C, C+)
- Completion of at least 3 credits in college composition with a “C” or better
- Have completed a college level math class including work in algebra or calculus
- Completion of IDS 105E Foundations for Adult Learning

Admission to the Christian Ministry Major

In addition to the standard admission requirements, a student entering either the Christian Ministry major must meet the following criteria:

- Completion of at least 42 transferable credits from an accredited college or university or from Trinity for which a grade of “C” or better was received and an overall 2.0 on a 4.0 scale (“C” includes C–, C, C+)
- Completion of at least 3 credits in college composition with a “C” or better
- Completion of IDS 105E Foundations for Adult Learning

Admission to the Elementary Education major

In addition to the standard admission requirements, a student entering the Elementary Education major must meet the following criteria:

- Completion of at least 42 transferable credits from an accredited college or university or from Trinity for which a grade of “C” or better was received and an overall 2.0 on a 4.0 scale (“C” includes C–, C, C+)
- 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 that 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 at least 3 credits in college composition with a “C” or better.
- Completion of IDS 105E Foundations for Adult Learning

Admission to the Interpersonal & Group Communication Major

In addition to the standard admission requirements, a student entering the Interpersonal & Group Communication major must meet the following criteria:

- Completion of at least 42 transferable credits from an accredited college or university or from Trinity for which a grade of “C” or better was received and an overall 2.0 on a 4.0 scale (“C” includes C–, C, C+)
- Completion of at least 3 credits in college composition with a “C” or better
- Completion of IDS 105E Foundations for Adult Learning

Admission to the Organizational Leadership Major

In addition to the standard admission requirements, a student entering the Organizational Leadership major must meet the following criteria:

- Completion of at least 42 transferable credits from an accredited college or university or from Trinity for which a grade of “C” or better was received and an overall 2.0 on a 4.0 scale (“C” includes C–, C, C+)
- Completion of at least 3 credits in college composition with a “C” or better
- Completion of IDS 105E Foundations for Adult Learning

Admission to the Psychology Major

In addition to the standard admission requirements, a student entering the Psychology major must meet the following criteria:

- Completion of at least 42 transferable credits from an accredited college or university or from Trinity for which a grade of “C” or better was received and an overall 2.0 on a 4.0 scale (“C” includes C–, C, C+)
- Completion of at least 3 credits in college composition with a “C” or better
- Completion of IDS 105E Foundations for Adult Learning

Application Process

Persons, including initial inquiries and reapplicants, 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 two 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 packet, request official transcripts from all colleges or universities where you have attended classes. Student copies or hand-delivered copies are not considered official transcripts and will not be accepted for purposes of admission. Upon receipt of all official transcripts, the EXCEL admissions staff will provide the applicant with an assessment of previous college course work.
- Complete the writing sample as described in the application packet.
- Upon completion of the transfer credit assessment and evaluation of the writing sample, the EXCEL admissions 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 nonrefundable 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 the Financial Aid section of this catalog.

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

Student Classifications

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

Auditor: Student permitted to enroll in a course without being required to fulfill the normal requirements in that course when it is taken for credit. No credit is granted. Audited courses will be recorded on the official transcript. Those interested in pursuing further knowledge of a particular topic, yet not pursuing a degree or additional credits, are invited to audit any of the elective courses offered. To enroll, a person simply comes to the school, completes an audit application, registers, and pays the audit fee for each course. The school reserves the right to limit the number of students in any class.

It is recommended that auditors do all reading and written assignments and prepare for each class. If assignments are submitted on their due dates, faculty may provide feedback on prepared work but will not assign grades. An auditor is required to follow the EXCEL attendance policy to successfully complete the course.

Transfer Student: Trinity accepts credit earned at other accredited institutions with some minor exceptions. Transfer credit may be granted for “C” (includes C-, C, and C+) or better work from an accredited Bible college, college, or university. For core coursework, a maximum of 33 percent can be transferred in from accredited institutions. Auditing transferred courses is not required. Trinity will accept a maximum of 64 credits earned at a two-year degree-granting institution. A maximum of 32 credits earned from nonaccredited or vocational schools may be transferable into the university based upon an escrow policy. Nonaccredited course work pursued following matriculation into the EXCEL program will not be accepted as transfer credit toward satisfaction of program requirements. Thirty of the last 45 hours must be earned at Trinity.

Trinity is regionally accredited by The Higher Learning Commission, 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.

Finances

"The staff at Trinity made it easy through financial aid for me not to be concerned about paying for school."

Karen Hutchinson, current student

College Tuition and Other Expenses

Tuition

The per-credit-hour tuition rate for all courses: $395.00

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 3 days 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

Comprehensive Fee:

A nonrefundable fee charged each semester to all students at the time of registration. For students registered for a full time load (9-12 hrs.), this fee includes four counseling sessions, parking security, library, and IDs. For students registered for a part time load (1-8 hrs.), this fee includes all of the above, except for counseling services.

Full-time Students $200.00
Part-time Students $100.00

Late Registration

Charge for students who register after the assigned registration date.

Regular students $100.00
Audit students $50.00

Other Fees

Application $35.00

A nonrefundable fee must accompany student's application form. This applies also to those students who have been readmitted to the university.

Audit Fee (per credit hour) $40.00

Challenge Exams $200.00

EXCEL offers the option of completing free elective credit by taking Bible subject exams. At time of application there is a nonrefundable administrative fee of $50. A charge of $150 ($50 per credit hour) is collected at time of testing.

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 students wishing to defer payment on account due to employer tuition reimbursement. If payment-in-full is received within thirty days of registration, the $100 fee is waived.

Evaluation $35.00

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 program.

Extension $100.00

Students within 15 credit hours of graduation at the time of the graduation deadline expiration may request a six-month extension without submitting to new catalog requirements.

Graduation $75.00
Charged to all students during the semester of their anticipated graduation. This fee includes the cost of the diploma, evaluation of application for degree, and other graduation expenses.

Nonsufficient Funds (NSF) Charge $25.00
Charged for each check returned by the bank.

Prior Learning Assessment Petition $100.00
Charged per Prior Learning Assessment (PLA) petition for credit. Each petition can be for no more than 4 credit hours. An additional $100 is charged for each credit hour petitioned.

Reactivation $250.00
Students who have stopped attending for one year or longer and are still within their completion deadline must pay the specified fee for evaluation of their file, and they must follow registration procedures. Providing that the major in which they were enrolled is still being offered, reactivation will allow students to continue following their initial catalog requirement. If the major no longer exists, then students may select from one of the available majors in the current catalog at the time of reentry.

Readmit $100.00
Students who stopped attending for one year or longer and are not within their completion deadline. This also applies for withdrawals. To readmit, a student must complete the initial admissions process and come in under the current-year catalog.

Withdrawal
Charged when withdrawing from a course or program in writing, within the allotted time frame: $25.00

Cancellation of Classes
The university reserves the right to cancel any class. If a class section is canceled and a replacement is not offered, students will receive a full refund of tuition paid for the canceled class. If the student registered for only one class, the registration fee and technology fee would also be refunded.

The University reserves the right to modify charges without notice.

Financial Assistance

For those who qualify, 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 that do not have to be repaid.
- Scholarships are nonrepayable awards that may be based on merit, special talent, 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.

- **The Free Application for Federal Student Aid (FAFSA or FAFSA-R).** This application is available at local high schools, community colleges, and university financial aid offices. It is completed by the student or the student's family and mailed to the Central Processor for processing in the envelope provided. Students also can complete the FAFSA online 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.

- **Trinity International University Financial Aid Application.** This form can be obtained from the Financial Aid Office.
- **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 on 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.

At the End of Semester	Credit Hours Completed	At the End of Semester	Credit Hours Completed
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 $4,310 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 $100 to $1,000 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

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

Trinity Alternative Payment Plan (TAPP)

Total semester costs may 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 1 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. We reserve the right to limit a TAPP offering based on payment history.

Employer Reimbursement

If a student's employer provides tuition reimbursement, contact the EXCEL Records Office for the "Employer Reimbursement Form." 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 classes.
- A tuition reimbursement invoice will be sent to the student or employer after each course is completed. It will include the following information: student's name, ID number, course title, amount of tuition, and any applicable fees. Grades will be obtained from the records office. The student is responsible for submitting the invoice to the employer and seeing that payment is made to Trinity. Checks should be made payable to "Trinity International University."
- The student will be billed for tuition at the beginning of the semester. The 1 percent 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 cover all deferment charges during the semester. The fee may be waived if the amount is paid in full within thirty days of the beginning of the semester.

Student Accounting

A $25.00 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 noncompliance to this financial policy.

All balances owed to the school MUST be paid in full prior to releasing transcript 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. If an administrative withdrawal occurs, no refund will be available.

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 percent 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.

Student Life

"The atmosphere in the EXCEL program is familylike. The dialog is diverse and challenging, and the support of my classmates has been a tremendous help."

Emmanuel Poux, current student

Student Development

The EXCEL program is designed to bring about a sense of community, embrace the diversity of students, and honor God through our individual and corporate pursuits. While students are seeking to achieve academic and educational goals, student development desires to help participants further develop in all areas of life, which include the spiritual, emotional, physical, and social areas. As a result, we seek to affirm the uniqueness of each person and attempt to challenge each person to become a dynamic, evolving, and significant contributor to the Trinity Community.

Student Development Mission

As a community that is committed to a Christ-centered environment, Trinity International University's EXCEL program is designed to

1. Affirm qualities and behaviors that reflect the biblical distinctives of our institution
2. Foster characteristics deemed necessary and/or beneficial to the growth of each individual
3. Support and respect each person who makes up our community

The foundational principles of our program are based on our commitment to Jesus Christ, our commitment to the authority of the Word of God, and our commitment to growth and maturity in relation to God and to each other.

Key Principles Regarding Conduct

The philosophy of the EXCEL program is based on four guiding principles: love, relationship, community, and justice. The four principles are interrelated, and all are necessary to function properly. The following is a brief description of what is meant by each principle and Trinity's expectations for the EXCEL community.

Commitment to Love

Dedication to care for one another and to seek the best for each person is paramount in EXCEL. The perfect example of this principle is Jesus Christ, who loved by both word and action. In Matthew 22:37-39, Jesus stated,

> "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment. And the second is like it: "Love your neighbor as yourself." (NIV)

He also showed His love in action in two incredible ways. The first was His example of washing the disciples' feet. This action showed His love for His disciples and His humility to serve in any way He could. The second way, the greatest act of love shown to humanity, was His death on the cross for our sin. It reveals His unconditional love for each of us and His desire to do the will of the Father. In each of these examples, love is expressed in a dynamic and relational fashion. The dedication to love and to care for each person in the EXCEL program is a responsibility of each student, faculty member, and staff member, seeking to serve one another.

Commitment to Responsible Relationships

The commitment to responsible relationships in the EXCEL program entails specified obligations to which each of us needs to adhere. These obligations flow into service of both individuals and the community as a whole.

When possible, Scripture is the guide for accepted behavior; however, there are specific activities that are not directly addressed in Scripture. The EXCEL program and Trinity International University's community, reflecting on the biblical text, offer the following guidelines to promote our service to God, to each other, and to the wider community:

1. Actions that are viewed, by Scripture and by the Christian community, as detrimental to the overall well being of individuals are deemed unacceptable. These include dishonesty, theft, profanity, gossip, racism, or other infringements upon the rights of others.

2. The community recognizes the danger to one's physical well being in the misuse of certain substances. EXCEL members are therefore expected to refrain from use of any substance that impairs one's abilities and that could cause harm to the health of an individual. In light of this and in deference to the overall Trinity community, no alcoholic beverages of any sort will be permitted on Trinity's campus or any site utilized by Trinity. Use or possession of any illegal drug will not be allowed at any time. Trinity International University also desires a smoke-free learning environment. Thus, use of tobacco products is prohibited at these locations.
3. The physical and emotional well being of each individual is important. Therefore, any verbal or sexual harassment, intimidation, or threat of violence will be unacceptable to the community. At no time are weapons of any sort allowed on college property. These obligations are intended to support the EXCEL community. Such parameters are necessary to prevent harm to other participants. Violations will be subject to appropriate action.

Commitment to Community
Community involves mutual support. For this reason, students, faculty, and staff are encouraged to look for ways to build one another up, to encourage one another, to support one another in the various struggles of life and education. The whole community is responsible for the learning, growth, and development of each individual member. It is not acceptable within the EXCEL program to act as if the educational process were only about individual learning and not about the edification of the whole group.

Along these same lines, community involves mutual respect and courtesy. Civil language and consideration for others in the learning community are basic expectations. Angry outbursts and disrespect for others is not acceptable behavior. In the same vein, cell phones and other communication devices should be silenced during class times and used only during breaks. Children and pets are not permitted in classes.

To further build community, students are encouraged to participate in the many opportunities for spiritual and social development outside the regular class schedule. Various activities and events are designed specifically for you and your family to grow and develop as whole people. The Christian environment we seek to foster will bring lasting relationships and a sense of belonging if you join with us in commitment to this community.

Commitment to Justice
If an individual violates the norms listed above, it is important that the community deal with the situation in a fair, consistent, and redemptive manner. Scripture suggests that the first course of action should be individual and private. The offended party should go to the individual and seek a mutually agreeable resolution. If such a resolution is not arrived at or if at any time safety is in question, further steps should be taken. The steps are as follows:

The student may submit a written appeal to the Director of Academic Operations and then, if necessary, to the Regional Center Executive Director and Florida 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 that 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 Trinity College on the Deerfield Campus. Such an appeal must be based on the existence of unusual or extenuating circumstances that have prevented the student from achieving the normal college standard, and evidence of such circumstances must be presented with the appeal. Students who feel that a grievance is unresolved may refer their grievance in writing to the Commission for Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400. You may also fax your grievance to the Commission at 850.245.3233. Visit the Commission's website at www.fldoe.org/cie/.

Note: If a grievance or complaint has been identified that implicates an EXCEL administrator, staff, or faculty member, similar steps may be taken. Trinity International University, in accordance with the Federal Compliance Policy, keeps record of formal student complaints. EXCEL students with a complaint should follow the procedures listed above. In the event that the complaint is not resolved, the student may choose to submit a formal complaint to one of the following offices: President of the University, Executive Vice President, Associate Dean, Sr. VP for Student Life, or Dean of Students. The complaint must be dated, written, and signed.

Upon receipt of the formal complaint, the person to whom the complaint is addressed will initiate the *Student Complaint Tracking Form*, which records the nature of the complaint, the steps taken by the institution to resolve the complaint, the institution's final decision regarding the complaint, and other external action initiated by the student to resolve the complaint.

Information regarding student complaints is accessible to members of the North Central Association evaluation team. A student's privacy will be protected by removing the names of individuals involved unless the student has given permission to release of his or her name.

Student Services

Advising
Academic program advising is available through the specific academic advisor assigned to you. Each major includes at least one academic advisor. Feel free to contact that person anytime you have a program specific question. General questions may be addressed with the EXCEL Records Office. EXCEL Records may be reached by telephone at 954.382.6461.

GroupWise Enterprise Messaging
The EXCEL program utilizes an Internet-based network system to support interaction outside of the classroom. The system is referred to as GroupWise and will be used by every student during his or her time in EXCEL. GroupWise provides e-mail, calendaring, and address book functions. Students can access their accounts through the web. All students are expected to check their GroupWise accounts on a regular basis since this is a primary means for disseminating information relevant to their courses and the program in general. Students are introduced to the use of GroupWise during IDS 105E, which is the first course taken by all entering students.

Support: 954.382.6452 Website: http://mail.tiu.edu

Books and Materials
EXCEL uses the services of MBS Direct to supply course textbooks and materials. Through this service, students order their books by phone, fax, e-mail, or online and have their books delivered directly to their home. Used books are available, and MBS will buy books back immediately following the course. Keep the following in mind when ordering:

1. Order early. MBS Direct will have books and materials for courses at least one month ahead of the first night of class. In order to prepare adequately for class, students are to order at least two weeks prior to the first session.
2. Have the course number and start date available. MBS Direct will provide the information on all textbooks and materials that are required for the courses; however, the student must have the course number and the date the course starts. Both of these can be found on the cluster schedule or the Student Data Sheet that students receive from Trinity.
3. Use a credit or debit/credit card. MBS Direct will accept personal checks; however, they cannot ship your books until they have received payment. For this reason, it is much faster to use a credit card to pay for books.
4. Order by Internet. The MBS/TIU website makes ordering books much easier. Using MBS Direct's secure server, students can find out the textbooks they need, select new or used, and indicate how they want them shipped. Although ordering can be done by phone, the website is available 24 hours a day. The phone service is only available Monday-Thursday, 7:00 a.m. to 10:00 p.m.; Friday, 7:00 a.m. to 6:00 p.m.; Saturday, 8:00 a.m. to 5:00 p.m.; and Saturday, 12:00 p.m. to 4:00 p.m. CDT/CST.
5. Buy used when available. MBS Direct carries a selection of used textbooks at any given time. Used books can save money.
6. Take advantage of book buybacks. MBS Direct will send a letter before the end of the course offering to buy back textbooks. The letter will include a prepaid shipping label, as well as an indication of how much they will pay for the used texts. This benefit can reduce the cost of textbooks and a college education.
7. Seek refunds within two weeks. Books must be returned within two weeks after the original start date for the course in order to receive a refund. New books must be returned in new condition to receive full credit.
8. Expect excellence. MBS Direct, in most cases, ships books within twenty-four hours of placing the orders. If for any reason there is an error made or service is less than satisfactory, call an MBS Direct customer service representative as soon as possible. In addition, notify the EXCEL office of any problems.

Phone: 800.325.3252 Fax: 800.499.0143 Website: http://direct.mbsbooks.com/tiu.htm

Student Manuals
No later than two weeks prior to the start of each course, students should secure a copy of the student manual for that course. This extended syllabus details all course objectives, materials, and requirements and may contain worksheets and reading material necessary for the course. Since most courses have assignments due prior to the first night of class, it is imperative that the student consult the student manual at an early date in order to be adequately prepared.

Student manuals may be downloaded free of charge from the Trinity website. Simply log on to the Trinity website at www.tiu.edu/florida/, find the student manual page, and click on the course number of the course you will be taking. The free Adobe® Acrobat® Reader® is the minimum requirement for this process. If you do not have this software

on your computer, it can be downloaded free from the Adobe website. A link to the free download is provided on the TIU Florida student manual webpage. If problems are encountered downloading a student manual, call the EXCEL office at 954.382.6452.

Computer Services

Students enrolled in the EXCEL program are strongly encouraged to have easy access to a computer, printer, and the Internet. It is very difficult to complete the degree programs without these tools. Courses will require the production of papers and interaction using GroupWise Enterprise Messaging and other technologies. Students may also be required to do research online, complete web-based assignments, and produce computer-based electronic products.

All Trinity Florida EXCEL students have access to the campus computer lab at the Florida Regional Center site. Currently, the computer lab is located in the library. Hours available may vary seasonally based on traditional campus schedules. Call ahead if you anticipate using the lab.

Phone: 954.382.6401 Library phone: 954.382.6561

Career Services

The primary function of the Student Services Department is to assist undergraduate and gradute students, as well as alumni secure career opportunities specifically related to their majors. We strive to learn your strengths, skills and career goals so that we may help you find the right job. We also offer a wide range of services to make your transition from college to work as smooth as possible. Services include, resume and cover letter assistance, job search and interview preparations, employability workshops, personality assessments and more.

Phone: 954.382.6452 Email: flcareers@tiu.edu Website: www.tiu.edu/florida/careerservices

Academics

"My husband was a Trinity EXCEL graduate, and he had an excellent experience. I was motivated to finish my BA while stimulating my knowledge and understanding of the Bible. The EXCEL program was able to provide that for me."

Melissa Elswick, EXCEL graduate

Academic Information

Accreditation

The Trinity International University Florida Regional Center is licensed by the Commission for Independent Education, Florida Department of Education (license #2605). Additional information about Trinity International University may be obtained by contacting

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

TIU Florida, as a regional center 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

Higher Learning Commission
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
800.621.7440 | 312.263.0456
www.ncahigherlearningcommission.org

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.)

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 lesser quality 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 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 weeks from the due date of the last assignment. An "incomplete" is at the discretion of the professor, not the student.

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

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.

AU = Audit: indicates regular involvement in the intellectual investigation of a course, even though academic credit is not received and hours are not counted in the computation of grade point average.

NCA = No Credit Audit: indicates that requirements were not satisfactorily fulfilled for an audit course.

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 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 for 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.

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* (3.90). In the case of transfer students, 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 March 1 of the semester in which the graduation exercises are scheduled. The diploma and transcript will reflect honors earned in all undergraduate work.

Library

TIU Florida's 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 that 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. The Florida Regional Center is also a member of SEFLIN (The Southeast Florida Library Information Network), allowing students access to the consortium of libraries.

Reports of Academic Progress

Complete academic records are maintained by the office of the Registrar. Semester grades are issued through the EXCEL Records Office at the end of each semester. Cumulative records are issued only upon written request.

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 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: A student whose Trinity cumulative GPA is below 2.0 at the end of the first semester. Academic probation is for only two semesters.

Academic Dismissal: A student whose cumulative GPA remains below the required level at the end of a probation term is subject to academic dismissal.

Student Class

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 the Trinity International University Florida Regional Center is licensed by the Commission for Independent Education, Florida Department of Education and, as a regional center 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 another college of the student's choice will accept credits taken at Trinity.

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. Although the above statement

applies to funding from the VA, it does not apply to the academic standards of Trinity International University. Additional requirements for Veteran's Administration students regarding academic progress will be communicated in writing to the VA student recipients each academic year.

Contact: 954.382.6531 Email: steved@tiu.edu

Academic Policies

Academic Honesty

All work submitted for evaluation in the EXCEL program must represent the student's 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.

Attendance

1. Because of the accelerated nature of the EXCEL courses, students are encouraged to attend every class session. Missing a single class means that a significant portion of the contact with the faculty member and the learning community has been lost. **For this reason, in all EXCEL five-to-eight-week courses, students missing more than one class period will receive no credit for the class and a grade of "F" will be recorded. In addition, for all two-to-four-week courses, students missing one class period will receive no credit for the class and a grade of "F" will be recorded. The course must then be retaken in order to receive credit.**
2. 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 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 on on-time attendance at each session. Excessive tardiness and each absence may impact a student's final grade.
3. 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 may be required to meet in person with the academic advisor to discuss continuance in the program. Students are responsible to monitor their own attendance to make sure that they do not exceed two absences per semester. The EXCEL Records Office also will monitor attendance and notify the Director of Academic Operations when a student exceeds two absences for a given semester.
4. If a student does not attend the first two sessions of a course, the student will be administratively withdrawn. A "W" will be transcribed in the student record, and no refund options will be available. An administrative withdrawal will be reviewed upon receiving the final attendance report from the professor.

Confidentiality of Records

Trinity complies with the Family Educational Rights & Privacy Act (FERPA). 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/universities and technical/vocational schools to receive acceptance of their credits based on their Trinity performance. The following are guidelines for accepting credits-in-escrow:

- At least half-time enrollment for both the first and second semester of enrollment
- Grade point average of 3.0 ("B") for the first three courses in the program
- 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 that are transferable within our established transfer policy.

Enrollment Limitations
Only students admitted to a particular EXCEL major 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.

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 Academic Operations and then, if necessary, to the Associate Academic Dean and Florida 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 that 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 Trinity College on the Deerfield Campus. Such an appeal must be based on the existence of unusual or extenuating circumstances that have prevented the student from achieving the normal college standard, and evidence of such circumstances must be presented with the appeal. Students who feel that a grievance is unresolved may refer their grievance in writing to the Commission for Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400. You may also fax your grievance to the Commission at 850.245.3233. Visit the Commission's website at www.fldoe.org/cie/.

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 calling the university at 954.382.6400. An emergency hotline with a prerecorded message is also available by calling 1.866.TIU.8173.

Withdrawal
A student who wishes to withdraw from a course or from the entire program must notify the EXCEL Records 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 "Trinity International University EXCEL Refund Policies") and minimize any additional charges. The effective withdrawal date is based upon the date that the withdrawal document is received by the EXCEL Records Office. 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 that 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. A withdrawn student desiring to reenter the university's undergraduate program must follow current admissions guidelines and procedures.

Administrative Withdrawal
If a student does not attend the first two sessions of a course, the student will be administratively withdrawn. A "W" will be transcribed in the student record, and no refund options will be available. An administrative withdrawal will be reviewed upon receiving the final attendance report from the professor

Alternative Sources of Credit

Challenge Exams
These exams are designed for gaining college credit through a departmental subject examination. Currently there are several of these exams available in the area of biblical studies. The exams may be used only for free electives. Any student interested in the exam must file an application for each exam. An administrative fee is required at the time of application, and the charge for the exam will be due at the time of testing.

College Level Examination Program (CLEP)

CLEP scores (subject examinations only) may be accepted for credit upon the recommendation of the EXCEL office. The TIU Florida Regional Center 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 that he or she had previously audited at TIU. The test in English composition may not be used to satisfy the university's writing requirement.

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 academic advisors work 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 up to 32 hours of credit through PLAs. Each petition can be for no more than 4 credit hours. PLAs divide into two categories:

1. Business and Professional Training (BPT): demonstrates college-level learning through documented nontraditional educational experience (e.g., conferences and workshops)
2. Life Learning Paper (LLP): demonstrates college-level learning through previous life-changing events (e.g., divorce, leadership, ministry)

Upon completion of the appropriate documentation, the student submits the PLA to the EXCEL Records Office. The documentation is then forwarded to a faculty reader qualified to evaluate the subject matter. The faculty reader determines if the documentation needs to be rewritten or the amount and level of credit to be awarded, if any. The faculty reader then returns the PLA to the EXCEL Records Office. The student is notified of the results via mail. The process takes approximately six to eight weeks.

Students should refrain from contacting the EXCEL Records Office regarding the status of the PLA until eight 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.

Programs of Study

Time Frame

Students have seven years from their date of matriculation to complete a degree under the catalog current at the time of matriculation. If students go beyond seven years, they must meet the requirements of the new catalog.

Extension of Expiration Date

If a student does not complete the graduation requirements by the expiration date, the file automatically becomes inactive. A six-month extension beyond the expiration date may be granted under certain circumstances: (1) student is within 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 Records Office indicating an interest in returning to the program. The student must pay a $250 reactivation fee. The file will be reassessed and the student will be informed about the graduation requirements based on the student's original catalog. If the major is no longer available, then the student may select from one of the available majors in the student's original catalog. The student then has three years from the date of reactivation to complete these requirements.

Commencement Participation

The Florida Regional Center of Trinity International University has an annual commencement ceremony in May. College policy permits participation in the ceremony for students who are within 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 6 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 challenge exam, the credit **must** be received in the EXCEL office by April 1. Prior learning assessment papers must be received in the EXCEL office by February 15 to qualify. Students are responsible for monitoring their graduation plans to meet the required deadlines.

General Education

For all Majors

In order to assure a well-rounded liberal arts education, Trinity College requires EXCEL students to gain understanding in a variety of fields. The requirement is 45 credit hours of general studies. (The Elementary Education Major requires 48 credit hours.) 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.

Interdisciplinary Studies (IDS 105E) 3 hrs

Biblical Studies* 6 hrs
(3-credit course related to the Old Testament and 3-credit course related to the New Testament)

***Bible challenge exams will not be accepted to fulfill requirement.**

Psychology 3 hrs
(General Psychology or Developmental Psychology)

Social Sciences 6 hrs
(Representing at least two of the following fields: Anthropology, Economics & Business, Education, Political Science, Psychology, Sociology, Health & Wellness, Nutrition)

Humanities* 12 hrs
(Representing at least three of the following fields: Art, English, Foreign Language, History, Literature, Music Theory, Philosophy)

***Applied subjects (i.e., applied music, dance, drama) are not acceptable to meet requirement.**

College Writing 6 hrs

Science* 3 hrs
(From any of the following: Geology, Astronomy, Biology, Chemistry, Physics, Earth Sciences–must have significant lab or fieldwork component)

***Except Elementary Education major, where 6 credit hours are required.**

Math or Computer Science* 3 hrs

***The math requirement is college algebra, its equivalent, or above.**

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: Culture and Communication (COM 400E), Urban Sociology (SOC 335E), Acts from a Sociological & Cross Cultural Perspective (BI 432E), Race & Ethnic Relations (SOC 330E)

General Education and Elective Courses

Students who enroll with general education deficiencies are encouraged to take one or more of the General Education Courses in order to meet requirements. Students should work with an academic advisor to determine which courses best fit their graduation plan.

Graduation Application

In order to graduate from a degree program, students must submit a Graduation Application and pay the nonrefundable graduation fee. Application for graduation must be submitted six months 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 that 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 days prior to the next intended graduation date. The original graduation fee is then applied to the later date.

Graduation Dates and Program Completion

A student may complete degree requirements and graduate from Trinity at three periods in the year: (1) May Commencement (spring), (2) August 31 (summer), and (3) mid-December (fall). The first and third dates fluctuate each year. Degree program requirements must be completed according to the following schedule to meet a given graduation date:

Academic Task	Summer Graduation (August 31)	Fall Graduation (Mid-December)	Spring Graduation (May Commencement)
		Latest Submission Dates	
Application for Degree*	3 months prior (by May 31)	3 months prior (by September 1)	3 months prior (by February 1)
Prior Learning Assessments**	July 1	November 1	February 15

***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.**

****Does not allow time for PLA rewrites or additional submission if credit awarded is less than petitioned.**

Graduation Requirements

To be eligible to receive the Bachelor of Arts degree from Trinity, students must meet the following requirements within the time frame stated above:

1. 126 semester hours of credit. Included in this are those hours required in general education and the student's major field of study. A maximum of 12 hours of applied music (except music majors), 4 hours of Preparation for College Studies (PCS) classes, 4 hours of drama production, 6 hours of human performance and wellness activity courses, and 12 hours of internship will count toward graduation.
2. 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 general education requirements.
4. Acceptance into a major and fulfillment of the requirements of that major.
5. At least 30 of the last 45 hours must be taken at Trinity.
6. Three months prior to the date that a student intends to complete all degree requirements, a "Graduation Application" form must be submitted to the Records Office for review and verification of degree completion. This document is available either online or in the Records Office.
7. Attendance at Commencement. Permission to graduate *in absentia* (in absence) must be obtained from the Director of Academic Operations of the Florida Regional Center.

Academic Majors

Six majors are offered in the program. Each major serves as good preparation for graduate school.

Business Administration: A major designed to appeal to students who wish to further their skills in the area of business.

Christian Ministry: A major designed specifically for persons who are currently involved in a ministry and who wish to serve the church more effectively.

Elementary Education: A major that allows students to earn the Bachelor of Arts degree along with the needed credits to qualify for elementary certification from the State of Florida.

Interpersonal & Group Communication: A major providing a strong background in the social sciences that can be applied to a variety of careers and life situations.

Organizational Leadership: An interdisciplinary major that prepares students to lead more effectively through the development of communication, organizational, and analytical skills. Through a thoughtful blend of theory and application, students are able to understand how to work effectively as leaders in organizations, including business, social service, educational, and religious organizations. Throughout the major, students are encouraged to bring insights from experience into the classroom and to apply learning from the classroom in the workplace. The sequence of courses in the major concludes with an integrative capstone course that encourages the integration of learning and faith within the workplace.

Psychology: This major is designed to provide understanding and perspective of professional psychology, as well as the challenges and problems of living. It is a foundational study for graduate school and for everyday life.

Requirements for Academic Majors

Business Administration Major

The business administration major consists of 49 semester credits. The major gives students practical skills in a wide variety of business functions. Students bring past work experience and current work situations to the classroom to create a rich environment that allows many of the courses to be conducted at an accelerated pace. IDS 105E is a prerequisite

Goals

In addition to the goals that span the entire EXCEL curriculum, the business administration major has unique goals:

- **Theoretical Foundation:** understanding of the various theories and principles behind economics, management, organizational behavior, and law as they relate to the business environment
- **Issues Analysis:** awareness of key issues and divergent approaches related to the varied tasks of business administration and the ability to delineate a critically reflective stand on those issues
- **Applied Business Intervention:** ability to analyze business situations, diagnose problems, and design effective and ethical interventions using the tools of accounting, finance, statistics, and information systems

Computers

Courses integrate the use of computers as much as possible into the instruction. Many of the quantitative courses greatly benefit from the use of computers, and courses such as marketing and strategic planning are enhanced through the use of computer simulations.

In addition to use in instruction, computers are used to enhance the learning community. Students can communicate with faculty, administration, and other students through a network. Study groups may interact with one another online in order to complete projects. Also, students have greater access to information sources through the Internet. It is the student's responsibility to find a local Internet Service Provider (ISP) in order to gain access to e-mail and other Internet services.

Students entering the business administration major are expected to have some familiarity with personal computers, be able to work in a Windows environment, and be able to work with word processors and spreadsheets. If a student does not have these skills, help is available. Admission counselors or the assessment coordinator can supply training options on request. In addition, tutorials and training workshops are available in the area. The EXCEL program uses the current program of Microsoft Office.

Program Specifics: Core Courses

BUS 200E	The Individual in the Business Environment	3 cr	5 wks
CIS 200E	Computer Applications in Business	3 cr	5 wks
BUS 210E	Economics and Society	3 cr	5 wks
COM 420E	Organizational Communication	3 cr	5 wks
BUS 375E	Managerial Economics	3 cr	5 wks
BUS 314E	The Legal Environment of Business	3 cr	5 wks
BUS 260E	Financial Accounting Basics	3 cr	8 wks
BUS 360E	Managerial Accounting	3 cr	8 wks
BUS 370E	Marketing: Planning, Implementation and Control	3 cr	5 wks
BUS 480E	Business Ethics	3 cr	5 wks
MA 333E	Applied Business Statistics	3 cr	8 wks
BUS 440E	Leading and Managing	4 cr	7 wks
BUS 475E	Managerial Finance	3 cr	8 wks
BUS 470E	Strategic Planning	3 cr	5 wks
BUS 491E	Integrative Seminar in Business	3 cr	5 wks

BUS 455E	Business Case Study	3 cr	5 wks
Total for the major		**49 cr**	**93 wks**

Christian Ministry Major

The major consists of 52 credits. The internship (CM 446E) is taken over a period of six months concurrently with the courses that follow it in the sequence. IDS 105E is a prerequisite.

Goals

In addition to the goals that 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 that 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 that are theoretically grounded, biblically informed, and fundamentally ethical

Program Specifics

Core Courses (43 credits)

IDS 100E	Introduction to Christian Thinking and Living	3 cr	5 wks
BI 110E	Understanding the Old Testament	3 cr	5 wks
BI 120E	Understanding the New Testament	3 cr	5 wks
BI 210E	Biblical Interpretation	3 cr	5 wks
BI 314E	Torah	3 cr	5 wks
CM 330E	Discipleship Across the Lifespan	3 cr	5 wks
BI 305E	The Prophetic Voice	3 cr	5 wks
BUS 440E	Leading and Managing	4 cr	7 wks
CM 446E	Reflective Internship in Christian Ministry	3 cr	6 months
HI 340E	History of Christianity	3 cr	5 wks
PSY 375E	Foundations of Christian Counseling	3 cr	5 wks
BI 318E	The Epistles and the Practical Christian Life	3 cr	5 wks
COM 335E	Intercultural Communication in a Global Contest	3 cr	5 wks
BI 312E	Life of Christ	3 cr	5 wks

Supporting Courses (9 credits)

ENG 305E	Argumentation and Persuasive Speaking	3 cr	5 wks
SOC 221E	Marriage and the Family	3 cr	5 wks
BRS 325E	Doctrine and Evidence	3 cr	5 wks

Total for the major	***52 cr***	***82 wks***

Elementary Education Major

The major consists of 51 credits. Course work provides needed credits to qualify for elementary certification from the State of Florida. IDS 105E is a prerequisite.

Goals

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

- **Theoretical Foundation:** understanding of the varied education trends and methods in the educational world and ability to apply 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 240E	Foundations of Education	3 cr	5 wks
ED 260E	Educational Psychology/Human Development	3 cr	5 wks
ED 230E	Exceptional Children	3 cr	5 wks
COM 112E	Speech	3 cr	5 wks
ED 339E	Fundamentals of Elementary Education	2 cr	3 wks
ED 110E	Technology for Teachers	2 cr	3 wks
ED 305E	Reading Fundamentals	3 cr	5 wks
ED 330E	Reading: Literacy Development and Assessment	3 cr	5 wks
ED 234E	Children's Literature	2 cr	3 wks
MA 200E	Mathematical Concepts	4 cr	8 wks
ED 347E	Elementary Math Methods	2 cr	3 wks
ED 351E	Language Arts Methods	2 cr	3 wks
ED 346E	Elementary Science Methods	2 cr	3 wks
ED 342E	Health and Physical Education Methods	2 cr	3 wks
ED 348E	Elementary Music Education	2 cr	3 wks
ED 344E	Social Studies Methods in the Elementary Classroom	2 cr	3 wks
ED 307E	Elementary Art Education	2 cr	3 wks
ED 400E	Student Teaching in the Elementary School	9 cr	9 wks
Total for the major		***51 cr***	***77 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 student-teachers must give full attention to teaching. The student must have all core courses completed, and no other course work may be taken during the student teaching experience.

Interpersonal & Group Communication Major

The major consists of 32 credits. 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. IDS 105E is a prerequisite.

Goals

In addition to the goals that span the entire EXCEL curriculum, the interpersonal & group communication 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
BUS 440E	Leading and Managing	4 cr	7 wks
COM 420E	Organizational Communication	3 cr	5 wks
COM 455E	Applied Communication Case Study	3 cr	5 wks
Total for major		**32 cr**	**54 wks**

Organizational Leadership Major

Organizational Leadership is an interdisciplinary major that prepares students to lead more effectively through the development of communication, organizational, and analytical skills. Through a thoughtful blend of theory and application, students are able to understand how to work effectively as leaders in organizations, including business, social service, educational, and religious organizations. Throughout the major, students are encouraged to bring insights from experience into the classroom and to apply learning from the classroom in the workplace. The

sequence of courses in the major concludes with an integrative capstone course that encourages the integration of learning and faith within the workplace. IDS 105E is a prerequisite.

Goals
In addition to the goals that span the entire curriculum, the Organizational Leadership major has these unique goals:

- **Theoretical Foundation:** understanding of the varied trends and methods as related to communication, leadership and organization and fostering an ability to apply that understanding to practical situations in business, social service, educational and religious settings; also provides preparation to enter graduate-level educational programs
- **Issues Analysis:** awareness of key issues 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 interventions

This major provides students with the skills, attitudes, and credentials necessary to be more effective in the workplace and to pursue graduate-level education.

Program Specifics

PSY 371E	Dynamics of Group Behavior	4 cr	7 wks
COM 221E	Business and Professional Communication	4 cr	7 wks
COM 310E	Interpersonal Communication	4 cr	7 wks
BUS 300E	Ethical Leadership	4 cr	7 wks
BUS 346E	Organizational Behavior	4 cr	7 wks
BUS 328E	Quantitative Skills for Managers	4 cr	7 wks
BUS 440E	Leading and Managing	4 cr	7 wks
COM 335E	Intercultural Communication in a Global Context	4 cr	7 wks
BUS 446E	Applied Leadership Case Study	4 cr	7 wks
Total for major		**36 cr**	**63 wks**

Psychology Major

The major consists of 40 credits with, as a prerequisite, three of the credits completed by transfer (PSY 140E Introduction to Psychology/General Psychology). An added prerequisite is IDS 105E. This major provides students with the skills, attitudes, and credentials necessary to enter various entry-level psychological care settings and is preparatory to graduate-level psychology programs.

Goals
In addition to the goals that span the entire EXCEL curriculum, the psychology major has these unique goals:

- **Theoretical Foundation:** understanding of the varied trends and methods in the field of psychology and fostering an ability to apply that understanding to practical situations in psychological settings; also provides preparation to enter graduate level psychology programs
- **Issues Analysis:** awareness of key issues in the field of psychology 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 psychological interventions

Program Specifics

PSY 140E	Introduction to Psychology/General Psychology (prerequisite)	3 cr	5 wks
PSY 315E	Life Assessment	3 cr	5 wks
PSY 220E	Interpersonal Skills Training	3 cr	5 wks
PSY 321E	Psychology of Learning	3 cr	5 wks
PSY 300E	Personality Theories	3 cr	5 wks
PSY 335E	Human Development: Childhood	3 cr	5 wks
PSY 337E	The Psychology of Adolescence	3 cr	5 wks
PSY 255E	The Psychology of Addiction	3 cr	5 wks
PSY 240E	Human Sexuality	3 cr	5 wks
PSY 310E	Abnormal Psychology	3 cr	5 wks
PSY 285E	Statistics	4 cr	8 wks
PSY 340E	Experimental Psychology	3 cr	5 wks
PSY 440E	Integration of Psychology and the Christian Faith	3 cr	5 wks
Total for the major		**40 cr**	**68 wks**

Courses

"I felt led to come to Trinity. The experience has been great overall. I have been stretched more than ever before."

Emmanuel Poux, current student

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 that the course is designed for 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* Adult Undergraduate Program course

XX = Appropriate department designation will be added

Prior Learning Assessment

XX 150E 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. Prerequisite: matriculation. *One to four hours.*

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. Prerequisite: matriculation. *One to four hours.*

Bible

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. Christian Ministry core. Satisfies Old Testament biblical general education requirement. Prerequisite: IDS105E (core requirement). *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. Christian Ministry core. Satisfies New Testament biblical general education requirement. Prerequisite: IDS105E (core requirement). *Three hours.*

BI 210E Biblical Interpretation
This course is designed to acquaint the student with a basic understanding of the principles of biblical interpretation, as well as with the primary tools of biblical research. The student will then apply these principles and tools to the study of a selected New Testament epistle. Christian Ministry core. Satisfies New Testament biblical general education requirement. Prerequisite: IDS105E (core requirement). *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. Christian Ministry core. Satisfies Old Testament biblical general education requirement. Prerequisite: IDS105E (core requirement). *Three hours.*

BI 306E Old Testament Poetic Books
A study of the poetic books of the Old Testament: Psalms, Proverbs, Job, Ecclesiastes, Song of Solomon, and Lamentations. One book is studied in depth, while significant portions of the others are exegeted. Consideration is given to the question of what elements characterize Hebrew poetry. Satisfies Old Testament biblical general education requirement. 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. Christian Ministry core. Satisfies New Testament biblical general education requirement. Prerequisite: IDS105E (core requirement). *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. Christian Ministry core. Satisfies Old Testament biblical general education requirement. Prerequisite: IDS105E (core requirement). *Three hours*.

BI 318E The Epistles and the Practical Christian Life
The practical outworking of Christian theology and piety in terms of character, ethics, worldview, 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. Christian Ministry core. Prerequisite: IDS105E (core requirement). *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 New Testament biblical general education requirement or Christian Ministry elective. *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 New Testament biblical general education requirement or Christian Ministry elective. *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. Satisfies New Testament biblical general education requirement or Christian Ministry elective. *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. Satisfies Old Testament biblical general education requirement. *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 revaluation is brought in the climax of history. Satisfies New Testament biblical general education requirement. *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 New Testament biblical general education requirement or Christian Ministry elective. *Three hours.*

BI 432E Acts from a Sociological and Cultural 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 worldviews. 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 multiethnic and multiclass society. Satisfies New Testament biblical or Intercultural Studies general education requirement. *Three hours.*

Biblical and Religious Studies

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. Christian Ministry core. Prerequisite: IDS105E (core requirement). *Three hours.*

Biological Science

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 nonscience majors and includes laboratory experience. Not for credit toward a major in biological sciences. Satisfies Science general education requirement. *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. Satisfies Science general education requirement. Lab component included. *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 fieldwork in that discipline. Prerequisite: previous course in biology. *One hour.*

Business

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. Business Administration core. Prerequisite: IDS105E (core requirement). *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. Business Administration core. Prerequisite: IDS105E (core requirement). *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. Business Administration core. Prerequisite: IDS105E (core requirement). *Three hours*.

BUS 300E Ethical Leadership
A foundational course that explores leadership in the context of a Christian worldview. There will be an emphasis on the ethical decision making in organizational settings and on the development of character. Organizational Leadership core. Prerequisite: IDS105E (core requirement). *Four 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. Business Administration core. Prerequisite: IDS105E (core requirement). *Three hours.*

BUS 328E Quantitative Skills for Managers
An introduction to the financial and data analysis skills needed by managers. Basic principles of accounting, budgeting, and finance will be covered. Students will learn how to gather, organize, analyze, and present data that are useful for evaluation and decision making in organizations. Organizational Leadership core. Prerequisite: IDS105E (core requirement). *Four hours.*

BUS 346E Organizational Behavior
A study of theory and practice regarding the structure of organizations and their development. Different forms of organization will be reviewed as to situations appropriate to their use and the changes they commonly encounter in their life cycles. Special emphasis will be placed on leading organizational change through an understanding of organizational culture, learning organizations, strategic planning, overcoming resistance to change, and creativity. Organizational Leadership core. Prerequisite: IDS105E (core requirement). *Four 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. Business Administration core. Prerequisite: IDS105E (core requirement). *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. Business Administration core. Prerequisite: IDS105E (core requirement). *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. Business Administration core. Prerequisite: IDS105E (core requirement). *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. *Four hours.*

BUS 440E Leading and Managing
A study of leadership skills and organizational management. Emphasis will be placed on both visionary and situational leadership. Simulation activities will assist in learning about various topics such as leadership styles, management by objectives, appraisal of self and others, conflict resolution, and negotiation. Christian Ministry, Interpersonal & Group Communication, and Organizational Leadership core. Prerequisite: IDS105E (core requirement). *Four hours.*

BUS 446E Applied Leadership Case Study
A capstone course for the Organizational Leadership major designed to help students integrate organizational leadership principles, concepts, and skills and apply them to an actual organizational problem they are currently encountering. Case study principles will be utilized. Organizational Leadership core. Prerequisite: IDS105E (core requirement). *Four 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. Business Administration core. Prerequisite: IDS105E (core requirement). *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. Business Administration core. Prerequisite: IDS105E (core requirement). *Three hours*

BUS 475E Managerial Finance
An overview of the fundamentals of financial administration emphasizing the cost of capital, budgeting, cash budgeting, working capital management, and long-term sources and uses of funds. Business Administration core. Prerequisite: IDS105E (core requirement). *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. Business Administration core. Prerequisite: IDS105E (core requirement). *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. Business Administration core. Prerequisite: IDS105E (core requirement). *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.*

Christian Ministry

CM 275E Teaching the Bible
A study of the theories and methods of teaching the Bible utilizing instructional objectives. Students will prepare and present lesson plans to demonstrate their proficiency in the stating and accomplishing of appropriate educational objectives. Prerequisite: BI 210E. *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. Christian Ministry core. Prerequisite: IDS105E (core requirement). *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. Christian Ministry core. Prerequisite: IDS105E (core requirement). *Three hours.*

Communication

COM 112E Speech
Principles of effective oral communication. Experience in preparation and delivery of several original addresses. Elementary Education core. Prerequisite: IDS105E (core requirement). *Three hours.*

COM 221E Business and Professional Communication
This course covers the fundamentals of both written and oral communication within organizations. It includes theory while emphasizing practical and varied applications simulating a broad range of professional and organizational situations. Particular attention is paid to persuasive writing, group presentations, and the appropriate use of technology. Organizational Leadership core. Prerequisite: IDS105E (core requirement). *Four 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. Interpersonal & Group Communication core. Prerequisite: IDS105E (core requirement). *Three hours.*

COM 310E Interpersonal Communication
An examination of the foundation of interpersonal skills. Relational skills, learning theory, and personality styles will be studied. These concepts will be applied to leadership in a variety of organizational settings. Interpersonal & Group Communication and Organizational Leadership core. Prerequisite: IDS105E (core requirement). *Three to four hours.*

COM 335E Intercultural Communication in Global Context
Culture-based differences regarding communication, values, lifestyles and leadership are explored. Emphasis is given to overcoming barriers and embracing intercultural communication. Special attention is paid to the global nature of organizations and the impact of culture in the work environment. Christian Ministry and Organizational Leadership core. Prerequisite: IDS105E (core requirement). *Three to four 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-cultural 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. Interpersonal & Group Communication core. Prerequisite: IDS105E (core requirement). *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 worldview. Interpersonal & Group Communication core. Prerequisite: IDS105E (core requirement). *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. Interpersonal & Group Communication and Business Administration core. Prerequisite: IDS105E (core requirement). *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. Interpersonal & Group Communication core. Prerequisite: IDS105E (core requirement). *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. Interpersonal & Group Communication core. Prerequisite: IDS105E (core requirement). *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. Interpersonal & Group Communication core. Prerequisite: IDS105E (core requirement). *Four hours.*

Computer Information Systems

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. Business Administration core. Prerequisite: IDS105E (core requirement). *Three hours.*

CIS 230E Applied Computer Technology
Concerns the logic and reasoning necessary to make effective use of digital technology. Students will learn many of the issues and questions that must be addressed to make the best use of common computer applications such as communications, spreadsheets, word processing, databases, multimedia and Internet design and research. Lab fee will be charged. Satisfies Computer Science general education requirement. Prerequisite: none. *Three hours*.

Education

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 that integrate technology in the elementary classroom. Elementary Education core. Prerequisite: IDS105E (core requirement). *Two hours.*

ED 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. Elementary Education core. Prerequisite: IDS105E (core requirement). *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. Elementary Education core. Prerequisite: IDS105E (core requirement). *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. Elementary Education core. Prerequisite: IDS105E (core requirement). *Three hours.*

ED 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. Elementary Education core. Prerequisite: IDS105E (core requirement). *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. Elementary Education core. Prerequisite IDS105E (core requirement) and 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. Elementary Education core. Prerequisite IDS105E (core requirement) and 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. Elementary Education core. Prerequisite: IDS105E (core requirement). *Three hours.*

ED 339E Fundamentals of Elementary Education
Presentation of the basic principles of teaching, classroom management, lesson plans, unit building, instructional methods, and use of materials in various content areas. Elementary Education core. Prerequisite: IDS105E (core requirement). *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. Elementary Education core. Prerequisite: IDS105E (core requirement) and 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. Elementary Education core. Prerequisite: IDS105E (core requirement) and 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. Elementary Education core. Prerequisite: IDS105E (core requirement) and 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. Elementary Education core. Prerequisite: IDS105E (core requirement) and 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. Elementary Education core. Prerequisite: IDS105E (core requirement) and ED 339E. *Two hours.*

ED 351E Language Arts Methods
Methods and materials for teaching language, writing, vocabulary development, spelling and handwriting. Elementary Education core. Prerequisite: IDS105E (core requirement) and 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. During the semester of student teaching, the student must be available during regular school hours and not be employed full-time. This is an intense time of work, and student-teachers must give full attention to teaching. The student must have all core courses completed, and no other course work may be taken during the student teaching experience. Elementary Education core. Prerequisite: IDS105E (core requirement). *Nine hours.*

English

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, or elective credit deficiency. Prerequisite: none. *Three hours.*

ENG 115E 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, college composition, or elective 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 to practical analysis of rhetorical discourse in popular culture. Christian Ministry core. Satisfies Humanities, elective, Oral Communication, or credit deficiency. Prerequisite: Prerequisite: IDS105E (core requirement). *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. Satisfies Humanities general education requirement. Prerequisite: none. *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 general education requirement 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 general education requirement or credit deficiency. Does not satisfy college composition requirement. Prerequisite: ENG 111E or equivalent. *Three hours.*

History

HI 101E History of Western Culture I
The first in a series of three courses that integrate the philosophy, history, fine arts, and literature of Western civilization using a basic time line as the organizing principle. This course will focus on antiquity through the Roman period. Satisfies Humanities general education requirement. Prerequisite: none. *Four hours*.

HI 102E History of Western Culture II
The second in a series of three courses that integrate the philosophy, history, fine arts, and literature of Western civilization using a basic time line as the organizing principle. This course will deal with the Medieval period, Renaissance, Reformation, and the beginning of the Enlightenment. Satisfies Humanities general education requirement. Prerequisite: none. *Four ho*urs.

HI 103E History of Western Culture III
The third in a series of three courses that integrate the philosophy, history, fine arts, and literature of Western civilization using a basic time line as the organizing principle. This course will deal with the new republics, colonial period, Industrial Revolution, and the 20th century. Satisfies Humanities general education requirement. Prerequisite: none. *Four 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. Christian Ministry core. Satisfies Humanities general education requirement or Christian Ministry elective. Prerequisite: Prerequisite: IDS105E (core requirement). *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. Satisfies Humanities general education requirement. Prerequisite: none. *Three hours.*

HI 375E Topics in American History
An examination of selected topics in the social, economic, political and cultural development of the United States from the colonial era to the present. Topics have included Colonial America, Civil War, Civil Rights, Sports in America, Chicago History, Vietnam War. May be repeated for credit if topic concentration differs. Satisfies Humanities general education requirement. Prerequisite: none. *Three hours*.

Health and Personal Wellness

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 Social Science general education requirement Prerequisite: none. *Three hours.*

Interdisciplinary Studies

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. Christian Ministry core. Satisfies Christian Ministry elective requirement. Prerequisite: IDS105E (core requirement). *Three hours*.

IDS 105E Foundations for Adult Learning
Prerequisite for all majors. 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.*

Math

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. Satisfies Math general education requirement. *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. Elementary Education core. Satisfies Math/Computer general education requirement. Prerequisite: IDS105E (core requirement). *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 processes, including quality control and research, will be explored. Business Administration core. Prerequisite: IDS105E (core requirement). *Three hours.*

Philosophy

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

Physical Science

PS 101E Earth Science
A basic course in concepts of astronomy, meteorology, and geology. Laboratory/fieldwork is included. Satisfies Science general education requirement. Prerequisite: none. *Four hours*.

Political Science

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. Satisfies Social Science general education requirement. Prerequisite: none. *Three hours.*

Preparation for College Studies

PCS 100 Preparation for College Study
This course is designed to prepare freshmen students to meet the challenges of college study. It provides an overview of the intellectual demands of college education, assists students in assessing their personal learning attributes and improving their practical academic skills, and introduces elements of critical analysis. Placement in this course is based on the advice of the Admissions Committee. *Two hours.*

PCS 100E Mathematical Foundations
Covers whole numbers, fractions, decimals, percentages, and rations. Also included are basic algebra, factoring polynomials, linear equations, graphing, and problem solving. Serves as preparation for MA 101E. May not be applied toward general education requirement. *Two hours*.

PCS 101 Preparation for College Study, Nonnative
This course is designed to prepare international students and nonnative speakers of English to meet the educational and cultural demands of the American college classroom. The course provides insight into cultural factors that underlie assumptions and knowledge, methods of instruction, interaction with instructors, and other areas that affect academic performance. Stress is placed on assisting students to produce academic work that conforms to American collegiate standards. This course is required for international students and students whose native language is not English. *Two hours.*

PCS 105E Critical Reading and Writing for College
This course is designed to help students practice the critical skills in reading that are central to academic writing and discussion. The course provides students the opportunity to read, discuss, apply, integrate, and critique material from various academic disciplines and offers instruction in committing their thoughts to writing. May be required for entry into ENG 111E (Critical Thinking and Writing) depending on writing assessment score. May not be applied toward general education requirement. *Two hours*.

PCS 110 Reading and Writing Tutorial
This course integrates the reading and writing processes in an intensive, small-group setting. Particular emphasis is placed on continuing the development of critical reading skills, planning and writing papers that are well structured at the sentence and paragraph levels, and meeting students' particular needs and interests. *Two hours.*

PCS 115 Developmental Mathematics
This course is designed to improve the basic mathematics skills of arithmetic, geometry, and beginning algebra. The course will provide the requirements for those lacking the skills to enter Intermediate Algebra. The course will cover whole numbers, fractions, decimals, percents, ratios, proportions, problem solving, geometric relations, and basic algebra skills and equations. *Two hours.*

Psychology

PSY 140E Introduction to Psychology
Prerequisite to the Psychology Major**.** A survey of the field of psychology: major orientations (neurobiological, behavioral, cognitive, psychoanalytic, and humanistic); historical developments; views of personhood; scientific procedures; and relevance to everyday life. Psychology core. Prerequisite: Prerequisite: IDS105E (core requirement). *Three hours.*

PSY 220E Interpersonal Skills Training
A skills training approach to the development of interpersonal relationships. Students will learn skills in expressing themselves, active listening, responding, supporting, and challenging in nonjudgmental ways through group experiences. Students will have the opportunity to evaluate their interpersonal style, will receive input from each other, and make changes in the way they interact with others. Psychology core. Prerequisite: IDS105E (core requirement) and Introduction to Psychology. *Three hours.*

PSY 240E Human Sexuality
Interdisciplinary examination of the physiological, cultural, and psychological bases of human sexual behavior, with attention devoted to the student's development of a personal perspective toward sexuality that integrates Christian faith and moral integrity. Psychology core. Prerequisite: IDS105E (core requirement) and Introduction to Psychology. *Three hours.*

PSY 255E The Psychology of Addiction
A survey of various forms of addictive (drug, alcohol, sex, gambling food, relationship, and others). Numerous theoretical approaches to addiction and the addictive personality are considered. Individual, family, group (including Twelve Step programs), behavioral modification, and other possible treatment interventions are assessed. Psychology core. Prerequisite: IDS105E (core requirement) and Introduction to Psychology. *Three hours.*

PSY 285E Statistics
An examination of both descriptive and inferential statistics. Specific topics include the scientific method, frequency distributions, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests, including two-way analysis of variance. Psychology core. Satisfies Math general education requirement. Prerequisite: IDS105E (core requirement). *Four hours.*

PSY 300E Personality Theories
This course acquaints students with theories and theorists having the greatest impact on the understanding of human personality. Some theories covered will be those developed by Freud, Jung, Adler, Rogers, Skinner, Erikson, Sullivan, and Allport. Personality assessment, current personality research, and philosophical approaches to theory building will also be discussed. Psychology core. Prerequisite: IDS105E (core requirement) and Introduction to Psychology. *Three hours.*

PSY 310E Abnormal Psychology
A study of history, definitions, and issues related to abnormal behavior. Major emphasis is on behavioral, existential, and physiological approaches. Psychology core. Prerequisite: IDS105E (core requirement) and Introduction to Psychology. *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 that may be used to earn credit for prior learning. Interpersonal & Group Communication and Psychology core. Prerequisite: IDS105E (core requirement) and Introduction to Psychology (Psychology core requirement). *Three hours.*

PSY 321E Psychology of Learning
A study of the philosophy, history, methodology, theory, and research of learning. Applications of learning principles to Christian living, counseling, and education are also considered. Psychology core. Prerequisite: IDS105E (core requirement) and Introduction to Psychology. *Three hours.*

PSY 335E Human Development: Childhood
A study of human development as the product of both maturational and environmental influences. Emphasis is on the theories and research findings that pertain to preadolescence. Biological and environmental factors regarding physical, perceptual, cognitive, social, moral, and emotional development will be discussed. Psychology core. Prerequisite: IDS105E (core requirement) and Introduction to Psychology. *Three hours.*

PSY 337E The Psychology of Adolescence
An interdisciplinary study of human development from puberty to early adulthood. Physical, cognitive, and personality development will be examined, both from the social and research point of view. Application will be encouraged for students who plan to work with adolescents. Psychology core. Prerequisite: IDS105E (core requirement) and Introduction to Psychology. *Three hours.*

PSY 340E Experimental Psychology
A study of psychology as a natural science. Experience is provided in planning experiments by forming hypotheses, selecting and controlling variables, and preparing materials for the experimental task. The student carries out a research project and reports the results in written or oral form. Psychology core. Prerequisites: IDS105E (core requirement), Introduction to Psychology, and PSY 285E Statistics. *Three hours.*

PSY 371E Dynamics of Group Behavior
Students will examine small group behavior and how it affects organizational effectiveness. The structure and function of groups within various types of organizations, including businesses and churches, will be considered. Group formation, teams, group roles, decision making, problem-solving, conflict resolution, cohesion and disintegration are explored. Organizational Leadership core. Prerequisite: IDS105E (core requirement). *Four 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, multicultural dynamics and various issues involved in the counseling process. Special emphasis will be placed on the unique contribution of biblical truths to counseling. Christian Ministry core. Prerequisites: IDS105E (core requirement). *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. Satisfies Psychology or Social Science general education requirement. *Three hours.*

PSY 440E Integration of Psychology and the Christian Faith
A discussion seminar on (1) foundational integrative methodologies regarding the discipline of psychology and the Christian faith, (2) topics of general interest such as lifestyle, counseling, parenting, and leadership. Emphasis will be on practical applications to situations confronting the Christian today. Psychology core. Prerequisites: IDS105E (core requirement) and a minimum of 15 semester hours of psychology course work to include Introduction to Psychology. *Three hours.*

Sociology

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. Christian Ministry core. Satisfies Social Science general education requirement. Prerequisite: IDS105E (core requirement). *Three hours.*

SOC 330E Race and Ethnic Relations
This course provides a sociological perspective on intergroup relation between different ethnic groups. Cultural-based differences regarding communication style, lifestyle, and ideology are explored, as well as the mechanism of discrimination as they influence power structures inhibiting equality. The history and current experiences of some of the ethnic groups represented in the United States are examined. Satisfies Intercultural Study or 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 worldwide. Particular attention is given to sub cultural groupings and to the social and sub cultural interactions that characterize the urban experience. The inherent problems of urban growth and the enactment of firsthand exposure to the urban environment are examined. Satisfies Intercultural Study or Social Science general education requirement. *Three hours.*

Official Policies

"Trinity International University is the place to be."

Karen Hutchinson, current student

Academic Integrity

The community at Trinity International University promotes a commitment to integrity in all areas of life. Academic integrity is essential in the search for and promotion of truth. This pursuit of truth, while being an important goal in itself, is integral to other essential beliefs foundational to the Trinity community: (1) all individuals, being in the image of God, are to be respected for their intellectual contributions; (2) the use of one's God-given talents is the responsibility of every individual, and, for the Christian, excellence is a sacrifice to the Lord Jesus Christ to the glory of God; and (3) relationships within our community are to be nurtured in an environment of trust.

Therefore, 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 a person's writings are one's own, whereas in reality they are taken from someone else's written or oral presentation(s), even when a reference to the original source is made in footnotes or bibliography. Cheating is an expression of fraud and deception, as the student gives the impression of doing better on quizzes or exams than he or she deserves.

Plagiarism 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. For a further description, see the *Student Handbook.*

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

Acceptable Use Policy Summary for Technology and Telecommunication Systems

The following summarizes major points contained in the Acceptable Use Policy. Students are responsible for abiding by the complete text contained within the "Terms and Conditions for University Technology and Telecommunications Systems - Acceptable Use Policy." Please visit our web site at http://tiunet.tiu.edu/it/policy/content/conduct/trinity_aup.pdf or request a copy from the Dean of Students office. This policy supercedes all other policies and applies to all individuals with respect to the acceptable use of University networks, phone systems, computer systems, and technology.

The University network and systems are to be used primarily for activities related to the educational mission of the University. Personal use of the network is limited to email and browsing Web pages, providing such use complies with these Terms and Conditions and does not, at the University's discretion, utilize excessive capacity of resources, or in the case of employees, interfere with the employee's work. For any other personal use, written approval is required from the Student Services office.

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

- For authorized network access to university systems and resources that are used for curricular, academic, and administrative activities
- For email and access to Worldwide Web pages

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

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

You may not use University computers, networks, system resources, and phones:

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

Additionally, you may not use University computers, networks, and system resources:

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

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

Auxiliary Aids and Services for Students with Disabilities

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

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

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

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

Students with disabilities who believe that their request for auxiliary aids, services, or academic adjustments have not been appropriately addressed by the Dean of Students, should direct their complaints to the Executive Vice President/Provost.

Copyright Policy

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

Drug-free Environment

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

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

Family Educational Rights and Privacy Act of 1974

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

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

In general, the purpose of the Act is to give presently or formerly enrolled students access to their individual educational records maintained at Trinity and to protect such 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 that are maintained by Trinity, or by a person acting for Trinity, in the normal course of business. The Records Office has a full copy of the Act should you desire to review it in full.

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

1. Private notes and other materials created by Trinity's personnel, provided they are not revealed to another individual.
2. Medical, psychiatric, or similar records created or maintained by a physician, psychiatrist, psychologist (or other recognized professional acting in such capacity) that are used solely in connection with treatment purposes and only available to recognized professionals in connection with such treatment (provided, however, that a physician or other appropriate professional of the student's choice may review such records).
3. Law enforcement records, which are kept separate from education records, are maintained for law enforcement purposes only and are available only to law enforcement officials. (In each case, student access to such records is at the sole discretion of the individual who maintains these materials.)

It should also be noted that the Act specifically indicates that the legislation does not alter the confidentiality of communications otherwise protected by law. To ensure that the school does not compromise the rights of individuals enjoyed prior to the enactment of the legislation, students and alumni will not be permitted access to materials of an evaluative nature that were received or placed in files prior to November 19, 1974.

Additionally, as provided by the Act, students shall not have the right to see confidential letters and statements of recommendation placed in educational records prior to January 1, 1975, provided that they are used only for the purposes for which they were intended. The Act further stipulates that students do not have the right to see financial records of their parents.

As provided by the legislation, students may voluntarily waive their rights of access to confidential recommendations on or after January 1, 1975, in three areas: admissions, job placement, and receipt of awards. Under no circumstances, however, can a student be required to waive this right.

The legislation also makes clear that the parent or legal guardian of a dependent student, as defined for Federal Income Tax purposes, has a right to information about his or her child without the school's having to seek the student's consent. Thus, upon the written request of a parent or legal guardian of a dependent student, the school will honor this right to the extent that it is required by law.

As provided by the Act, the school retains the right to publish at its discretion the following categories of information with respect to each student presently or previously attending the school: the student's name, address, telephone listing, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, class level, honors, certificates, degrees and dates conferred, and the most recent previous educational agency or institution attended by the student. Students have a right to inform the school within a reasonable period of time that any or all of this so-called "directory information" should not be released without their prior consent. Requests by the student to suppress from public distribution the above-mentioned information are to be made annually.

As required by the Act, the school hereby provides public notice of its intention to publish this type of information in the annual directory.

In complying with the legislation, the school has adopted the procedures and policies below, in addition to those noted on the previous page:

A. Except for those parties stated below, no one shall have access to education records without the written consent of the student concerned. The exceptions to the consent requirement are as follows:

1. Other university officials, including faculty, who have legitimate educational interests
2. Officials of other schools or school systems in which the student intends to enroll, upon condition that the student is notified of the transfer, receives a copy of the record if desired, and has an opportunity for a hearing to challenge the content of the record
3. Those representatives of the federal government and the state who are identified in the "Act," provided that any data so released are not to include information (including social security numbers) that would permit the personal identification of the students unless otherwise specifically provided by federal law
4. Those who serve in connection with the student's application for, or receipt of, financial aid
5. State and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974
6. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and such information will be destroyed when no longer required for the purpose for which it is conducted
7. Accrediting organizations in order to carry out their accrediting functions, or by the dean of students or the emergency dean, designated to act in an emergency to protect the health or safety of the student or other persons
8. To parents of a dependent student as defined in Section 152 of the Internal Revenue Code
9. To comply with a judicial order or lawfully issued subpoena, subject to the notice provisions of the law
10. In connection with a health or safety emergency
11. Information that has been designated as "directory information"
12. To the parent of a student who is not an eligible student or to the student
13. To an alleged victim of any crime of evidence, as that term is defined in Section 16 of Title 18, United States Code, of the results of any disciplinary proceeding conducted by an institution of postsecondary education against the alleged perpetrator of that crime with respect to that crime

B. Records (usually only transcripts) released to any organization, agency, or individual at a student's request shall be transmitted with a notice informing the recipient that such information is released only on the condition that the recipient will not permit any other party to have access to such information without the written consent of the student.
C. Each office that maintains education records shall maintain a record for each student that shall list all individuals (except institution officials described above), agencies, or organizations that have requested or obtained access to such student's education record.
D. A student may inspect material belonging to his or her education record solely at the office that is responsible for maintaining such information. Any Trinity employee may require that the student inspect that record only in the presence of the professional or staff person qualified to assist in interpreting the information.

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

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

Firearms

For the safety of all concerned, campus regulations require that no firearms or fireworks are to be kept on the campus. Weapons of any kind are not permitted on campus. You may contact the Executive Office of the Florida Regional Center for clarification on specific items. Violators of this regulation will face disciplinary action, which may include dismissal without refund.

Grievance Procedure for Discriminatory and Sexual Harassment Complaints

It is the policy of Trinity International University not to discriminate on the basis of age, disability, color, national origin, race, or sex in student admission and recruitment, educational policies, scholarship and loan programs, employment, and school-administered programs in accordance with applicable laws. It is Trinity's intent to comply with both the letter and the spirit of Title IX of the 1972 Education Amendments, of Title VI of the Civil Rights Act of 1964, of Section SOL of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. In compliance with these provisions, we have established a set grievance procedure to be followed should a discriminatory or harassment situation occur. The Executive Office of the Florida Regional Center will be glad to assist you in any such matters and has available for all students a written copy of the official grievance procedures to be followed.

Immunization Requirements

These requirements are designed to prevent the introduction and spread of vaccine-preventable diseases on our campus and the surrounding community.

Posters and Notices

All items posted on campus by students must be approved and stamped by the Executive Administrator.

Referenda and Petitions

Students wishing to initiate petitions or referenda are to work with the Executive Administrator. All referenda and petitions must be submitted to the Executive Administrator and approved by the Administrative Council before being distributed or circulated. All items posted on campus by students must be approved and stamped by the Executive Administrator.

Soliciting

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

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