Trinity International University Contact Information

Trinity International University-Florida is a regional center of Trinity International University.

Trinity International University
2065 Half Day Road
Deerfield, IL  60015 USA
Website: www.tiu.edu

Trinity International University-Florida Regional Center
8190 West State Road 84
Davie, Florida 33324 USA
website: florida.tiu.edu

General Information: 954.382.6400 or Toll Free 877.477.4TIU
Academic Offices: 954.382.6454  fax: 954.382.6420
Admissions: 954.382.6574 or 6419
    Email: Undergraduate:  EXCEL@tiu.edu    Graduate: GradFlorida@tiu.edu
Development and Marketing: 954.382.6442
    development, fund raising
Financial Aid: 954.382.6442
    grants, scholarships, loans
Financial Services: Business Office: 954.382.6573
    fees, insurance, payment procedures
Library: 954.382.6561
    periodicals, books, audiovisuals
Student Services & Alumni Affairs: 954.382.6413
    E-mail: swilson@tiu.edu
Student Undergraduate (EXCEL) Records: 954.382.6460
    E-mail: salvaradi@tiu.edu
Emergency Hotline: 1.866.TIU.8173
    Weather-related class cancellations

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

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

Trinity Evangelical Divinity School is accredited by the Association of Theological Schools.

The Commission on Accrediting of the Association of Theological Schools
10 Summit Park Drive
Pittsburg, PA 15275-1110
Phone: 412.788.6505
Fax: 412.788.6510
Website: www.ats.edu

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

Commission for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee FL 32399-0400
888.224.6684 / 850.245.3200
www.fldoe.org/cie/
Memberships
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
Association of Christian Schools International
Association of Christians Continuing Education Schools and Seminaries
The Association of Theological Schools in the United States and Canada
Christian Adult Higher Education Association
Christian College Consortium
Council for Adult and Experiential Learning
Council for Christian Colleges and Universities (CCCU)
Council for Higher Education Accreditation
Department of Veterans Affairs State Approving Agency
Learning Resources Network
The Higher Learning Commission of the North Central Association of Colleges and Schools

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About Trinity International University

History of the University

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

A Strong Heritage

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

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

What's in a Name?

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

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

Governance

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

**History of Trinity International University-Florida**

Trinity International University, Florida is a regional center of Trinity International University, Deerfield, Illinois. The Miami campus was established in 1993 following a close relationship with Miami Christian College. The Florida Regional Center offers undergraduate and graduate degree programs represented by three schools of the university: Trinity College, Trinity Evangelical Divinity School, and Trinity Graduate School.

Established as a Bible Institute in 1949, Miami Christian College became a four-year Bible college in 1962 offering a Bachelor of Arts degree in Biblical Education. From 1966 to 1991 the college was located on a 16-acre campus in Opa Locka, Florida. The campus moved to downtown Miami in August of 1991. In 1992, the respective governing boards decided to establish an academic affiliation between Miami Christian College and Trinity International University, College of Arts and Sciences that resulted in the branch campus relationship. The next transition occurred in January 2002 when the campus moved to North Miami at Miami Gardens Drive and State Road 7. Currently the campus resides at a new location in Davie, Florida near SR-595. The school moved to Broward County from the North Miami Location in December 2006.

**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 able to be salt in the world of our day, is to build institutions where we can think like Christians and learn to live as Christians in 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 our four schools: Trinity College, Trinity Graduate School, Trinity Evangelical Divinity School, and Trinity Law School.

**Trinity College (TC)**

Dean: Jeanette L. Hsieh, EdD

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

**Trinity Graduate School (TGS)**
Dean: Jeanette L. Hsieh, EdD

Trinity Graduate School offers master’s degree programs in Deerfield, Illinois (MA/BE, MA/L, MA/T and MEd/DL), and Davie, Florida (MA/CP and MBA). The Graduate School draws on faculty and course offerings from all the schools of the university. The Master of Arts in Bioethics degree program (MA/BE) capitalizes on the university’s nationally-known Center for Bioethics and Human Dignity (CBHD), offering coursework in modular and online formats. The Master of Arts in Leadership degree program (MA/L) combines coursework in business, administration, management, entrepreneurship, and ministry to equip students for service leadership in the marketplace and in ministry. The Master of Arts in Teaching degree program (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 course work is offered one night a week in a cohort-based format to accommodate working adults. The new Master of Education in Diverse Learning degree program (MEd/DL) offers a cohort-based curriculum in which most of the course work is offered in a hybrid format—partly in the classroom and partly online; it allows professional educators to gain additional breadth in their knowledge of and qualification to relate to differently-abled learners. (The MA/BE and MA/L degrees are also offered as dual degrees, with BA degrees from Trinity College.)

The Master of Arts in Counseling Psychology degree program (MA/CP) in Florida offers concentrations in Mental Health Counseling or Guidance and Counseling. (At the Deerfield Campus, the MA in Mental Health Counseling program is offered through Trinity Evangelical Divinity School.) The Master of Business Administration degree program (also in Florida) equips students to meet the fast-changing demands of the business world with creativity, flexibility, and an entrepreneurial spirit, always giving first priority to the demands of Christ and His kingdom.

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

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

The Locations

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

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

Florida Regional Center
TIU Florida
8190 West State Road 84
Davie, Florida 33324
Phone: 954.382.6400
Toll Free: 877.477.4848
Fax: 954.382.6420
Email: gradflorida@tiu.edu
Website: florida.tiu.edu

Trinity Graduate School offers the MBA, and the Master of Arts in Counseling Psychology, with concentrations in Mental Health Counseling and Guidance and Counseling at the Florida Regional Center. Detailed information concerning this program and the other programs offered by Trinity Graduate School is available by contacting the Director of Graduate Admission. In addition, the Master of Arts (Christian Studies) is offered through TEDS, and the EXCEL program offers full bachelor’s and bachelor degree completion programs for adult, nontraditional learners in the following areas: Business Administration, Christian Ministry, Elementary Education, Organizational Leadership, and Psychology. TIU Florida classes are typically conducted at the Davie campus.

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. TIU Florida is also a member of SEFLIN (The Southeast Florida Library Information Network), allowing students access to the consortium of libraries.
Deerfield Campus
2065 Half Day Road
Deerfield, IL 60015
Toll-free phone: 800.586.3435
Phone: 847. 317.8000
Fax: 317- 8097
Email: tgpsadm@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 seventeen miles north of O'Hare International Airport. Though in a suburban location, we are close enough to Chicago to have easy access to the numerous educational, ministry, cultural, and supporting opportunities of the city.

South Chicago Regional Center
14200 S. Dante Ave.
Dolton, IL 60419
Phone: 708. 201. 2900
Fax: 708. 2010. 7980
Email: southchicagotrinet@tiu.edu
Website: www.tiu.edu/edusouthchicago
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 students for effective service in a variety of settings, ranging from the local church to local and international ministries and missions. In addition, Trinity College offers a full bachelor’s degree and degree completion programs for adult non traditional learners in Christian Ministry, Business Administration, Nonprofit Administration, General Business, Organizational Leadership, Liberal Arts, and Psychology. The classroom building is located at 14240 Dante Ave. Dolton, Illinois 60419.

California Regional Center
Trinity Law School
2200 North Grand
Santa Ana, CA 92705
Phone: 714. 836. 7500
Toll-Free: 800. 922. 4748
Fax: 714. 796. 7190
Email: tis@tiu.edu
Website: www.tis.edu
The California Regional Center in Santa Ana, California, is home to Trinity Law School, which offers a traditional legal education with a Christian perspective. Some courses are taught in modular or weekend formats and, therefore, are attractive to students residing outside the southern California region.

Trinity International University Mission Statement
Trinity International University educates\(^1\) men and women for faithful participation in God’s redemptive work in the world\(^2\) by cultivating academic excellence,\(^3\) Christian fidelity,\(^4\) and lifelong learning.\(^5\)

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

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

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

**TIU Florida Mission Statement**

Trinity International University, Florida educates students from South Florida's unique intercultural population for full and faithful participation in God's redemptive work by cultivating academic excellence and life-long learning through a distinctive Christian world view in preparation for service to the local and the global communities.

**Trinity International University Statement of Faith**

Trinity International University holds to the doctrinal position of the [Evangelical Free Church of America](https://www.efca.org), EFCA Statement of Faith, Adopted by the Conference on June 26, 2008.

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

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

We believe that God has spoken in the Scriptures, both Old and New Testaments, through the words of human authors. As the verbally inspired Word of God, the bible is without error in the original writings, the complete revelation of His will for salvation, and the ultimate authority by which every realm of human knowledge and endeavor should be judged. Therefore, it is to be believed in all that it teaches, obeyed in all that it required, and trusted in all that it promises.

We believe that God created Adam and Eve in His image, but they sinned when tempted by Satan. In union with Adam, human beings are sinners by nature and by choice, alienated from God, and under His wrath. Only through God's saving work in Jesus Christ can we be rescued, reconciled and renewed.

We believe that Jesus Christ is God incarnated, fully God and fully man, one person in two natures. Jesus—Israel's promised Messiah—was conceived through the Holy Spirit and born of the virgin Mary. He lived a sinless life, was crucified under Pontius Pilate, arose bodily from the dead, ascended into heaven and sits at the right hand of God the father as our High Priest and Advocate.

We believe that Jesus Christ, as our representative and substitute, shed His blood on the cross as the perfect, all sufficient sacrifice for our sins. His atoning and victorious resurrection constitutes the only ground for salvation.

We believe that the Holy Spirit, in all that he does, glorifies the Lord Jesus Christ. He convicts the world of its guilt. He regenerates sinners, and in Him they are baptized into union with Christ and adopted as heirs in the family of God. He also indwells, illuminates, guides, equips, and empowers believers for Christ-like living and service.

We believe that the true church comprises all who have been justified by God's grace through faith alone in Christ alone. They are united by the Holy Spirit in the body of Christ, of which He is the Head. The true church is manifest in local churches, whose membership should be composed only by believers. The Lord Jesus mandated two ordinances, baptism and the Lord’s Supper, which visibly and tangibly express the gospel. Though they are not the means of salvation, when celebrated by the church in genuine faith, these ordinances confirm and nourish the believer.

We believe that God's justifying grace must not be separated from his sanctifying power and purpose. God commands us to love Him supremely and others sacrificially, and to live out our faith with care for one another, compassion toward the poor and justice for the oppressed. With God's Word, the Spirit's power, and fervent prayer in Christ's name, we are to combat the spiritual forces of evil. In obedience to
Christ’s commission, we are to make disciples among people, always bearing witness to the gospel in word and deed.

We believe in the personal, bodily and premillennial return of our Lord Jesus Christ. The coming of Christ, at a time known only to God, demands constant expectancy and, as our blessed hope, motivates the believer to godly living, sacrificial service and energetic mission.

We believe that God commands everyone everywhere to believe the gospel by turning to Him in repentance and receiving the Lord Jesus Christ. We believe that God will raise the dead bodily and judge the world, assigning the unbeliever the condemnation and eternal conscious punishment and the believer to eternal blessedness and joy with the Lord in the new heaven and the new earth, to the praise of His glorious grace. Amen.

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

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

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

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

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

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

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

Neil Nyberg, JD (BA ’74)
Interim President

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

David Hoag, PhD
Senior Vice President of University Advancement

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

Roger L. Kieffer, MS
Senior Vice President for Enrollment

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

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

William O. Washington, PhD (BA ’88, MAR’98)
Senior Vice President of Student Affairs
Dean of Students, College
Board of Regents of Trinity International University
Note: Alumni of Trinity International University are indicated by parenthetical degree and year following their name.

Judy Bradish
Arlington Heights, Illinois
Homemaker

Larry Collett
St. Albans, Missouri
Chairman of the Board
Cass Information Systems, Inc.

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

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

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

James Gilbert (BA '71)
Turlock, California
President, PHIREtech, LLC

Maureen Girkins
Douglas, Michigan
Former CEO

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

Steve Hawn
Minneapolis, Minnesota
EFCA National Board of Directors, Moderator
Evangelical Free Church of America

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

Charlene Kalebic
Lake Forest, Illinois
Attorney, Schiff Hardin LLP

Robert Kleinschmidt ('76-'79)
Medina, Minnesota
Executive Vice President & Development Officer
Carlson Hotels Worldwide

Paul Mang
Winneka, Illinois
Principal, McKinsey & Company

James Matson
Glen Ellyn, Illinois
Principal, Performance Trust

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

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

Neil Nyberg (BA '74)
Battle Creek, Michigan
Interim President, Trinity International University

Bill Olthoff
Bourbonnais, Illinois
President, Dutch Valley Growers, Inc.

Edmond L. Soliday
Valparaiso, Indiana
Indiana State Representative

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

W. Charles Thor
Scottsdale, Arizona
Senior Vice President, retired
Jewel Companies, Inc.

Henry Van Dixhorn
Lincolnshire, Illinois
General Partner, College Park Athletic Club
Trinity International University of Florida Administration
Note: Alumni of Trinity International University are indicated by parenthetical degree and year following the name.

Ileana Gil (MAR ’01)
Chief Operating Officer

Martin Crain, DMin
Director of the
Doctor of Ministry Program

Deborah Wiles, MS
Director of
Academic Operations

Tom Griffin, PhD
Executive Director of the
MBA Program

Steve Roy, PhD
Program Director
MA in Christian Studies

Elizabeth Skjoldal, PhD
Program Director
MA in Counseling Psychology

Art Bailey, MBA
MBA Administrative Director

Steve Davis, MS (BA ’94)
Trinity-Florida Campus Researcher
MA Christian Studies Coordinator
Lylliam Dunbar, EdD  
Associate Director of Curriculum

Silvia Alvarado, MA  
Registrar

José Rolón (BA '99)  
Student Accounts Manager

Karen Raulston-Gual (BA '02)  
Director, Financial Aid

Sarudzay Wilson (MAR '06)  
Director of Students Services

Stephany Santana, MPA (BA '04)  
Director of Admissions
Trinity International University Florida
Full-time Faculty

Kimberly Barnett Oram
Assistant Professor of Psychology, 2005
BS, PsyD, Nova Southeastern University
Dr. Kimberly Barnett Oram 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 appointment to the faculty at 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
Prior to assuming her current 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.

Deborah Wiles
Director of Academic Operations, Full-time Faculty, 2001
BA, University of West Indies
MS, Saint Thomas University
PhD (in progress), Trinity International University

Deborah Wiles holds a masters degree in Marriage and Family Therapy from Saint Thomas University, Miami, Florida and is pursuing a PhD in Educational Studies. Ms. Wiles is the Director of Academic Operations at the South Florida campus and teaches as adjunct instructor for both the undergraduate and graduate programs.
## EXCEL Adjunct Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Education Details</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omar Aleman</td>
<td>BA, Florida State University, MS, Florida International University</td>
<td>Business Administration, Organizational Leadership</td>
</tr>
<tr>
<td>Rori Allison</td>
<td>BA, Trinity International University, MEd, Regent University</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Matthew Annett</td>
<td>BA, Wheaton College, MS, Nova Southeastern University</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Arthur Bailey</td>
<td>BA, University of Maryland, MS, Nova Southeastern University</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>Richard Barr</td>
<td>BS, Pennsylvania State University, MEd, University of Pittsburgh, MA, Colorado Christian University</td>
<td>Psychology</td>
</tr>
<tr>
<td>Stan Blair</td>
<td>BA, Midwestern State University, IMA, Midwestern State University</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>María Carrera Oliva</td>
<td>BA, St. Thomas University, MBA, Nova Southeastern University</td>
<td>Business Administration, Organizational Leadership</td>
</tr>
<tr>
<td>General Education (English), Business Administration</td>
<td>Organizational Leadership</td>
<td></td>
</tr>
<tr>
<td>Patrick Carrington</td>
<td>BS, Miami Christian College, MA, Trinity International University</td>
<td>Christian Ministries and Psychology</td>
</tr>
<tr>
<td>Gary G. Cohen</td>
<td>BSEd, Temple University, MDiv, Faith Theological Seminary, ThD, Grace Theological Seminary</td>
<td>Christian Ministries</td>
</tr>
<tr>
<td>Steven Reed Cohen</td>
<td>BA, Florida International University, JD, University of Miami</td>
<td>Business Administration, Christian Ministries and Organizational Leadership</td>
</tr>
<tr>
<td>Susie Cohen</td>
<td>BA, Miami Christian College, MS, St. Thomas University</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Patricia Colangelo</td>
<td>BA, Trinity International University, MS, Florida International University</td>
<td>General Education, Interdisciplinary Studies, Organizational Leadership</td>
</tr>
<tr>
<td>Ralph Curtis</td>
<td>BS, Trinity International University, MAR, Trinity Evangelical Divinity School, DMin, South Florida Theological Seminary</td>
<td>Christian Ministries</td>
</tr>
<tr>
<td>Steve Davis</td>
<td>BA, Trinity International University, MS, Barry University, EdD (ABD), Columbia International University</td>
<td>Business Administration, Elementary Education, Organizational Leadership, MA Christian Studies Writing &amp; Research/Capstone</td>
</tr>
<tr>
<td>Steve Doan</td>
<td>BA, Clearwater Christian College, MDiv/MCE, Reformed Theological Seminary</td>
<td>Christian Ministries</td>
</tr>
<tr>
<td>Lylliam Dunbar</td>
<td>BS, Pensacola Christian College, MS, Nova Southeastern University</td>
<td>Business Administration, Organizational Leadership, and Psychology</td>
</tr>
<tr>
<td>Thomas Griffin</td>
<td>BS, Limestone, MBA, Clemson University, DBA, Nova Southeastern University</td>
<td>Business Administration, Organizational Leadership, and Psychology</td>
</tr>
<tr>
<td></td>
<td><strong>Adjunct Faculty</strong></td>
<td></td>
</tr>
</tbody>
</table>
EXCEL Adjunct Faculty (continued)

Lorene Hall
BS, Miami Christian College
MS, Florida International University
Program: Elementary Education

Daniel Rosemond
BS, Miami Christian College
MS, St. Thomas University
Programs: Business Administration and Organizational Leadership

Braulio Hernandez
BA, Trinity International University
MS, St. Thomas University
Program: Elementary Education

Celeste Serrata-Roque
BS, University of Miami
MEd, Nova Southeastern University
Programs: Business Administration, Elementary and Organizational Leadership

Todd Hiteshew
BS, SUNY College
MS, Nova Southeastern University
Program: General Education (Science)

Neil O. Skjoldal
BA, Cedarville University
MA, Biblical Theological Seminary
PhD, Trinity International University
Program: Christian Ministry

Herbert Hudson
BA, University of Illinois
MDiv, Starr King School of Ministry
MA, University of Illinois
Programs: General Education (English) and Christian Ministries

Rebeca Stam
BS, University Nacional Costa Rica
MA, Trinity International University
Program: Psychology

Albert Jardines
BA, Trinity International University
MS, Central Michigan University
Programs: Business Education; Organizational Leadership, Education

John T. Stevenson
BA, Florida Bible College
MDiv, Knox Theological Seminary
DMin, Reformed Theological Seminary
Program: Christian Ministry

Kathleen Johnson
BA, Trinity International University
MS, Trinity International University
Programs: Psychology

Deborah Wiles
BS, University of West Indies
MS, St. Thomas University
Programs: General Education (Sociology/Marriage and Family); Psychology

Annie Mecias Murphy
BS, Liberty University
MS, Saint Thomas University
Program: Psychology

Norman R. Wise
BS, Geneva College
BA, Geneva College
MDiv, Knox Theological Seminary
DMin, Knox Theological Seminary
Programs: Christian Ministries

Ingrid Palmisano
BA, Union Institute & University
MA, Barry University
Program: Psychology

Victoria Womack
BS, Palm Beach Atlantic University
MS, Palm Beach Atlantic University
Program: Psychology

Dione Reed
BA, Oral Roberts University
MA, Northeastern Oklahoma State University
Program: Elementary Education

Louis Reed
BA, Crossroads Bible of Indianapolis
MS, Barry University
Programs: Organizational Leadership and Business Administration
2013-2014 Catalog
Trinity College

EXCEL: Adult Undergraduate Degree Programs

BA Business Administration
BA Christian Ministries
BA Elementary Education
BA Organizational Leadership
BA Psychology
A message from the Dean of Trinity College and Trinity Graduate School

Selecting a university is an investment in your future. You are investing your time, tuition dollars, and effort to build a lifelong foundation for learning and living.

You are looking for a place you can call home as you study and work in a learning community. Few decisions are more significant than choosing a university.

As you read and explore more about EXCEL, the nontraditional undergraduate program of Trinity International University-Florida, you will find a University dedicated to “integrating the gospel into an education for life.” Our academic programs are created and our professors are committed to provide excellence in education so that you can become the best you can in whatever major (field) you pursue.

At Trinity, we are serious about connecting how knowledge of God and faith in Christ relates to learning and living in today’s world. Trinity has a faculty and student body unified by our commitment to Christ-centered education.

We are wonderfully conducive to forming relationships, establishing values, and preparing to make a difference in the world.

Jeanette L. Hsieh, EdD
Co-Provost
Senior Vice President for Academic Affairs
Dean, Trinity College and Graduate School
EXCEL Accelerated Undergraduate Degree Programs

Purpose
Since its inception in 1993, EXCEL has been committed to providing adult learners with quality Christian higher educational opportunities in the liberal arts and professions in a manner that brings glory to God. Programs maximize convenience, relevance, and service to our students while helping them grow as whole individuals through engaging instruction and stretching curricula. We are dedicated to providing adults a means to complete degrees that will draw on past experience and provide tools for life. It is our desire that those proceeding through our programs will grow spiritually, intellectually, vocationally, and relationally and will have the tools to continue that growth throughout their lives.

The Mission of the EXCEL Program
EXCEL is committed to providing students with Christ-centered, nontraditional education for active participation in a culturally rich community by fostering academic excellence and Christian service, and promoting lifelong learning.

An Overview
The EXCEL programs of Trinity College offer unique opportunities for all learners to enhance their professional goals through accelerated education. The degree earned is the same as offered through Trinity’s traditional programs and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The programs offer a means for busy students to complete their undergraduate degree in a convenient and timely manner. Students may enter EXCEL with or without any number of prior college credits and, by taking accelerated courses one at a time, finish their degree within a manageable timeframe. To facilitate this, EXCEL offers clusters of courses that proceed in sequence in the context of a cohort community of fellow students. Diverse faculty members teach in their expertise, yet the students in the cohort stay together. Cohort schedules can take between eighteen and thirty months to complete. Single course electives may also be chosen. In addition, students may transfer credit, gain credit by examination, seek credit based on prior experience or job-related learning, or take courses from approved traditional campuses and/or online courses, in order to meet graduation requirements.

We believe EXCEL meets the needs of 21st Century students like you, here in Florida. Are YOU this kind of student?

You are busy and have many competing responsibilities. To introduce any educational program into already full schedules is a considerable challenge.

You are motivated to learn. Students who choose TIU-Florida are typically ready to give the effort needed to benefit from classes for which they are sacrificing.

You have learned discipline. As a result of being in the workforce, and managing the complexities of both professional and personal responsibilities, many of our students have developed a sense of discipline that serves them well in the EXCEL programs.

You have broad life experiences. Learning theory tells us we learn by relating abstractions to memories of past experiences. Drawing on a broad background of experiential knowledge and ethnic diversity allows students to quickly grasp ideas.

You desire relevance. In your daily life, you encounter situations where the classroom learning may be consistently applied to real life, allowing for a more motivated learning environment.

You have developed skill in independent learning. You have, by necessity, learned to seek information on your own from a variety of sources allowing you to be an active participant in your own educational processes.

You learn best when you are personally involved. There are many styles of learning, but when you interact in small groups, engage in role play, prepare projects, and apply techniques in the workplace, the learning is deep and retention is long.

You have many insights of your own. Experience is a tremendous teacher. You have much to contribute to the learning of others. Discussion is valued as highly as lectures in EXCEL classes.
Goals across the Curriculum
The key question that constantly confronts the curriculum in our rapidly changing society is “What educational qualities will allow an individual to succeed and thrive in the unfolding future?” Eight competencies rise to the top. Trinity seeks to enhance these abilities across the curriculum for each of the EXCEL degree programs. They are as follows:

1. **Integration of a Christian worldview**: The ability to formulate a distinctively Christian perspective concerning ideas, people, events, relationships, and issues and then to discern responses consistent with that perspective.
2. **Self-knowledge**: A willingness to examine oneself, including one’s emotions, temperament, values, goals, experiences, preferences, habitual processes, and identity structure.
3. **Open-minded inquiry**: The commitment to explore, understand, and appreciate divergent perspectives, values, and cultures without losing identity through premature closure or complete relativism.
4. **Critical thinking**: The evaluation, through sound research and thinking, of the quality of ideas and information, the merits of courses of action, and the integrity of one’s own beliefs and viewpoints.
5. **Aesthetic appreciation**: Love for the beautiful, the imaginative, the delightful and empathy for the unlovely, the commonplace, the tragic.
6. **Organizational effectiveness**: The ability to effectively participate in organizational settings, including working in teams, giving leadership, and solving problems creatively.
7. **Communication**: Competency in reading, writing, speaking, listening, and collaboration.
8. **Lifelong learning**: Awareness of foundational questions and knowledge structures in a variety of disciplines, coupled with curiosity, a desire to learn, and skills in self-direction.

Standard Framework
- EXCEL is designed to be a nonresidential program.
- Classes met once a week for a four-hour block.
- Students generally take one course at a time.
- Students generally stay with the same group of people through their major, forming a cohort.
- Classes typically meet for five to seven weeks.
- Classes may be subdivided into study groups expected to accomplish group tasks in addition to individual work.
- Primary emphasis is placed on building transferable skills rather than preparing individuals for specific job functions.
- Skills that cross the curriculum are deemed just as important as the content specific to courses.
- Interaction is emphasized in the classroom, focusing on integrative activities and student input. Prior learning is valued and drawn upon to enhance the educational environment.
- Integrative papers are the primary means of evaluation, though tests may be used when appropriate to the content.
- Community building occurs outside the classroom using online formats.
- Some general education courses are offered entirely online.

Program Objectives
The EXCEL degree programs are designed to meet the following objectives:
- Provide adult students a flexible means of completing their entire undergraduate degree in a reasonable time frame without forcing students to abandon work or family responsibilities.
- Meet adults’ needs for relevance, convenience, and vocational advancement without forcing students to abandon work or family responsibilities.
- Foster key skills, such as writing, speaking, critical thinking, problem solving, information literacy, ethical thinking, and the ability to integrate faith, values, and practice.
- Students can enter the program at various stages in their academic career and enroll in courses that precede one course at a time. Clusters can be combined to form an entire degree program supplemented by transfer hours, elective courses, credit for learning outside the classroom, and credit by examination.

For students to satisfactorily complete an undergraduate degree through Trinity, they may select general education courses, a major, and a minor. They may also take individual classes offered as electives and seek assessment of credit for prior learning. Some general education courses are offered online.
Because students enter the EXCEL program, at various points in their progress toward a degree, different cohorts have different admissions 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.

Trinity College – EXCEL Admissions

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:

1. Proof of high school graduation or GED certification
2. Original transcripts from all previous college/university study indicating an overall cumulative grade point average of 2.0 (using 4.0 scale)
3. 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 Courses. Given the lack of formal college experience on which to base an admission decision, prospective students will need to give evidence of ability in reading comprehension, critical thinking, and writing. Students must complete a writing assessment, which will determine placement in the program. Students who do not wish to take the placement assessment test must begin by taking at least two of Trinity's developmental writing courses and passing them with a grade of “C” or better before continuing in the program.

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 the 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 Veterans Administration students regarding academic progress will be communicated in writing to the VA student recipients each academic year.

Contact: Steve Davis, VA Certifying Official
Phone: 954.382.6531
E-mail: s.davis@tiu.edu

Computer Expectations
Incoming students are expected, at a minimum, to be able to use a personal computer for writing and formatting papers, corresponding via e-mail, 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 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 and 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 105 E 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 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 18 general education or elective credits
- 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 Christian Ministry Major
In addition to the standard admission requirements, a student entering either Christian Ministry major must meet the following criteria:

- Completion of at least 25 transferable credits from an accredited college or university 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 18 general education or elective credits
- Completion of at least 3 credits in college composition with a “C” or better
- Completion of IDS 105E Foundations for Adult Learning

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

- Completion of at least 25 transferable credits from an accredited college or university from Trinity for which a grade of “C” or better was received and an overall 2.5 on a 4.0 scale (“C” includes C-, C, C+)
- Completion of at least 18 general education or elective credits
- A grade point average of 2.5 or higher on a 4.0 scale on all previous college work from a regionally accredited college or university 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.
- Completion of at least 6 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 25 transferable credits from an accredited college or university 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 18 general education or elective credits
- 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 25 transferable credits from an accredited college or university 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 18 general education or elective credits
- Completion of at least 3 credits in college composition with a “C” or better
- Completion of IDS 105E Foundations for Adult Learning

Second Bachelor’s Degree Option
Applicants to the EXCEL Program who already hold a regionally accredited bachelor’s degree will be allowed to pursue and, if all the requirements are met, earn a second bachelor’s degree from Trinity. From a student’s existing bachelor’s degree course work, we would transfer applicable general education and elective credits that meet current Trinity degree requirements for the second bachelor’s degree program. Also, the student would be required to complete the major, as well as BI 101 Understanding the Old Testament and BI 111 Understanding the New Testament, if he or she does not transfer in those equivalent courses. Students who have a bachelor’s degree from another school need to take a minimum of 33 credit hours at Trinity and must complete at least two-thirds of a given major in new course work at Trinity in order to receive the second bachelor’s degree from Trinity. This second degree option is also available to students who already hold a TIU bachelor’s degree.

Application Process
Persons, including initial inquirers and re-applicants, 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 two weeks prior to the start of class. The typical sequence of the application process is as follows:

- Contact the Admission office to request the EXCEL degree programs application packet.
- Return the completed application with application fee to the Admission office.
- Using the transcript request form in the application packet, request official transcripts from all colleges or universities where you have attended classes. Student copies or hand-delivered copies are not considered official transcripts and will not be accepted for purposes of admission. Upon receipt of all official transcripts, the EXCEL admissions staff will provide the applicant with an assessment of previous college 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. 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 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. VA students seeking audit status are not approved for benefits by the DVA.

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 (please refer to Transfer of Credit Policy on page 36.

Trinity is regional accredited by The Higher Learning Commission of 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

College Tuition and Other Expenses

Tuition
The per-credit-hour tuition rate for all courses: $452

Fees
Transcript Fees
Official Transcript
(sent out within 7-10 business days upon arrival of request) $5

Official Transcript (“Rush”)
(sent out within 3 days of request) $15

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 apart time load (1-8 hrs.), this fee includes all of the above, except for counseling services.

Full-time Students $250
Part-time Students $150

Late Registration
Charge for students who register after the assigned registration date.
Regular students $250
Audit students $50

Other Fees
Application $35

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) $75

Challenge Exams $500

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 $125 A charge of $375 ($125 per credit) 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

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

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

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 $150
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 $35
Charged for each check returned by the bank.

Prior Learning Assessment Petition $125
Charged per Prior Learning Assessment (PLA) petition for credit. Each petition can be for no more than 4 credit hours. An additional $125 is charged for each credit hour petitioned.

Reactivation $250
Students who stopped attending for one year or longer and are not 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 the students may select from one of the available majors in the current catalog at the time of reentry.

Readmit $100
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.

Administrative Withdrawal $125

Withdrawal $50
Charged per course when withdrawing from courses or program in writing, within the allotted time frame. For VA reporting purposes, Veterans withdrawing from a class must be listed as terminated.

Cancellation of Classes
The university reserves the right to cancel any class. If a class section is cancelled 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 organization, and private corporations or individuals) to help students meet the cost of attending college. It includes grant-aid (grants and scholarships) and self-help (loans)

- Grants are awards based on financial need that do not have to be repaid.
- Scholarships are non-repayable 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 graduation or after the student drops below half time.

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)
The FAFSA can be completed online at www.fafsa.gov. Students should complete the FAFSA for the academic year in which they plan to enroll. A renewal FAFSA must be completed for each subsequent year of enrollment. The code for Trinity International University Florida Regional Center is 012314. If you have specific questions concerning financial aid, please contact the Trinity International University Financial Aid Office. Results of the Federal Analysis are sent directly to the student and to the schools indicated in your FAFSA in the form of a Student Aid Report (SAR).
Remember to list Trinity International University of Florida Regional Center as the first college in step six and use the Title IV School Code 012314. You must include the school code in order for the school to receive your FAFSA and process your file.

Applicable Loan Forms. First time borrowers are required to complete the online entrance counseling and the Master Promissory Note (MPN) by visiting www.studentloans.gov Loan Application is available at our website under Financial Aid at florida.tiu.edu/financialaid/.

All forms and any other required documents should be completed as soon as the Financial Aid Office notifies the student. Some programs have unlimited 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. 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
Trinity International University is required by federal regulation to apply both qualitative and quantitative standards when measuring academic progress to determine financial aid eligibility. These standards apply to all students who receive institutional, state and federal Title IV funds administered by the University. Federal Title IV programs include Direct loans, federal Perkins Loans, and federal Work-Study.

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

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

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

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

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

Failure to Meet the Satisfactory Academic Progress Standards Financial Aid Warning
Student records are reviewed after each semester. Students who fail to meet either the qualitative or quantitative standards are placed on Financial Aid Warning for one semester. During the semester of Financial Aid Warning, the student continues to be eligible to receive financial aid.
Financial Aid Suspension
Failure to achieve Satisfactory Academic Progress at the end of the Warning Semester results in Financial Aid Suspension. During a period of Financial Aid Suspension, a student is no longer eligible to receive institutional or federal student aid. Eligibility for financial aid can be regained by again achieving Satisfactory Academic Progress at the student’s expense.

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

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

Note: An appeal can only be approved if the school:

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

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

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

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

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 $605 to $5645 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. This program has limited funding, so it is strongly recommended that the students apply early.

- Subsidized and/or Unsubsidized Direct Loans and DirectPlus 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 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 status.

**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 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 $35 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 Business Office for the “Employer Reimbursement Form.” Two methods of payment are acceptable for employer reimbursement:

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

2. **Employer to the University**
   If the employer agrees to make payments directly to the university, the following regulations apply:
   - A letter of verification from your employer stating the company’s policy and terms after each course reimbursement must be submitted prior to beginning classes.
   - A tuition reimbursement invoice will be sent to the student or employer after each course is completed. It will include the following information: student’s name, ID number, course title, amount of tuition, and any applicable fees. Grades will be obtained from the records office. The student is responsible for submitting the invoice to the employer and seeing that payment is made to Trinity. Checks should be made payable to “Trinity International University.”
   - The student will be billed for tuition at the beginning of the semester. The 1 percent deferment fee each month will not be charged. Instead, a $100 Tuition Reimbursement Fee will be added to the student’s account each semester at the time of registration to cover all deferment charges during the semester. The fee may be waived if the amount is paid in full within thirty days of the beginning of the semester.

**Student Accounting**
A $35 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 the following semester, after which the restricted payment method will be cleared.

The current semester’s bill must be paid in full by the end of the semester. Enrollment in future semesters may be denied for noncompliance to this financial policy.

**NOTE:** 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.

<table>
<thead>
<tr>
<th>Period of Enroll</th>
<th>Refund Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first session</td>
<td>100% refund minus $35.00 per course</td>
</tr>
<tr>
<td>Through 25% of the course</td>
<td>75% refund minus $35.00 per course</td>
</tr>
<tr>
<td>Through 50% of the course</td>
<td>25% refund minus $35.00 per course</td>
</tr>
<tr>
<td>After 50% of the course</td>
<td>No refund</td>
</tr>
</tbody>
</table>

Students who have enrolled for an entire semester will receive a full refund minus $35.00 per class on all classes that have started.

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

- To outstanding balances on Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal PLUS Loan
- To the Federal Pell Grant
- To the Federal Supplemental Educational Opportunity Grant
- To the Title IV assistance
- To the student

For additional information on refunds to the 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 their financial aid.

**Student Life**

**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

- Affirm qualities and behaviors that reflect the biblical distinctives of our institution
- Foster characteristics deemed necessary and/or beneficial to the growth of each individual
- 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:

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.

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 substances that impair 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 all TIU locations.

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 is 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 are not acceptable behaviors. 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.

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 achieved, or if at any time safety is in question, further steps should be taken. These 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 admissions, 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 in writing, signed and dated.

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.

TIU Email Accounts
The EXCEL program utilizes an Internet-based network system to support interaction outside of the classroom. All students are expected to check their TIU email 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 their TIU accounts during IDS 105E.

Support: 954.382.6413 Website: www.florida.tiu.edu/students

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:

- 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.

- 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 course schedule or the Student Data Sheet that students receive from Trinity.

- 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.

- 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 shipping preference. 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.

- Buy used when available. MBS Direct carries a selection of used textbooks at any given time. Used books can save money.

- 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.

- 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 a new condition to receive full credit.

- 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: direct.mbsbooks.com/tiu.htm

**Student Manuals and Course Syllabi**

Within a month prior to the start of each course, students should secure a copy of the EXCEL 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 on 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 florida.tiu.edu/students, 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 contact the student services office.

   Phone: 954.382.6413 or E-mail: swilson@tiu.edu

**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 email and other technologies. Students may also be required to do research online, complete web-based assignments, and produce computer-based electronic products.
All Trinity Florida EXCEL students have access to the campus computer lab at 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
An important function of the Student Services Department is to provide a variety of services designed to facilitate career planning and development for both students and alumni. The goal of the staff is to help each individual identify personal skills and interests, to guide students in developing those skills, and then to partner with them in marketing themselves to potential employers. Services include resume and cover letter assistance, job search and interview preparations, employability workshops, and personality assessments.

Phone: 954.382.6417 E-mail: flcareers@tiu.edu Website: florida.tiu.edu/students

Academics

Academic Information & Policies

Grading Information
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.

Grading Scale and Grade Point Average
Levels of scholastic achievement are determined by several means that may include periodic testing at the discretion of the instructor, class participation, assignments, class attendance, and other assessments. These levels of achievement are expressed and recorded as follows:

A — Superior: indicates outstanding achievement in completeness and accuracy of comprehension, sustained and effective use of knowledge, independence of thought, originality, and ability to integrate knowledge with other disciplines.

B — Good: indicates above average achievement in respect to some, if not all, of the aforementioned factors.

C — Satisfactory: indicates acceptable work such as may be expected from students of normal ability.

D — Below Average: indicates a standard of work below that expected from students of normal ability.

F — Failure: indicates that requirements were not satisfactorily fulfilled in a credit course.

I — Incomplete: indicates a four-week extension for completion of course requirements in cases of serious illness, emergency, or impairment of a student’s ability to perform satisfactorily. Granted only upon verification of a student’s good standing in the course by the instructor and verification of the circumstances by the Director of REACH or Director of REACH to Teach. Grade automatically becomes “F” unless completed within five weeks from the due date of the
last assignment. A passing grade may be assigned by the instructor if the student earned enough points, despite the missing assignment(s) to achieve a passing level.

**NC — No Credit:** indicates that a student who opted to take a course under the Pass / No Credit option did not attain a “C-” or higher level of scholastic achievement. The NC grade is not computed into the Trinity grade point average.

**AU — Audit:** Auditors are expected to do all readings and other assignments and to otherwise prepare for each class. Assignments should be submitted on their due dates. Faculty will provide feedback on prepared work but will not assign grades. Auditors should acquire all instructional materials prior to the start of class in order to stay current with assignments. An auditor may miss no more than one REACH class session per course to be credited with the audit.

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

**W — Withdrawal:** indicates an official withdrawal from class after the start date.

**Grading Scale**
The final course grade is based on the total number of points earned throughout the course. In EXCEL, the grading scale is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>90-91</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
</tr>
<tr>
<td>80-81</td>
<td>B-</td>
</tr>
<tr>
<td>78-79</td>
<td>C+</td>
</tr>
<tr>
<td>72-77</td>
<td>C</td>
</tr>
<tr>
<td>70-71</td>
<td>C-</td>
</tr>
<tr>
<td>68-69</td>
<td>D+</td>
</tr>
<tr>
<td>62-67</td>
<td>D</td>
</tr>
<tr>
<td>60-61</td>
<td>D-</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>

For any variance in the above scale, the values will be stated in the program manual.

**Retaking Courses**
A student may elect to repeat any course taken at Trinity in which a grade of “C-” or lower is earned provided that the repeated course is also taken at Trinity in a regularly scheduled class, excluding Guided Study courses. All grades will be retained on the 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 highest grade for a repeated course will count toward graduation requirements and the cumulative grade point average. A course in which credit is earned may be repeated only once.

**Graduation Honors**
Trinity awards honors to degree program graduates who have attained a cumulative grade point average of 3.50 or above with a minimum of 48 Trinity credits. Graduation honors are calculated on the basis Trinity credits only.

Requirements for graduation honors:

- **Summa Cum Laude:** Cumulative GPA of 3.90
- **Magna Cum Laude:** Cumulative GPA of 3.70
- **Cum Laude:** Cumulative GPA of 3.50
Honors announced at commencement shall be determined on the basis of work completed by the beginning of the semester in which the graduation exercises are held. The diploma and transcript will reflect the honors earned in all undergraduate work at Trinity College only. The official honors designation awarded will include the final semester course work and is based on the transcript posting of degree completion. If the final semester GPA calculation to determine honors differs from the honors announcement at commencement, the honors awarded will be adjusted accordingly.

**Reports of Academic Progress**

Completed 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.

**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.

**Satisfactory Academic Progress**

Satisfactory progress is determined each semester. A student maintains progress upon successful completion of at least 6 credits during a twelve-month period while maintaining a cumulative GPA as follows:

<table>
<thead>
<tr>
<th>Hours Attempted*</th>
<th>Trinity Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-26</td>
<td>1.50</td>
</tr>
<tr>
<td>27-42</td>
<td>1.62</td>
</tr>
<tr>
<td>43-58</td>
<td>1.75</td>
</tr>
<tr>
<td>59-75</td>
<td>1.87</td>
</tr>
<tr>
<td>76+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

*Including transfer credits but not grades

**Academic Warning**: A student whose semester or cumulative GPA is below 2.0 at the end of a semester will be on Academic Warning for the following semester.

**Academic Probation**: A student whose cumulative GPA is below the required level for hours attempted will be placed on academic probation. Once a student has been placed on academic probation, the probationary status remains until a Trinity cumulative GPA reaches the required level for hours attempted.

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

**Academic Dismissal Appeal Process**: A student who has been academically dismissed may appeal to the Dean of the College and Graduate School within five days of receipt of notification. The basis of the appeal must be extraordinary circumstances such as serious and documented illness, injury, or family crisis.

**Reinstatement**: In order to be considered for reinstatement to Trinity, a student who has been academically dismissed must present a transcript from an accredited college showing credits earned subsequent to the dismissal. The transcript must indicate 12 or more hours of credit transferable to Trinity with grades of “C” or better. If reinstated, a student will be placed on Academic Probation.

**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 Higher Learning Commission of 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 student’s choice will accept credits taken at Trinity.

**Academic Integrity**

As a member of the Trinity Community, we ask you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- **Plagiarism:** using another’s work or ideas without proper documentation, which requires citing the author or author’s name(s), date of publication, and page number (if applicable)
- **Cheating:** using notes, books, or crib sheets during closed-book quizzes or exams or copying from another student’s work
- **Submitting Previous Work:** submitting work that was previously turned in for credit without the prior approval of the instructor
- **Ghosting:** writing a paper or taking a quiz (or any other evaluation) in place of another student
- **Aiding and Abetting:** helping others to commit acts of academic dishonesty and failing to confront and, if necessary, report those who have or plan to commit dishonest acts.

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. Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. In a first offense a student may receive an “F” for the assignment, which may or may not result in a failing grade for the course. Depending on the seriousness of the violation, the student may receive a disciplinary “F” for the course as a consequence. In such a case, the student may not drop the course. The faculty member will document all cases of academic dishonesty explaining the incident and the action taken. The Director of Academic Operations will receive a copy of this report, and a copy will be placed in the student’s file. In serious cases of academic dishonesty, the Director may choose to meet with the student and faculty member to review the case. Multiple violations could lead to a student’s dismissal from the program.

**Attendance**

Because of the accelerated nature of 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.

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.

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.

**Children on Campus:** During class times minors under the age of 18 are not allowed on campus.

**Confidentiality of Records**

Credits in Escrow
This policy permits transfer students from non-accredited 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 transferred must reflect a grade of “C” (includes C-, C, and 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.

Transfer of Credit Policy

Trinity is pleased to receive credits from other postsecondary institutions to fulfill requirements, subject to the following criteria and limitations:

The sending institution must be accredited by a body recognized by the United States Department of Education (USDE), including but not limited to regional accrediting agencies such as the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), national accrediting agencies such as the Association for Biblical Higher Education (ABHE) and the Transnational Association of Christian Colleges and Schools (TRACS), and specialized accrediting agencies such as the National Association of Schools of Music (NASM). (For a complete listing of recognized accrediting bodies and accredited institutions, see the USDE Database of Accredited Postsecondary Institutions and Programs at http://ope.ed.gov/accreditation.)

A maximum of 30 credits from postsecondary institutions not accredited by a USDE-recognized agency, which satisfy all other criteria (see below), will be received after the student has completed at least 24 credit hours of Trinity course work at a cumulative GPA of 2.5 or higher.

The student must have received a grade of “C” or higher (or its equivalent) from the sending institution in all course work presented for transfer.

Trinity credits are based on semester hours, so credits from institutions that grant credits according to other delivery systems (e.g., quarters, trimesters) will be adjusted accordingly and proportional credit received.

The General Education course IDS 150 and the capstone course in each major are nontransferable; they must be taken at Trinity.

The General Educational courses BI 101E, BI 111/E, and BI 210E are transferable, but the credits received to satisfy these requirements must be from sending institutions that are members of the Council for Christian Colleges and Universities (CCCU) or that are accredited by ABHE or TRACS.

A maximum of 82 credits may be transferred into a BA degree program at Trinity.

At least 30 of the last 45 credits (exclusive of credits by examination) applied to a degree must be taken at Trinity or in a nonresident program of study authorized by the faculty.

Matriculated students may transfer in a maximum of 20 percent of the credits remaining to complete their program requirements.

Students who complete an Associate in Arts degree at an accredited institution are guaranteed a minimum of 60 transfer credits. The A.A. degree fulfills general education requirements in all categories with the exception of the Foundations of Christian Thinking and Living category. Students with an A.A. degree must fulfill the Christian Thinking and Living course requirements in accordance with established policies.
The Illinois Articulation Initiative’s general education core, completed at an accredited Illinois institution, fulfills the general education requirements in all categories with the exception of the Foundations of Christian Thinking and Living category. Students who complete the IAI general education core must fulfill the Christian Thinking and Living course requirements in accordance with established policies.

To facilitate an efficient transfer processes, Trinity maintains a database of transfer articulation agreements involving individual courses, as well as blocks of courses taken at other institutions, including (but not limited to) area community colleges and online course offerings (see www.tiu.edu/transfer). The Records office can also facilitate preapproval of transfer course work according to university policies.

Students who wish to appeal an evaluation of credits presented for transfer may do so in writing to the Dean of the College and Graduate School or designee.

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.

If a class session (a night in which the course meets) is cancelled due to weather-related or other event, the session will be made-up on the Wednesday following the last date the particular course meets. For classes that meet on Monday or Tuesday nights, the Wednesday make-up session would be in the same week the class ends. For cancellation of two class sessions back-to-back, students will be contacted by the course instructor for more specific information.

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 form of a letter, fax, or E-mail. 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.

Alternative Sources of Credit
Competency Exams
These exams are designed for gaining college credit through a departmental subject examination. The Biblical Studies Department of the Division of Biblical, Religious, and Philosophical Studies offers two competency exams for students who believe that their Old Testament and New Testament knowledge is equivalent to Trinity’s introductory courses. Credit for the courses BI 101 Understanding the Old Testament and BI 111 Understanding the New Testament may be achieved upon successful completion of the respective competency exam and reading of the respective biblical text. Successful completion is understood to be a score of B (3.0) or better on the exam. The Biblical Studies Department administers the exams. The exams are made up of objective questions (multiple choice, true/false, matching) addressing the content of the texts and integrative essays addressing the application of the texts. Students desiring to take a competency exam should consult with the Biblical Studies Department faculty. A fee for the exam is charged.
College Level Examination Program (CLEP)
CLEP scores (subject examinations only) may be accepted for credit upon the recommendation of your academic advisor. A student may not earn Trinity credit under CLEP for a course that he or she had previously audit/taken at TIU for credit. The test in English composition may not be used to satisfy the university's writing requirement.

Prior Learning Assessment
The university recognizes learning gained through various life experiences. If that learning was gained at the college level, the student may petition to validate that learning for college credit.

Prior Learning Assessment workshops are offered each academic year to instruct students about the process of writing papers. Students may seek advice from advisors about the potential number of credits they may petition for through Prior Learning Assessments (PLAs) but advisors do not determine how many credits papers are worth. 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:

- Business and Professional Training (BPT): demonstrates college-level learning through documented nontraditional educational experience (e.g., conferences and workshops)
- 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, with the alpha-numeric code “IDS150E.”

VA Student Credit for Previous Education and Training
Veteran students must report all previous education and training. Trinity International University will evaluate such education and training, and if appropriate will award transfer credit.

VA Benefits exception: For VA benefit awards, it is not required that a student’s last semester of degree completion only include TIU courses. However, the awarding of credits toward the degree is subject to the normal request, review, transfer and acceptance policy of TIU.

Duration & Completion of an EXCEL Degree

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:

- Student is within 15 hours of graduation prior to expiration date
- 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 the day prior to Trinity’s commencement. If the student is seeking to qualify for the “six-hour plan” by taking a 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 and Elective Courses
For all majors
To guarantee a well-rounded liberal arts education, the college requires all EXCEL students to gain understanding in a variety of fields. These requirements can be met by taking EXCEL general education courses, through transfer credit, credit for prior college-level learning, or credit by examination. Before graduating, students must have 45 credit hours of general studies distributed in the following way. Education majors must follow the specifications established by the Division of Education to meet EXCEL General Education requirements, as found in the Elementary Education section of the catalog.

Interdisciplinary Studies (IDS 105E) 3hrs

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 & Wealth, 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 this requirement.

College Writing 6 hrs

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

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: Intercultural Communication in a Global Context (COM335E), Urban Sociology (SOC 335E), Acts from a Sociological & Cross Cultural Perspective (BI 432E), Race & Ethnic Relations (SOC 3303)

General Education and Elective Courses
Students should work with an academic advisor to determine which courses best fit their graduation plan.

Satisfying General Education Requirements*
The following EXCEL courses can be used to satisfy general education requirements as follows:

Graduation Requirements (3 hrs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 105E</td>
<td>Foundations for Adult Learning</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Biblical Studies (6 hrs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101E</td>
<td>Understanding the Old Testament</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BI 111E</td>
<td>Understanding the New Testament</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Psychology (3 hrs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 140E</td>
<td>Introduction to Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSY 330E</td>
<td>Developmental Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSY 337E</td>
<td>Psychology of Adolescence</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSY 339E</td>
<td>Adult Development</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Social Science (6 hrs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPW 180E</td>
<td>Introduction to Health and Wellness</td>
<td>3 cr.</td>
</tr>
<tr>
<td>POL 250E</td>
<td>American Government</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSY</td>
<td>Any PSY course satisfies part of this requirement</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOC</td>
<td>Any SOC course satisfies part of this requirement</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BUS</td>
<td>Any BUS course satisfies part of this requirement</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Humanities (12 hrs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 112E</td>
<td>Speech</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENG 222E</td>
<td>Studies in Fiction</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENG 235E</td>
<td>Children’s Literature</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENG 305E</td>
<td>Argumentation and Persuasive Speaking</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENG 308E</td>
<td>Nineteenth-Century Women Authors</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENG 355E</td>
<td>Literature and Ideas</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HI</td>
<td>Any HI course satisfies part of this requirement</td>
<td>4 cr.</td>
</tr>
<tr>
<td>MUH 231E</td>
<td>Music Appreciation</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PH 350E</td>
<td>Asian Religious Thought</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

English Composition (6 hrs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111E</td>
<td>Critical Thinking and Writing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENG 115E</td>
<td>Writing and Research</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Science (3 hrs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 145E</td>
<td>Human Biology</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BIO 300E</td>
<td>Environmental Conservation</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PS 101E</td>
<td>Earth Science</td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

Math or Computer Science (3 hrs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 230E</td>
<td>Applied Computer Technology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MA 119E</td>
<td>College Algebra</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSY 280E</td>
<td>Introductory Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSY 285E</td>
<td>Statistics</td>
<td>4 cr.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>COM 335E</td>
<td>Intercultural Communication in a Global Context</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PH 350E</td>
<td>Asian Religious Thought</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOC 330E</td>
<td>Race and Ethics Relations</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SOC 335E</td>
<td>Urban Sociology</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

*Note:
- Education majors must follow the requirements established by the School of Education to meet EXCEL General Education requirements, as found in the School of Education section of the catalog.
- "Double-dipping" is not permitted for General Education requirements. No one course can satisfy two General Education requirements.
- No more than 9 credits can simultaneously count for both General Education and any major.

For a complete listing of all EXCEL courses, see "Course Descriptions" below.

**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 three 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 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:

<table>
<thead>
<tr>
<th>Academic Task</th>
<th>Summer Graduation (August 31)</th>
<th>Fall Graduation (December 31)</th>
<th>Spring Graduation (May Commencement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for Degree*</td>
<td>3 months prior (by May 31)</td>
<td>3 months prior (by September 15)</td>
<td>3 months prior (by February 15)</td>
</tr>
<tr>
<td>Prior Learning Assessments**</td>
<td>July 1</td>
<td>November 1</td>
<td>February 15</td>
</tr>
</tbody>
</table>

*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 anticipate 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. 124 semester hours of credit. Included in this are those hours required in general education and the student's major field of study. A maximum of 12 hours of applied music, 4 hours of Preparation College Studies (PCS) classes, 4 hours of drama production, 6 hours of human performance and wellness activity courses, and 12 hours of internship may be counted 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 EXCEL Records Office for review and verification of degree completion. This document is available either online or in the EXCEL 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

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

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

**Christian Ministries:** 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.

**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 general business major requires 36 credits, and the business administration major consists of 48 semester hours. Both majors give 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.

**Goals**

In addition to the goals that span the entire EXCEL curriculum, the business majors have 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 a 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 majors 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. Admissions 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 Specifies: Core Courses**

**General Business Major**

To complete a major in General Business, a student needs to complete the following 36 credits:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 111E</td>
<td>Principles of Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 113E</td>
<td>Principles of Marketing</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 115E</td>
<td>Human Resources Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 202E</td>
<td>Introduction to Management Information Systems</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 301E</td>
<td>Legal Environment of Organization Systems</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 360E</td>
<td>Managerial Accounting</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 375E</td>
<td>Managerial Economics</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 470E</td>
<td>Strategic Planning</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 475E</td>
<td>Managerial Finance</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 481E</td>
<td>Organizational Ethics</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 210E</td>
<td>Business and Professional Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>PSY 280E</td>
<td>Introductory Statistics</td>
<td>3 cr</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>36 credits</strong></td>
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</tbody>
</table>

**Business Administration Major**

To complete a major in Business Administration, a student needs to complete the preceding 36 credits and the following 12 credits for a total of 48 credits:

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 340E</td>
<td>Visionary Leadership</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 341E</td>
<td>Leading Teams</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 351E</td>
<td>Organizational Change and Development</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 471E</td>
<td>Leadership and Organizational Culture</td>
<td>3 cr</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>48 credits</strong></td>
</tr>
</tbody>
</table>

**Christian Ministries Major**

The major consists of 54 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 Ministries 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 Ministries Intervention**: ability to analyze Christian ministry situations, diagnose problems, and design effective interventions that are theoretically grounded, biblically informed, and fundamentally ethical

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BI 210E</td>
<td>Biblical Interpretation</td>
<td>3 cr</td>
</tr>
<tr>
<td>BI 275E</td>
<td>Teaching the Bible</td>
<td>3 cr</td>
</tr>
<tr>
<td>BI 304E</td>
<td>Old Testament Prophetic Books</td>
<td>3 cr</td>
</tr>
<tr>
<td>BI 306E</td>
<td>Old Testament Poetic Books</td>
<td>3 cr</td>
</tr>
<tr>
<td>BI 312E</td>
<td>Life of Christ</td>
<td>3 cr</td>
</tr>
<tr>
<td>BI 315E</td>
<td>General Epistles</td>
<td>3 cr</td>
</tr>
<tr>
<td>BI 316E</td>
<td>Pauline Epistles</td>
<td>3 cr</td>
</tr>
<tr>
<td>BRS/HI 340E</td>
<td>History of Christianity</td>
<td>3 cr</td>
</tr>
<tr>
<td>BRS 220E</td>
<td>Systematic Theology</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
BUS 214E  Nonprofit Management  3 cr
BUS 371E  Board Governance and Volunteer Mgmt in Nonprofit Organizations  3 cr
CM 181E  Spiritual Formation  3 cr
CM 210E  Ministry in its Cultural Context  3 cr
CM 211E  Theology and Practice of Pastoral Ministry  3 cr
CM 321E  Theology and Practice of Evangelism  3 cr
CM/PSY 375E  Foundations of Christian Counseling  3 cr
CM 446E  Reflective Internship in Christian Ministries  3 cr
PSY 383E  Marital Counseling  3 cr
Total  54 credits

*BI 101E and BI 111E are prerequisites for all upper division Bible courses in the Christian Ministries major. CM 446 is taken concurrently with other courses, typically in the second half of the major sequence.

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.

Note: Upon notification from the Florida Department of Education credit hours and course listings are subject to change.

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

Theoretical Foundation: understanding of the varied education trends and methods in the educational word and ability to apply the 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.

Programs Specifics
ED 240E  Foundations of Education  3 cr
ED 260E  Educational Psychology/Human Development  3 cr
ED 230E  Exceptional Children  3 cr
COM 112E  Speech  3 cr
ED 339E  Fundamentals of Elementary Education  2 cr
ED 110E  Technology for Teachers  2 cr
ED 305E  Reading Fundamentals  3 cr
ED 330E  Reading: Literacy Development and Assessment  3 cr
ED 234E  Children's Literature  2 cr
MA 200E  Mathematical Concepts  4 cr
ED 347E  Elementary Math Methods  2 cr
ED 351E  Language Arts Methods  2 cr
ED 346E  Elementary Science Methods  2 cr
ED 342E  Health and Physical Education Methods  2 cr
ED 348E  Elementary Music Education  2 cr
ED 344E  Social Studies Methods in the Elementary Classroom  2 cr
ED 307E  Elementary Art Education  2 cr
ED 400E*  Student Teaching in the Elementary School  9 cr
Total for the major  51 credits

*Note: During the semester of student teaching, the student must be available during regular school hours and not be employed full time. This is an intense time of work, and student teachers must give full attention to teaching. The student must have all courses completed, and no other course work may be taken during the student teaching experience. Any student applying to the Elementary Education degree program should be aware that certain experiences in their background can preclude them from eligibility to work in the state of Florida as an Educator pursuant to Florida Statute 1012.32. Please check the following websites to have a clearer understand of the local and state background checks to ensure that your graduation will not be delayed:

Miami-Dade County Public Schools:  www2.dadeschools.net/index.htm
Broward County Public Schools:  www.browardschools.com/
Florida Department of Education:  www.fldoe.org/
Organizational Leadership Major
Organizational Leadership Major 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 the 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
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<td>BUS 113E</td>
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<td>Introduction to Management Information Systems</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 301E</td>
<td>Legal Environment Organizations</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 302E</td>
<td>Project Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 328E</td>
<td>Quantitative Skills for Managers</td>
<td>3 cr</td>
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<td>BUS 340E</td>
<td>Visionary Leadership</td>
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<td>3 cr</td>
</tr>
<tr>
<td>COM 210E</td>
<td>Business Communication</td>
<td>3 cr</td>
</tr>
<tr>
<td>COM 335E</td>
<td>Intercultural Communication in a Global Context</td>
<td>3 cr</td>
</tr>
<tr>
<td><strong>Total for major</strong></td>
<td></td>
<td><strong>48 credits</strong></td>
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</table>

Psychology Major
The major consists of 50 credits with, as a prerequisite, three of the credits completed in general education (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
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<tr>
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<tbody>
<tr>
<td>PSY 140E</td>
<td>Introduction to Psychology*</td>
<td>3 cr</td>
</tr>
<tr>
<td>PSY 220E</td>
<td>Interpersonal Skills Training</td>
<td>3 cr</td>
</tr>
<tr>
<td>PSY 255E</td>
<td>Psychology of Addiction</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
PSY 285E  Statistics  4 cr
PSY 300E  Personality Theories  3 cr
PSY 310E  Abnormal Psychology  3 cr
PSY 320E  Theories of Learning  3 cr
PSY 330E  Developmental Psychology  3 cr
PSY 346E  Research Methods and Design  3 cr
PSY 356E  Conflict Management  3 cr
PSY 371E  Dynamics of Group Behavior  4 cr
PSY 381E  Counseling Theories  3 cr
PSY 382E  Crisis Counseling  3 cr
PSY 383E  Marital Counseling  3 cr
PSY 384E  Parent Education  3 cr
PSY 440E  Integration of Psychology and the Christian Faith  3 cr
Total for major  50 credits

Courses

Course Numbering System

The 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 in the Excel program. 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

XXX 199E  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 within the EXCEL catalog. The PLA documentation summarizes the prior learning that has taken place through formal education, technical training, and other learning experiences. Credit variable.

XXX 399E  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 within the EXCEL catalog. The PLA documentation summarizes the prior learning that has taken place through formal education, technical training, and other learning experiences. Credit variable.

Bible

BI 101E  Understanding the Old Testament
A survey of the setting, history and literature of the Old Testament. Emphasis is given to major Old Testament themes, including covenant, salvation, worship, wisdom, justice and righteousness, and messianic hope. Three hours

BI 111R  Understanding the New Testament
A survey of the setting, history, and literature of the New Testament. Emphasis is given to major New Testament themes, including the person and work of Jesus Christ, the ministry of the Holy Spirit, the theology of Paul, and the Christian in society. 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 275E  Teaching the Bible
A study of the theories and methods of teaching the Bible utilizing instructional objective. Students will prepare and present lesson plans to demonstrate their proficiency in the stating and accomplishing of appropriate educational objectives. Prerequisite: BI 101E, BI 111E, and BI 210E. Three hours.
BI302E  Pentateuch
A study of the content, theology, and criticism of the Pentateuch. Emphasis will be on major themes like creation, fall, salvation, election, covenant, ethics and worship. A selection of the most important chapters of the Pentateuch will be exegeted in detail and developed from theological and literary perspectives. Prerequisite: BI 101R (or E). Three hours.

BI304E  Old Testament Prophetic Books
A study of the historical setting and message of the Old Testament prophets. The course will survey all the prophetic books briefly, and focus in some detail on Isaiah, Jeremiah, Daniel, Hosea, and Zechariah. Prerequisite: BI 101R (or E). Three hours.

BI 306E  Old Testament Poetic Books
A study of the poetic books of the Old Testament: Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon, and Lamentations. Emphasis will be on major themes like praise, lament, messianic hope, the fear of the Lord, the problem of suffering, and the nature of wisdom. A selection of representative psalms and the most important chapters in Wisdom Literatures will be exegeted in detail and developed from a theological and literary perspective. Prerequisite: BI 101R (or E). Three hours.

BI308E  Old Testament Historical Books
A consideration of the basic outline of Israelite history contained in the books of Joshua–2 Kings, Ezra, Nehemiah, Esther, and 1 and 2 Chronicles. In addition to content and theology, emphasis is on the historiography of the biblical authors and differing modern historiographical approaches to these Old Testament books. Prerequisite: BI 101R (or E). Three hours.

BI312E  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 Messiah, kingdom of God, discipleship, and controversy. Christian Ministry core. Satisfies New Testament biblical general education requirement. Prerequisite: IDS105 (core requirement). Three hours.

BI 315E  General Epistles
A study of the historical background and doctrinal emphases of the non-Pauline epistles. Attention is given to matters of introduction and current application. Prerequisite: BI 111R (or E). Three hours.

BI 316E  Pauline Epistles
A study of the historical setting, structure, and doctrinal emphases of Paul’s primary letters. Prerequisite: BI 111R (or E). 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

BI 415E  Theological Issues
An examination of theological issues selected categories of systematic theology, with an emphasis upon the key doctrines in each category as viewed from differing theological perspectives. Studies New Testament biblical general education requirement or Christian Ministry elective. Three hours.

BI 430E  The Book of Acts.
Biblical and Religious Studies

BRS 220E  Systematic Theology
This course covers the nature of systematic theology (as compared to related disciplines) and the doctrines of the Scripture, the triune God, humanity, salvation, the church, and the last things. Prerequisites: BI 101E and BI 111E. Three hours.

BRS/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. 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 non-science 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. Three hours.

Business

BUS 111E  Principles of Management
This course exposes students to the general principles of management, including planning, organizing, leading, and controlling organizational efforts. Special consideration is given to ethical responsibility and the role of management within the broader social context. Three hours.

BUS 113E  Principles of Marketing
Students in this course will be exposed to the principle concepts in marketing, including planning, consumer behavior, segmenting, and positioning. The course will also cover tactical considerations for products, pricing, channels of distribution, and promotion-advertising, professional selling, sales promotion, and public relations. Special concerns in international marketing and ethical decision-making will be woven throughout course content. Three hours.

BUS 115E  Human Resources Management
Personnel processes considered within a framework of manpower resources development and utilization. Role functions and activities of the Human Resources Department outlined and discussed (e.g., recruitment, selection, training). Impact of Human Resources function on both the organization (management) and the individual is discussed. Three hours.

BUS 202E  Introduction of Management Information Systems
This course introduces students to various information technologies (such as data resource management and networks) and business applications (such as enterprise business systems and electronic commerce systems). It also presents strategies and solutions for addressing IT-related issues within an organization. It concludes by studying a variety of broader management challenges within IT. 3 credits.

BUS 214E  Nonprofit Management
This course covers the theories and principles for managing nonprofit organizations. This includes practices such as strategy formulation, goal setting, staffing, organizing, implementation, and evaluation. Three hours.

BUS 301E  Legal Environment of Organizations
This course provides a basic understanding of the law as it relates to both for-profit and nonprofit organizations. It studies the legal process, the fundamentals of criminal and tort law, law enforcement, society and the law, contracts, agency, and property and employment law. Three hours.
BUS 302E  Project Management
This course introduces students to the nature, tasks, and challenges of project management. This includes studying the various phases of project management (project definition, project planning, project execution, project control, and project close-out) and learning the skills that are necessary to navigate each phase successfully. 3 credits

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. Four hours.

BUS 331E  Consumer Behavior
This course focuses on the practical application of social psychological research designed to understand, predict, and influence consumer behavior. Issues covered include persuasion, promotional strategy, sales and marketing planning, personal selling, perception, motivation, nonverbal communication, attitudes, decision-making, learning, compliance, psychographics, and geo-demographics. Three hours.

BUS 333E  Sales Principles and Practices
This skills-based course focuses on the role of ethical professional selling in organizational and interpersonal interaction. Students are exposed to the different steps in the selling cycle, including prospecting, needs assessment, preparation, objection handling, and closing. Three hours.

BUS 334E  Advertising
Students in this course will be exposed to the key concepts in advertising, including audience and strategy definition, the creative process, media choices, and campaign development. Course content will also cover creative considerations for different media, including broadcast, print, and Web. Three hours

BUS 340E  Visionary Leadership
This course introduces students to a comprehensive framework for understanding the nature and tasks of visionary leadership—which includes such activities as clarifying one’s own values, envisioning the future, fostering teamwork, and recognizing follower contributions. Throughout this course, students will construct a holistic leadership plan for a project of their choice. Three hours

BUS 341E  Leading Teams
This course teaches students how to lead effectively within a variety of team settings. This includes studying the characteristics of effective teams, the processes of teamwork, common problems teams face, and solutions for solving team problems. Three 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. Three hours

BUS 351E  Organizational Change and Development
This course exposes students to the theory and practice of organizational change with a particular emphasis on gaining the skills that are necessary to facilitate organizational change. Three hours.

BUS 352E  Compensation and Benefits
Theory and practice of compensation and benefits within the organization. Linking compensation and benefits to strategic goals. Includes performance appraisal, compensation, incentive and benefit practices, and legal/regulatory overview. Three hours.

BUS 355E  Personnel Evaluation and Coaching
This course overviews the systematic analysis of employee performance in organizations to identify performance strengths and deficits, to diagnose causes of problems, and to specify solutions. It covers management tools for employee evaluation, such as interviews, self appraisals, “360 degree feedback,” and supervisor ratings for the purposes of job placement, performance appraisal, employee development, awarding merit pay increases, promotion, or employee termination. The course covers internal and external coaching for employee development, for enhancing employee effectiveness, motivation, morale, and productivity, or for intervening with problems employees. Three hours.
BUS 356E  Training and Development
This course provides an analysis of the relationship of training and development to the practical implementation of organizational goals and strategies. It includes an overview of the principles and practices of training design, teaching presentation skills. Three hours.

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

BUS 371E  Board Governance and Volunteer Management in Nonprofit Organizations
This course studies the selection, roles, and responsibilities of members of the board of directors in nonprofit organizations. A particular emphasis is given to understanding the relationship between the organizational executive and the board in addressing managerial challenges. It also addresses the theory and principles of the management of volunteers in a variety of nonprofit settings. Three hours.

BUS 374E  Nonprofit Financial Management
This course covers basic concepts in managing finances for nonprofit organizations. Basic accounting topics covered include budgeting, expense control, and measurement in tax-exempt corporations. In addition, the course covers fund-raising practices, including annual funding, capital campaigns, planned giving, special events, and grant proposal approaches and procedures. Ethical implications of fund-raising and a survey of laws and regulations are also presented. Three hours.

BUS 375E  Managerial Economics
An overview of basic economic theory related to establishing, revising, and interpreting business policy. Emphasis is given to the identification and interpretation of macroeconomic and microeconomic phenomena necessary for sound management decision-making. Three hours.

BUS 376E  Nonprofit Marketing
This course covers the basic process and practices of marketing applied to a variety of nonprofit settings. Topics include marketing planning, implementation, and evaluation. Three hours.

BUS 433E  Marketing Management
An analysis of the conceptual and theoretical developments related to marketing management and an appraisal of the conceptual developments in terms of their ability to facilitate understanding, production, and control of marketing. Three hours.

BUS 470R  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. Three hours.

BUS 471E  Leadership and Organizational Culture
This course provides students with multiple perspectives on how to define and to analyze organizational culture. In light of this knowledge, students will learn how to adapt their leadership style to a variety of organizational settings and cultures. Three hours.

BUS 475R  Managerial Finance
An overview of the fundamentals of financial administration emphasizing the cost of capital, capital budgeting, cash budgeting, working capital management, and long-term sources and uses of funds. Three hours.

BUS 481E  Organizational Ethics
This course examines the nature of ethics and ethical decision making in both for-profit and nonprofit organizations. Students will also learn to apply passages and principles from the Bible to organizational case studies. Three hours.

Christian Ministry
CM 181E  Spiritual Formation
This course explores the theoretical and practical aspects of Christian spiritual development. Special attention is given to understanding and participating in the spiritual disciplines—both personal and corporate. Prerequisites: BI 101E and BI 111E. Three hours.
CM 210E  Ministry in Its Cultural Context
An introduction to the theology, purposes, challenges, and scope of various types of ministries in the current cultural context. A particular emphasis is given to understanding philosophical and theological pluralism. Prerequisites: BI 101E and BI 111E. Three hours.

CM 211E  Theology and Practice of Pastoral Ministry
A study of the theology, qualifications, practices, and vulnerabilities of pastoral ministry. A particular emphasis will be given to discussing how to maintain one’s spiritual health despite various challenges and temptations in pastoral ministry. Prerequisites: BI 101E and BI 111E. Three hours.

CM 321E  Theology and Practice of Evangelism
A study of the theology and methodology of evangelism with particular emphasis on the gospel message and the biblical reasons for doing evangelism. Prerequisites: BI 101E and BI 111E. Three hours.

CM 375E  Foundations of Christian Counseling
This course familiarizes the student with the principles and techniques of counseling in ministry settings with a focus on counselor characteristics, problem-management skills, common counseling problems, multicultural dynamics, and various issues involved in the counseling process. Special emphasis will be placed on the unique contribution of biblical truths to counseling. Prerequisites: BI 101E and BI 111E. Three hours.

CM 381E  Preaching the Bible
This course provides an introduction to the theology and practice of preaching the Bible, with a particular emphasis on expository preaching. Students will prepare and deliver messages that are critiqued by both the instructor and classmates. Prerequisites: BI 101E, BI 111E, and BI 210E. Three hours.

CM 446E  Reflective Internship in Christian Ministries
A capstone course for the Christian Ministries major designed to help students integrate biblically based Christian ministry principles, concepts, and skills and apply them to actual church or parachurch experiences in a mentored ministry context. Case study methodology will be utilized to aid reflection. Prerequisites: (1) BI 101, BI 111, and BI 210, (2) completion of a four-course concentration in Christian Ministries, and (3) permission from the EXCEL Office. Three hours.

Communication

COM 112E  Speech
Principles of effective oral communication. Experience in preparation and delivery of several original addresses. Elementary Education core. Prerequisite: IDS 105E (core requirement) Three hours

COM 210E  Business Communication
This course covers the fundamentals of both written and oral communication in the contemporary marketplace. It includes theory while emphasizing practical and varied applications simulating a broad range of professional and organizational situations. Particular attention is paid to persuasive writing, oral presentations, collaboration, and the appropriate use of technology. Three 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. Satisfies Intercultural Study or Social Science general education requirement. Christian Ministry and Organizational Leadership core. Prerequisite: IDS 105E (core requirement). Three hours.

Computer Information Systems

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: IDS 105E (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: IDS 105E (core requirement). Three 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: IDS 105E (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: IDS 105E (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 IDS 105E (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 IDS 105E (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: IDS 105E (core requirement). Three hours.

ED 339  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: IDS 105E (core requirement). Two hours.

ED 342  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: IDS 105E (core requirement) and ED 339E. Two hours.

ED 344  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: IDS 105E (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: IDS 105E (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: IDS 105E (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: IDS 105E (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: IDS 105E (core requirement) and ED 339E. Two hours.

ED 400E  Student Teaching in the Elementary School  
Observation and teaching in an elementary school classroom under direct supervision of a qualified cooperating teacher and a college instructor. This capstone experience is designed to aid the student teacher to bring together theory and practice. This course requires twelve weeks of observing/teaching in a classroom and participating in a student teaching seminar. During the semester of student teaching, the student must be available during regular school hours and not be employed full-time. This is an intense time of work, and student-teachers must give full attention to teaching. The student must have all core courses completed, and no other course work may be taken during the student teaching experience. Elementary Education core. Prerequisite: IDS 105E (core requirement). Nine hours.

ED 422E  Advanced Seminar in Education  
A discussion of current critical issues in American education, this course is designed to support the goals of the clinical practice experience, providing a forum for the exchange of viewpoints. It also serves as the capstone course for the education program. Must be taken concurrently with clinical practice. Four hours.

English

ENG 111E  Critical Thinking and Writing  
Intensive practice in academic writing, with emphasis on the writing process leading to writing effective arguments. Students will enhance skills in idea development and in the effective organization and expression of ideas. A major paper including research and documentation of sources is required. Grammar and usage may be included as needed. 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. Three hours.

ENG 222E  Studies in Fiction  
Close analysis of short stories, novellas, and novels. Prerequisite: ENG 111E or equivalent. Three hours.

ENG 235E  Children’s Literature  
A survey and critical study by genre of literature for children. Integrates culturally diverse literature. Does not fulfill a humanities general education requirement. 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, and organizational and inter personal settings. Special attention is given to audience analysis, message structure, and effectively deliver of student’s speeches, as well as to practical analysis of rhetorical discourse in popular culture. Three hours.

ENG 308E  Nineteenth-Century Women Authors  
This course is an introduction to nineteenth-century literature written by women. It explores the ways women writers construct gender and identity, portray women’s roles in culture and society, and develop their own creative expression. Since women writers of the nineteenth century are a diverse group, the authors studied in this course represent a variety of class, regional, racial, ethnic, and religious identities. This course also analyses how women writers shape, challenge or support our own worldviews. 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. Three hours.

ENG 400E  Writing Fiction  
Analysis and practice of fiction writing techniques that culminates in the development of a portfolio of short stories. Classes follow a workshop format. Does not satisfy College Writing requirement. Offered on demand. 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. 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. Four hours

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. Four hours.

HI 121E  United States History I
A study of political, social, and economic development of the United States from the discovery of America to Reconstruction. Three hours.

HI 323E  The History of African American Religious Experience
A study of the forging of two religious cultures—one African, one European—into a uniquely African American religious culture. The reciprocal nature of the relationship between the social, political, and economic environment of the United States and the institution of “Slave Religion” will be explored to determine the impact of each on the other. Three hours

HI 340xE  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. Three hours

HI 362E  Contemporary World Affairs
A broad survey of the domestic and world scene since 1945, with emphasis on current developments and patterns for the future. 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. Three hours

Health and Personal Wellness

HPW180E  Introduction to Health and Wellness
The study of the quality of life involving dynamic interaction and interdependence among the individual's well-being, mental and emotional reactions, and the social complex in which the individual exists. Course work includes theory of health, mental and emotional health, prevention and control of disease, nutrition, substance use and abuse, accident prevention and safety, community health, environmental health, and family life education. Includes laboratory and personal application experiences. 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. Three hours

IDS 105E  Foundations for Adult Learning
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. Three hours
Math

MA 119E  College Algebra  This course deals with concepts related to algebra, equations, and inequalities, functions and graphs, systems of equations, and exponential and logarithmic functions as applied to practical life problems. Prerequisite: DS 100R or sufficient score on math placement test. Offered on demand. 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 attention is given to the introduction and development of the operations on the set of whole numbers by using appropriate teaching methods. Credit obtained in this course is not applicable toward meeting the general education requirement of the college. Four hours

Music

MUH 231E Music Appreciation  A study of the basic elements and history of music as well as techniques of listening. Listening assignments will be given. Designed for the student with little or no background in music. Three 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. 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. Four hours

Preparation for College Studies

PCS 106E  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. Offered fall semester. Three hours

PCS 107E  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. Three hours

PCS 108E  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 111R (Critical Thinking and Writing) depending on writing assessment score. May not be applied toward general education requirement. Three hours.
PCS 109E  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 skills and planning and writing papers that respond to collegiate requirements. This course may be taken concurrently with ENG 111 Critical Thinking and Writing. Three hours

Psychology

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

PSY 255E  The Psychology of Addiction
A survey of various forms of addictions (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. Prerequisite: PSY 140. Three hours

PSY 280E  Introductory Statistics
An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests, including one-way analysis of variance. Satisfies Math general education requirement. Three hours

PSY 285E  Statistics
An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests, including one-way analysis of variance. Psychology core. Satisfies Math general education 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. Prerequisite PSY 140. Three hours

PSY 305E  Organizational Psychology
Experientially based survey of the psychological principles that apply to social and organizational situations. Practically is emphasized for those in supervisory, management, or leadership responsibilities in any setting (e.g. church, business, government). Three hours

PSY 310E  Abnormal Psychology
A study of history, definitions, and issues related to abnormal behavior. Major emphasis is on behavioral, existential, and psychological approaches. Prerequisite: PSY 140. Three hours

PSY 315E  Life Assessment
This course focuses on the development of self-understanding and preparation for the future. Issues of background, personality and temperament, learning style, identity, life experience and vocation will be examined. The role of autobiography as a means for self-assessment will be explored. Three hours

PSY 320E  Theories of Learning
A study of the philosophy, history, methodology, theory, and research of learning and motivation. Applications of learning principles to a variety of contexts. Prerequisite: PSY 140. Three hours

PSY 330E  Developmental Psychology
An interdisciplinary study of human development from childhood through adolescence. Physical, cognitive, and personality development will be examined. Prerequisite: PSY 140E. Cannot be counted for credit in conjunction with PSY 337E. 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. Applications will be encouraged for students who plan to work with adolescents. Cannot be counted for credit in conjunction with PSY 330E. Three hours

PSY 346E  Research Methods and Design
This course introduces students to the uses and varieties of research methods in the social sciences. Students will gain experience in designing and interpreting research and will become sophisticated consumers of research by recognizing strengths and limiting liabilities of research methods. At the end of the course, students should feel comfortable reading and reviewing the research of others, and be capable of proposing and carrying out their own research projects. Prerequisites: PSY 140E and PSY 285E. Three hours

PSY 356E  Conflict Management
This course surveys the dynamics of conflict from a variety of perspectives, emphasizing a biblical understanding of interpersonal communication and conflict management. This course also addresses various theories of communication, verbal and nonverbal messages, and specific strategies to address conflicted situations, whether the conflict is interpersonal or organizational. 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 business and churches, will be considered. Group formation, teams, group roles, decision making, problem-solving, conflict resolution, cohesion and disintegration are explored. Four hours

PSY 375xE  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. Prerequisites: BI 101E and BI 111E. Three hours

PSY 381E  Counseling Theories
This course introduces students to both classical and current theories of counseling, evaluating them in light of Scripture, reason, and practical relevance. Prerequisite: PSY 140E and PSY 300E. Three hours

PSY 382E  Crisis Counseling
This course introduces students to the theory and practice of crisis intervention. Issues such as grief and trauma are explored from both professional and Christian perspectives. Prerequisite: PSY 140E. Three hours

PSY 383E  Marital Counseling
A survey of various theoretical and methodological approaches to marital counseling. A particular emphasis is given to assessment strategies, problem diagnosis, and intervention techniques. Prerequisite: PSY 140E. Three hours

PSY 384E  Parent Education
A survey of various theoretical and methodological approaches to educating parents in working with children from infancy through adolescence. A particular emphasis is given to understanding, relating to, disciplining, and encouraging children throughout their lives. 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 in (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. Prerequisites: PSY 140E and senior standing. 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. 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 styles, lifestyles, and ideology are explored, as well as the mechanisms of discrimination as they influence power structures inhibiting equality. The history and current experiences of some of the ethnic groups represented in the United States are examined. 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 subcultural groupings and to the social and subcultural interactions that characterize the urban experience. The inherent problems of urban growth and the enactment of firsthand exposure to the urban environment are examined. Three hours

University Policies

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 Director of Student Services office. This policy supersedes all other policies and applies to all individuals with respect to the acceptable use of University networks, phone systems, computer systems, and technology.

Prior to use of any university owned technology implies student compliance with that policy. Students will be held responsible for such use.

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 Institution’s ADA coordinator assists students with disabilities in obtaining auxiliary aids and services. The ADA Coordinator, in consultation with the Academic Department Chair or Division 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 ADA Coordinator, 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 students’ rights to privacy by limiting the transfer of their records without their consent. “Educational records” are defined as those records, files, documents, or 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, psychologists (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 confidentiality 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, 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 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 accreditation functions, or by the dean of students or the emergency dean, designated to act in an emergency to protect the health safety of the student or the 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 specifics 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 Right Act of 1964, of Section SOL of 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 Student Services Director.

**Referenda and Petitions**

Students wishing to initiate petitions or referenda are to work with the Student Services Director. All referenda and petitions must be submitted to and approved by the Students Services Director. All items posted on campus by students must be approved and stamped by the Student Services Director.

**Soliciting**

No soliciting is permitted on campus and violations of this should be reported to the Student Services Director.
Student Loan Program Code of Conduct

Trinity International University (TIU), as a participant in the Federal Family Education Loan Program (FFELP), has adopted a Code of Conduct, in compliance with sec 487(a)(25) of the HEA of 1985. The goal of the TIU financial aid is to provide the highest quality service in the most efficient and timely manner possible, while upholding the mission of the institution, and acting in a matter with the integrity of a Christian Institution. We willingly adhere to the following “Code of Conduct.” All officers, employees and agents of Trinity International University willingly agree to the Code of Conduct.

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

2. TIU embraces a ban on the employees of the University receiving gifts from a lender, guaranty agency or loan servicer. No officer or employee of the TIU financial aid office, (or an employee or agent who otherwise has responsibilities with respect to educational loans) will solicit or accept any gift from a lender, guarantor, or servicer of education loans. A “gift” is defined as any gratuity, favor, discount, entertainment, hospitality, loan, or other item having monetary value of more than a de minimus amount. However, a gift does not include (a) a brochure, workshop, or training using standard materials relating to a loan, default aversion, or financial literacy, such as a brochure, workshop, or training; (b) food, training, or informational material provided as part of a training session designed to improve the service of a lender, guarantor, or servicer if the training contributes to the professional development of the institution’s officer, employee or agent; (c) favorable terms and benefits on an education loan provided to a student employed by the institution if those terms and benefits are comparable to those provided to all students at the institution; (d) entrance and exit counseling as long as the institution’s staff are in control of the counseling and the counseling does not promote the services of a specific lender; (e) philanthropic contributions from a lender, guarantor, or servicer that are unrelated to education loans or any contribution that is not made in exchange or advantage related to education loans; (f) State education grants, scholarships, or financial aid funds administered by or on behalf of a State.

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

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

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

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

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

## EVENT

### Fall Semester

- Registration—announced throughout the semester by Cohorts*
- Fourth of July (no classes)
- Labor Day (no classes)
- Day of Prayer
- Thanksgiving Recess
- Christmas Break

### Spring Semester

- Registration—announced throughout the semester by Cohorts*

## EXCEL Registration for Classes

*For current students*, registration for classes is typically at the beginning of the semesters; however, due to the nontraditional nature of the program and classes, registrations are accepted on a continuous basis each month. Any course beginning in a semester period will be considered to be within that term. Students are only permitted to register for courses occurring within a given semester. As an accelerated nontraditional adult degree completion program, most courses are scheduled on evening and weekends and extend for three to eight sessions depending on the credits awarded. Each course is offered generally in a lock-step format with a one-or-two week break in between. Though TIU’s EXCEL program does not have traditional start and end dates, classes are awarded traditional semester hour credits. *For new students*, the actual start of a new cohort or core group for any degree major may begin at anytime within the year. These dates are communicated to new students proceeding through the initial admissions process.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Fall Semester</td>
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<tr>
<td>Registration</td>
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<td>September 2</td>
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<td>October 29</td>
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<td>Thanksgiving Recess</td>
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<td>Christmas Break</td>
<td>Dec 23-Jan1</td>
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<td>Spring Semester</td>
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<td>Registration</td>
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<td>January 20</td>
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<td>April 2</td>
<td>Apr 17-22</td>
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<td>May 10</td>
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2013-2014 Catalog

Trinity Graduate School

Graduate Degree Program

Master of Arts in Counseling Psychology
(Leading to Florida State Certification in Mental Health or School Consultation)

Master of Business Administration
About Trinity Graduate School

Trinity Graduate School (TGS)

Trinity Graduate School offers master's degree programs in Deerfield, Illinois (MA/BE, MA/L, MA/T and MEd/DL), and Davie, Florida (MA/CP and MBA). The Graduate School draws on faculty and course offerings from all the schools of the university. The Master of Arts in Bioethics degree program (MA/BE) capitalizes on the university’s nationally-known Center for Bioethics and Human Dignity (CBHD), offering coursework in modular and online formats. The Master of Arts in Leadership degree program (MA/L) combines coursework in business, administration, management, entrepreneurship, and ministry to equip students for servant leadership in the marketplace and in ministry. The Master of Arts in Teaching degree program (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 course work is offered one night a week in a cohort-based format to accommodate working adults. The new Master of Education in Diverse Learning degree program (MEd/DL) offers a cohort-based curriculum in which most of the course work is offered in a hybrid format—partly in the classroom and partly online; it allows professional educators to gain additional breadth in their knowledge of and qualification to relate to differently-abled learners. (The MA/BE and MA/L degrees are also offered as dual degrees, with BA degrees from Trinity College.)

The Master of Arts in Counseling Psychology degree program (MA/CP) in Florida offers concentrations in Mental Health Counseling or Guidance and Counseling. (At the Deerfield Campus, the MA in Mental Health Counseling program is offered through Trinity Evangelical Divinity School.) The Master of Business Administration degree program (also in Florida) equips students to meet the fast-changing demands of the business world with creativity, flexibility, and an entrepreneurial spirit, always giving first priority to the demands of Christ and His kingdom.

Trinity Graduate School Mission Statement

Trinity Graduate School equips students with a transformative understanding of their disciplines so that they can engage culture from a biblical worldview.

Trinity Graduate School Programs

Deerfield Campus
Master of Arts in Bioethics (MA/BE)
Master of Arts in Leadership (MA/L)
Master of Arts in Teaching (MA/T)
Master of Education in Diverse Learning (MEd/DL)

These degrees have many courses available in web seminar, short-term, modular, summer, or independent study formats to accommodate professionals unable to relocate to the Deerfield Campus. The MA/T program is offered in an accelerated, cohort-based format, with classes one night a week and some Saturdays.

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

Standards of Conduct

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

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

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

In a Christian academic community, academic dishonesty, including cheating, plagiarism, and misappropriation of library materials, is regarded as a serious violation. Students will be required to refrain from the possession or use of harmful substances such as non-prescribed stimulants and depressants, and hallucinogenic and illegal drugs.

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

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

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

**Personnel**

**Trinity Graduate School / Florida Regional Center**

**Academic Administration**

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

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

**Don Hedges, PhD**  
Associate Dean, College and Graduate School

**Thomas Griffin, MBA**  
Director of Master of Business Administration Program (Florida Regional Center)

**Karen Wrobbel, EdD**  
Associate Dean, College and Graduate School
Elizabeth Y. Skjoldal, PhD  
Director of Counseling Psychology Program (Florida Regional Center)

Deborah Wiles  
Director of Academic Operations

**The Faculty of Trinity Graduate School / Florida Regional Center**

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

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

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

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

**Kimberly Barnett Oram, PsyD**  
Assistant Professor of Counseling Psychology  
BA, Virginia Polytechnic Institute and State University  
MA, Nova Southeastern University  
PsyD, Nova Southeastern University  
2005

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

**Miriam Stark Parent, PhD**  
Associate Professor of Counseling  
Joint appointment at Trinity Evangelical Divinity School  
BA, The King’s College  
MA, Liberty University  
MA, Biola University  
PhD, Rosemead Graduate School  
1993

Dr. Parent has served as a counselor educator for more than twenty years. Prior to coming to Trinity in 1993, she taught at Liberty University in the School of Religion. Dr. Parent is a licensed clinical psychologist. She practiced full time for several years prior to teaching; since then she has maintained a counseling practice providing individual and marital counseling, as well as diagnostic evaluation and assessment. Over the years her speaking and writing have focused on areas such as spiritual formation, stress management, burnout, and ministry and professional ethics. Recent presentations and articles include Gender Issues in the Use of Spiritual Disciplines in Therapy; Christian Spirituality and Counseling:
Ethical Concerns; Diagnostic Interviewing; Boundaries and Roles in Ministry Counseling and Christian Formation and Cultural Identity. She is a member of the American Association of Christian Counselors, the American Counseling Association, and the Christian Association for Psychological Studies. Dr. Parent's articles have been published in such periodicals as Christian Counseling Today, Professional Psychology, and American Journal of Pastoral Counseling.

Elizabeth Y. Skjoldal, PhD
Director of the Master of Arts in Counseling Psychology Program
Associate Professor of Counseling Psychology
BS, Florida Southern College
MS, PhD, University of Miami
1994
Dr. Skjoldal started at the Trinity International University Florida Regional Center in 1994. Prior to assuming her position at the Florida Regional Center, Dr. Skjoldal served as supervising psychologist at the University of Miami Medical Pain and Rehabilitation Center and at the Department of Behavioral Medical Scripps Memorial Hospital in La Jolla, California. She has lectured at a number of professional societies, including The Southern Pain Society and The American Pain Society. Dr. Skjoldal often speaks to women’s, youth and parenting groups. Her areas of interest include multicultural issues in counseling, group process, behavioral medicine, assessment of bilingual students and the provision of counseling to underserved populations. She is a member of the American Association of Christian Counselors and the American Counseling Association. In addition to directing and teaching the master’s programs of Trinity Graduate School in Florida, Dr. Skjoldal continues to provide supervision to Registered Mental health Interns in private practice (in both English and Spanish) as the clinical director of Christ Fellowship Counseling Center in Miami. She also consults and does psychological and educational assessments in a Miami elementary and middle school.

Deborah Wiles
Director of Academic Operations, Full-time Faculty, 2001
BA, University of West Indies
MS, Saint Thomas University
PhD (in progress), Trinity International University
Deborah Wiles holds a masters degree in Marriage and Family Therapy from Saint Thomas University, Miami, Florida and is pursuing a PhD in Educational Studies. Ms. Wiles is the Director of Academic Operations at the South Florida campus and teaches as adjunct instructor for both the undergraduate and graduate programs.

Adjunct Faculty

Art Bailey, MBA
Adjunct Instructor of Business Administration
BA, University of Maryland
MS, Nova Southeastern University

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

Sonia Boyne
Adjunct Instructor of Counseling Psychology
BS, Barry University
MACP Trinity International University
Tom Griffin  
*Adjunct Professor of Business Administration*  
BS, Limestone  
MBA, Clemson University  
DBA, Nova Southeastern University

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

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

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

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

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

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**Graduate Admissions**  
**Contact Information**

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

Write: TIU Florida  
8190 West State Road 84  
Davie, FL 33324

CALL: 954.382.6400  
FAX: 954.382.6470

EMAIL: gradflorida@tiu.edu

WEB: florida.tiu.edu

*Admissions policies and procedures are subjected to change without notice.*
General Admission Requirements
Applicants should be aware that in the admissions review all components of the application packet are examined with no one component serving solely as a basis for admission or rejection of an application. Also note that individual programs may have additional admission requirements described in the program prospectus in the catalog. Admission to the graduate school normally requires the following items:

1. The completed Application Form.
2. An official transcript indicating graduation with a baccalaureate degree or its equivalent from an accredited college or university, typically including at least 60 semester hours of liberal arts course work. Official transcripts must be submitted from schools attended since high school. Applicants who attended secondary (high school) outside the United States should submit those transcripts as well. Certified translations for non-English transcripts are required.
3. A cumulative undergraduate grade point average of 3.0 or higher (on a 4.0 scale)
4. Submission of scores from Graduate Record Examination (GRE) verbal and analytical sections or the Miller Analogies Test (MAT) for those undergraduate GAP falls below a 3.0 GPA. Test scores must be less than five years old.
5. Completed recommendations forms from (a) a pastor or church leader who knows the applicant, (b) a faculty member in a school where the applicant recently pursued academic studies (undergraduate or graduate), and (c) an employer or other relevant individual.
6. Proof of English competency for students for whom English is not the first language Competency is normally measured by the Test of English as Foreign Language (TOEFL). The minimum score required is 92 (Internet-based test), 237 (computer test), or 580 (paper-based test), and scores submitted must be less than two years old. Waivers are not normally granted from this requirement; however, if a waiver is authorized, applicants then become subject to the standardized testing requirements as native English-speakers, required to submit qualifying scores from either the Graduate Record Exam (GRE) or Miller Analogies Test (MAT). Applicants should weight his prospect carefully requesting a waiver from the TOEFL. Waiver request must be submitting in writing to the Director of Admissions at least three months (90 days) prior to the application dead line date in order to allow sufficient time for testing if the requested is denied. Failure to submit qualifying test scores by application deadlines may result in outright denial of admission or postponement of application decision to a subsequent semester. Students must submit all other necessary application materials in order for a TOEFL waiver to be considered.
7. Personal statements that include the following:
   (a) A statement of the applicant’s past and present spiritual life. This may include one’s Christian conversion and/or other significant spiritual events and formative influences in one’s life (one or two pages).
   (b) A statement outlining the applicant’s motivation to study at Trinity Graduate School, an evangelical Christian school and one’s future goals (one or two pages).
8. Submission of a $35 nonrefundable application fee.

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

Application Procedure
The application process is detailed on the admission website: http://florida.tiu.edu/admissions/apply/graduate/. Trinity follows a rolling admissions process; thus, master’s program applicants may begin their studies during fall, spring, or summer terms. We strongly encourage application six to twelve months prior to the expected enrollment date. Applications for admission and all accompanying materials should be submitted by the following deadlines:

**U.S. Citizens**
- August 1 For Fall semester admission
- December 1 For spring semester admission
- April 1 For summer session admission
**International Applicants**

March 1  Fall semester **pre-application information form** deadline (including summer session)
April 1  Fall semester **application** deadline
June 1  Fall semester **deposit** deadline
August 1  Spring semester **pre-application information form** deadline
September 1  Spring semester **application** deadline
November 1  Spring semester **deposit** deadline. Applications received after these deadlines may not be considered in the term for which originally applied, and no applications will be considered for a given semester after the second week of that semester.

Upon admission to Trinity, a student should submit a tuition deposit to the Admissions Office to reserve his or her place in the school. This deposit is credited toward the first term’s tuition and may be refundable. New students are encouraged to send in their deposit as soon as possible since class registration times are assigned based on the date the deposit is received.

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

**Additional Considerations for International Applicants**

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

**Pre-Application Information Form for International Master’s Applicants**

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

International applicants may apply if they have a financial guarantor in the United States or if they have sufficient evidence from legitimate individuals or organizations that their expenses while attending Trinity can be met. Living expenses add more than $20,000 annually to the costs of education (tuition, fees, books).

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

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

**Language Requirements**

In addition to the regular application materials, international applicants must submit scores from the Test of English as Foreign Language (TOEFL) if English is not the applicant’s primary language of instruction. All Graduate School applicants must obtain a minimum TOEFL score of 92 (Internet-based-test), 237 (computer test), or 580 (paper-based-test). **Waivers from TOEFL are not normally granted.** If a waiver is granted, applicants are required to submit scores from a standardized exam required for native English speakers (Graduate Record Exam [GRE] or Miller Analogies Test [MAT]). Waiver petitions must be submitted in writing to the Director of Admissions a minimum of ninety days prior to the application deadline date in order to allow sufficient time for testing in case the petition is denied. Failure to submit required TOEFL scores may result in denial of admission or postponement of the application decision to a subsequent semester. Students must submit all other necessary applications materials in order for a TOEFL waiver to be considered.
Financial Requirements
After the Pre-Application Information Form has been received, the Application for Admission will be reviewed. If an international applicant is accepted, formal evidence must then be submitted through Trinity’s Certification of Finances (COF) form that adequate financial resources for both educational and living expenses has been identified by the applicant. The COF is available on the Trinity website.

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

At this time, accepted international applicants living outside the United States must also submit a US$2,000 tuition deposit (partially refundable) before the Certificate of Eligibility (I-20) for a student visa will be issued (students living in the United States should submit a $125 deposit).

Visa Requirements
Trinity is authorized under U.S. law to enroll non-immigrant alien students; however, these U.S. laws are becoming increasingly stringent. International students must enter the United States with an F-1 visa, which is granted by the U.S. government. Applicants already in the United States in a visa category other than F-1 (including F-2, B-1 and B-2) may be admitted as Visiting Students and take one or two occasional classes for credit as long as the classes will not later be applied toward a degree program and the studies are not the primary purpose for being present in the U.S. Failure to observe this limitation will place one’s visa status in doubt and could jeopardize a student’s ability to secure an F-1 visa in the future should their educational goals change.

A U.S. Immigration Certification of Eligibility (I-20) will be issued by Trinity, enabling the international applicant to apply for an F-1 student visa, after the following have been met:
- Applicant has demonstrated English language competence meeting or exceeding Trinity’s standards
- Applicant has demonstrated adequate financial resources through a Certification of Finances
- Applicant has submitted a US$2,000 tuition deposit

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

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

Admission Policies

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

Application for Readmission
There are certain situations in which students may need to submit a supplementary application.

- If they are accepted to Trinity Graduate School but do not enroll
- If they withdraw temporarily

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

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

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

Active and Inactive Student Status
Students who desire not to register for classes for a period of one to three semesters (twelve months) should request a Leave of Absence (LOA) from the Student Affairs Office (see Leave of Absence Policy in this Catalog). This apprises Trinity of student program plans, and enables appropriate services to be provided. If a student desires to leave TGS, a Withdrawal must be completed through the Student Affairs Office (see “Withdrawal” in this catalog).

If a LOA or Withdrawal has not been completed by a student, and a student does not register and successfully complete work each consecutive semester (fall, spring; summer is exempt), his or her status is rendered inactive (e.g., active students must register for at least one course each semester). Inactive students must reapply to TGS with no guarantee of readmission.

Change of Program (COP)
If after initial enrollment the student wishes to be admitted to a different program, the following apply:

1. All possible options should be considered in consultation with a faculty member, Admissions Counselor, Program Director, and/or Records Office representative in light of course work already completed.
2. Admission to one TGS/TEDS program does not guarantee admission to another program. All admission requirements for the new program must be met.
3. At least one semester of TGS/TEDS course work must be completed before a COP application will be considered, together with the review of that semester’s grades. No more than one change of program will be permitted within a single semester.
4. The online Change of Program Application should be submitted to Admissions by the following dates: January 15th for the Spring semester and September 1st for the Fall semester. Changes requested after those dates will be recognized in the next academic term.

5. The Catalog current at the time of admission to the degree program, not the Catalog in effect at the time of original enrollment, will govern the student’s new program.

6. If COP is denied, applicants may submit a written appeal within thirty days to the Director of Admissions.

**Inter-school Transfer**

Contact the Admissions Office for detailed information about transferring from one school to another within Trinity International University (e.g., transferring from the Graduate School to the Divinity School).

**Students Classifications**

**Visiting Students**

If a person wishes to take courses for credit on a part-time basis but does not want to enroll in a degree program, he or she may submit a Visiting Students Application. In addition to the application form, he or she must submit an official transcript indicating that he or she holds a bachelor's degree with a minimum GPA of 2.0 sent directly to the Admissions Office. Visiting students may enroll in a maximum of 9 hours each semester, and it is recommended that they enroll in no more than 12 hours before applying to a degree program. Please contact the Admissions Office for more information.

**Auditors**

If a person wants the opportunity to take one or more courses per semester but has no interest in earning graduate credit or a degree, he or she is invited to audit the classes of his or her choice. An auditor may usually participate in all class functions but will not be held accountable for tests or assignments, nor receive a grade or credit. No application is required, and the person need not have completed a bachelor’s degree. The graduate school, however, reserves the right to limit the number of auditors in any class, and some classes may be closed to auditors.

**Transfer Credit**

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

Transfer credit is not given for undergraduate studies and is usually not granted for course work taken at non-accredited graduate schools. Also, graduate-level course work that has been applied toward an undergraduate degree cannot be allowed as transfer credit toward a Trinity Graduate School degree. To be considered for transfer credit, the course grade must normally be a “B-” or better from an accredited graduate-level program.

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

If a student wishes to receive transfer credit for work done at another accredited graduate school, an official transcript from that graduate institution must be filed for evaluation, along with the Transfer Credit Request form to the Trinity University Records Office (note: the Transfer Credit Request form is available for download at MyTIU>Records).

The Records Office will evaluate transfer course work under the direction of the TGS Associate Dean and Program Directors. Transfer of credit is not automatic; it is considered only when requested. Regardless of the amount of course work that a student may have taken elsewhere, all students must fulfill the minimum residency requirement for their programs at Trinity Graduate School.
Master of Arts program in Counseling Psychology (Florida campus): a maximum of 24 hours may be considered for transfer credit, of which only 12 hours of the concentration may be transferred.

**Finances for the Masters Programs**

**Tuition and Fees for the Masters Programs-Florida**
(Master’s full time academic standing begins at 9 hours per semester)

- 1-12 credit hours, per hour
  - MACP: $612
  - MBA: $650

- Credits over 12 credit hours, per hour
  - MACP: $330

**Advanced Standing Exam (MACP)**
The charge is $25 per exam.

**Audit Fees (MACP)**
Florida Students
- $75 per credit

**MACP Process Group Fee:**
- $150

**Cancellation of Classes**
The university reserves the right to cancel any class. If a class section is cancelled and a replacement is not offered. Students will receive a full refund of tuition paid for the canceled class.

**Comprehensive Fee: Florida**
A non refundable fee is charged to all students at the time of registration. For full-time students, this fee includes four counseling sessions, parking security, library service, and ID cards. Part-time students receive all of the above except for counseling services.
- Full-time students: $250
- Part-time students: $150

**Capstone Extension Course Fee**
Charged at the time of registration for _7476, _7478, _7480, _7485 courses: $50 per semester (If a student is enrolled for other program course work, a petition for waiver of this fee may be filed.)

**Continuation Fees**
A student is in continuation status and continuation fees are charged each semester when a student’s program statute of limitation has expired and a program extension has been granted. A student in continuation status and a continuation fee is charged a continuation fee each successive semester (fall and spring) until the student graduates, whether or not the student is enrolled in class work and in addition to any tuition fees.

**Continuation Fees: Florida**
- First two years: $325 per semester
- After two years: $585 per semester

**Reactivation Fee**
Charged to students rendered inactive who are granted readmission: $250 at readmission (Students who appropriately withdraw and reapply are not subject to this fee.)

**Graduation Application Fee**
This fee is charged in the semester for which the student submitted the Graduation Application form with the Records Office. This charge is nonrefundable:
- Florida: $150
Health Insurance
The University offers a health insurance plan for students. International students are required to have health insurance for themselves and their families, and must provide proof of coverage before registering.

Late Payment Fees:
- Late payment: $40
- Returned check charge: $35

Registration Fees

Change in Registration
Semester courses—any registration changes after the first week of the course: $35 per change

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

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

Tuition Deposits

Master's level
If you are admitted to Trinity, you must submit a tuition deposit of $125 to the Admission Office as a confirmation of your acceptance of our offer of admission. This deposit is refundable only if the Admission's office receives written notification of cancellation at least 30 days prior to your anticipated date of enrollment.

Special Instructions

International Applicants
Trinity is authorized under federal laws to enroll non-immigrant alien students. In addition to the regular application materials, however, international applicants have some special admission conditions and are required to submit additional information. Please see the general admission section for information pertinent to international applicants, especially those related to Official Transcripts.

Before making application to Trinity, international students who will require entry to the United States in an F-1 or J-1 visa status will be asked to fill out and return a “Pre-application Information for International Applicants” form. The primary purpose of this form is to determine if the potential applicant has realistically identified her or his sources of funding. No application will be acted upon without prior submission and approval of the pre-application form. The pre-application form can be found at [http://www.teds.edu/apply-international/](http://www.teds.edu/apply-international/), or requested from the Admissions Office.

International Student Service Fee
International Student Service Fee provides non-immigrant regulation advisement, transition assistance, and special community life opportunities for international students. This fee is charged to all F-1 and J-1 visa students and is in addition to the Comprehensive Fee: $50.

Applicant with Disabilities
We want to be prepared to meet your needs when you come to Trinity. After you receive your letter of admission, please send us a statement describing your disabilities and what special attention or arrangements you may need at Trinity. For more information, contact the Student Services Director. We reserve the right to request from any applicant to the divinity school additional materials or an interview with a representative of Trinity.
Student Account Payment Charges

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

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

Transcripts
All transcripts are sent via U.S. Mail. If other service is requested (e.g., FedEx) there will be an additional charge. Detailed ordering information and request forms are available by calling 954.382.6400.

Note: If other services is requested (e.g. overnight mail), there will be an additional charge to cover the cost of that service. Trinity International University reserves the right to modify all charges without notice.

Financial Assistance

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

Students interested in federal student loans should complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. Trinity’s school code is 012314

Eligibility
The University Records Office must consider students at least half-time (5-8) in order to qualify for Federal Student Aid, which includes federal Direct student loans and Graduate Plus loans.

Availability of Scholarships and Loans
All scholarships and grants are awarded on a yearly basis. Recipients of grants and scholarships must reapply annually. Students attending for one semester of an academic year will receive half of the yearly amount of the scholarship or grant awarded. The availability of all grants and scholarships are determined as funds permit.

All loans are awarded on a yearly basis. Therefore, applicants attending for one semester will receive half of the yearly loan amount eligibility. Loan eligibility for students who are attending part-time (6-8 hours) will be calculated based on hours taken.

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

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

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

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

2. Quantitative Standards of Academic Progress or Pace

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

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

3. Failure to meet the Satisfactory Academic Progress Standards

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

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

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

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

NOTE: An appeal can only be approved if the school:

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

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

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

NOTE: TIU reserves the right to modify all financial policies without notice.

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

Ministry Rebate scholarship:
To receive full consideration for the named scholarship your primary source of income must be from a Christian organization (Church, para-church organization, school, Mission Board, etc.) you may qualify for a discounted tuition rate (currently $100.00 off the regular per credit tuition rate. The maximum discount allowed per semester will be 9 cr. X $100.00 = $900.00).

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

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

Veteran’s Benefits
Effective in the fall of 2010, the Financial Aid Office will determine institutional aid eligibility for new students based upon the percentage of tuition covered by VA benefits. In some cases, VA recipients may not be eligible for tuition-specific scholarships or grants at TIU. Institutional aid for continuing students will remain at current levels of graduation. Federal financial aid is not affected by VA education benefits. Students who are eligible to receive benefits from the Veterans Administration must contact the TI VA Certifying Official in the Records Office at 954.382.6531, sdavis@tiu.edu and establish TIU as the university of attendance.

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

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

**Veterans Policy Statement**
Evaluation of previous education/training will be conducted in compliance with the Code of Federal Regulations 21.4254(c)(4).
Trinity Graduate School will conduct an evaluation of previous education and training, grant appropriate credit, shorten the veteran or eligible person’s duration of the course proportionately, and notify the Department of Veteran’s Affairs and the student accordingly. Trinity reserves the right to modify all financial policies without notice.

**Tuition Payment Policies**
Each semester students are expected to make payment in full or enroll in a payment plan by the first day of classes. Failure to finalize payment arrangements will result in a $200 fine assessed to registered students following the second week of the semester.
Newly confirmed students will receive a TIUAccess login and password allowing registration and selection of meal plans and health insurance.
Continuing program students already with TIUAccess login and password are presented with the semester bill immediately after completing their online registration. Continuing program students are expected to check this Course & Fee Statement for the balance due. A separate bill will not be mailed. Complete information on how to finalize payment is made with the TIU Florida business office.

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

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

If possible, students should drop summer course(s) before the first day of class, thus opening up space for any students waiting to enroll in the course.

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

**General Policies**

**Accepted Forms of payment:** The University accepts cash, check, money order, MasterCard, Visa, and Discover.

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

**Google Messaging:** The Student Accounting Office uses the Google messaging system for notification of important information and deadlines. It is the student’s responsibility to check his or her Google e-mail.

**Outstanding Balances:** Any students not participating in the traditional TAPP will receive a deferment fee of one percent per month on any outstanding balance. This includes students who are waiting on Direct, Plus, or Alternative loans. Deferment fees are charged on the last working day of each month.
The current semester’s bill must be paid in full or be up to date on a traditional TAPP in order to register for the next semester. All balances owed to the institution must be paid in full prior to the release of transcripts and/or a diploma for Trinity International University.

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

**Refund Policy**

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

- Through 2\textsuperscript{nd} week of classes: 100%
- Through 3\textsuperscript{rd} week of classes: 80%
- Through 4\textsuperscript{th} week of classes: 70%
- Through 6\textsuperscript{th} week of classes: 60%
- Through 8\textsuperscript{th} week of classes: 50%
- Through 9\textsuperscript{th} week of classes: 40%
- After 9\textsuperscript{th} week of classes: 0%

An administrative fee of $35.00 is assessed for withdrawals.

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

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

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

**Refund Policy for Title IV Funds**
If a student withdraws completely from the institution during any given enrollment period, calculations must be performed to determine what amount of the student Title IV funds will be returned. Refunds of Title IV funds are calculated in accordance with federal regulations. If a student has attended Trinity before, a standard calculation based on the institutional refund policy will be used to determine the amount of Title IV funds to be returned. This calculation will be used through the established period of institutional refund. If this calculation indicates that funds should be returned, a specific order of refund has been established by the federal government:

- To outstanding balances on Federal Direct loans (Federal Direct Unsubsidized Loan, Direct Subsidized Loan, Direct Plus Loan)
- To the Federal Perkins loan
- To the Federal Pell Grant
- To the Federal Supplemental Educational Opportunity Grant
- To other Title IV assistance
- To other federal, state, private, or institutional aid
- To the student

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Through the 2nd week of the semester</td>
<td>100%</td>
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<tr>
<td>After the 2nd week of the semester</td>
<td>0%</td>
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Quad Courses are refunded according to the following schedule:

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<tr>
<th>Week</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Through the 1st week of the Quad</td>
<td>100%</td>
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<tr>
<td>After the 1st week of the Quad</td>
<td>0%</td>
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</tbody>
</table>

Summer Session & All Modular Courses must be dropped on or before the first day of class in order to receive a refund. Summer courses such as distance education, guided research, internships, or reading courses will be refunded according to the full-semester course refund schedule above. Before changing from full-time to part-time status, students should contact the Financial Aid Office to determine the effect on aid. Students who find that they need to reduce their academic load below full-time status (minimum 10 credit hours) or part-time students who drop courses will be refunded tuition (credits and audits) and fees according to the refund schedule listed above.

Week Percentage

<table>
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<tr>
<th>Week</th>
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<tbody>
<tr>
<td>1</td>
<td>6.25%</td>
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<td>2</td>
<td>12.50%</td>
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<td>3</td>
<td>18.75%</td>
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<td>4</td>
<td>25.00%</td>
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<td>5</td>
<td>31.25%</td>
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<td>37.50%</td>
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<td>15</td>
<td>93.75%</td>
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<tr>
<td>16</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

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

Academic Life

Academic Information

Academic Counseling

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

Academic Handbook

Detailed information related to the MA/BE, MA/CP, MA/L, MA/T, MBA, and MEd programs of the Graduate School is contained in the Academic Handbook. Students enrolled in degree programs are responsible for the contents of this document, which can be found online at MyTIU > Handbooks.
Academic Load
To be considered full time, master’s-level students must enroll in at least 10 hours each semester. Students will be considered part time if they are enrolled in 1-9 hours. However, for financial aid purposes “half time” is defined as 5-9 hours. Students may not register for more than 18 hours in any semester without approval in advance by the Dean’s Office.
If it is necessary to earn part or all expenses while enrolled at Trinity, students are encouraged to reduce their academic load accordingly. If employed for more than twenty hours per week, students are advised against registering for a full-time academic load.
Students are responsible to submit all required academic work by the assigned deadline for every course, including Internship, Guided Research, and Reading Courses. Work that is completed, but not submitted, will not be accepted beyond the end of the course. In cases where students have an emergency during the semester, the professor is allowed to grant an exception, provided that all work is submitted by the end of the semester. Extensions beyond the end of a semester are approved only by the TEDS/TGS Dean of Students in Deerfield and by the Executive Director/Associate Academic Dean at the Florida Regional Center.

Academic Year
Residential programs within Trinity Graduate School operate on the semester system, in which the academic year is divided into three semesters. The fall, spring, and summer semesters are fourteen weeks, plus an exam week, each, and full-time students take three or four courses per semester. In the residential programs, a semester hour is equivalent to fifty minutes of class instruction per week for one semester. For the purpose of comparing semester hours with quarter hours, 1 semester hour equals 1.5 quarter hours.

Active and Inactive Student Status
Program students are expected to register at the beginning of each semester for course work (including short-term modulars) or other program requirements (Internship, Thesis, Extensions of capstones, etc.) that they intend to complete during the semester. The status of such students is considered active, and campus services, such as library, e-mail, and faculty, are available to them. Student accounts must also be in good standing for a student to remain active and able to register for the next semester.
Students who desire not to register for classes for a period of one to three semesters (a maximum of twelve months) should request a Leave of Absence (LOA) from the Graduate Student Affairs Office (see “Leave of Absence Policy” in this Catalog). This apprises Trinity of student program plans and enables appropriate services to be provided. If a student desires to leave TGS, a Withdrawal must be completed through the Graduate Student Affairs Office (see “Withdrawal” in this Catalog).
If an LOA or Withdrawal has not been completed by a student and a student does not register and successfully complete course work each consecutive semester (fall, spring; summer is exempt), his or her status is rendered inactive (e.g., active students must register for at least one course each semester). Inactive students wishing to reenroll must reapply to TGS with no guarantee of readmission. At the time that inactive students reapply, they are subject to a reactivation fee. Students who withdraw appropriately and reapply are not subject to a reactivation fee.

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

Catalog
Students admitted to Trinity Graduate School will be subject to the program requirements of the catalog that is current at the time of initial enrollment rather than the catalog that was current when application was made. The catalog is updated annually. Students may complete the graduation requirements for their programs under the terms of the catalog that is current when they first enroll or any other subsequent catalog published by Trinity Graduate School during the time of uninterrupted resident study. If students ever withdraw and are readmitted, or if they finish one program and are readmitted into a second one, they will be subject to the requirements of the catalog that is current in the term when they reenroll.
Course Scheduling
Classes are arranged in a variety of formats, generally depending on the program. Some classes during fall and spring semesters are arranged in a block format in which each course meets once or twice a week throughout the semester, ranging from sixty to one-hundred minutes per meeting. Classes meeting twice weekly are normally scheduled in either Monday/Wednesday or Tuesday/Thursday combinations. Modular courses meet during the fall and spring semesters and during the summer on designated weekdays or weekends or as conference wrap-around courses. They generally require pre- and post-course work.

Examinations
All students, whether or not English is their primary language, are expected to complete all examinations—quizzes, midterms, finals, comprehensive exams, and otherwise—within the time allotted for the particular exam. Those students covered by the Americans with Disabilities Act (ADA) should consult with the Director of Student Services if they need adjustments in the location, length, or manner of their exams based on documented disability.

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

Gender References in Speech and Writing
The following statement reflects the principles of both Trinity Evangelical Divinity School and Trinity Graduate School:
In recognition of the divine act of creation whereby the imago Dei (image of God) has been equally given to women and men, the faculty of Trinity International University offers the following statement on gender references in speech and writing. We do this as a demonstration of the reality of our belief in the imago Dei and as an example of our serious desire to see all men and women treated with the worth and value with which both were invested since the creation of the world:
As members of the faculty of Trinity International University and leaders in the church of our Lord, we recognize that God has given his gifts to both men and women in the body of Christ. Therefore, as we teach in class, speak in the pulpit, or write our books and articles, we commit ourselves, before God, to be sensitive to the presence and needs of both sexes and the forms of address that will represent both genders rather than unthinkingly adopt potentially offensive conventions of speech.
Our decision is based on the fact that God’s gift of the imago Dei to both women and men has forever settled the question of their equal worth, value, and meaning as persons.
As believers desiring to support such an affirmation, we intend, by God’s help, to avoid any unwarranted usage of exclusive language. We will seek to avoid referring to all men and women as if only one gender were in view when actually we are intending to address the whole group.
Furthermore, we pledge ourselves as faculty to encourage students, staff members, and the wider Christian community to use language and illustrations that include women and men in teaching, writing, witness, and worship.

Grading
The following criteria are used at Trinity Graduate School in assigning letter grades:
“A” Designates outstanding work: superior achievement of course objectives
“B” Designates good work: commendable achievement of course objectives
“C” Designates acceptable work: satisfactory achievement of course objectives

Note: Courses for which a student receives a grade of “C-” or lower will not be counted toward meeting degree requirements.
“D” Designates minimal work: marginal achievement of course objectives
“F” Designates failure: unacceptable work. Normally assigned also to courses dropped after the eighth week of the semester, except in emergency circumstances.

The following grade points are assigned to letter grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
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<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>C–</td>
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<tr>
<td>D+</td>
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</tr>
<tr>
<td>D</td>
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</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

- **CR/NC (Credit/No Credit):** Certain courses of a practical nature such as colloquia and internships are offered only on a CR/NC basis. Other courses such as — 7501 Guided Research are completed for a letter grade or CR/NC. One option must be chosen at the time of registration.

- **CR (Credit):** Represents the successful completion of a course offered on a credit/no credit basis. These hours apply toward graduation requirements but are not calculated in the grade point average.

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

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

- **NR:** Not Reported. (A special grade designation is posted whenever a student grade is not submitted by a faculty instructor. The student will see an “NR” designation posted on the web Grade Report on TIUAccess, which indicates that the Records Office is waiting for the grade to be submitted. Students should contact their faculty instructor with questions regarding any pending grades posted with an “NR” designation.) An NR designation on a student’s record that remains for longer than three consecutive semesters will be administratively changed to an “F” (failing grade).

- **EX:** Official Extension granted.

- **W (Withdrawal):** Indicates that a student dropped a course after the add period for a class but before the appropriate deadline:
  - Traditional courses (semester, quad, etc.) must be dropped within the first 50 percent of class meetings.
  - Modular courses must be dropped by the end of the first class meeting.

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

**NOTE:** Students should note that tuition and fees assessment and financial aid deadlines may differ from academic deadlines.

**Grade Replacement Policy**

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

A student who has earned a “C-” or lower grade at TGS may repeat the course at another institution, and the credits earned (with the appropriate transfer grade level) may be applied toward degree completion; however, the grade earned at another institution will **not** be used in computing the TGS cumulative GPA. A repeated TGS course, for which credit has been earned, may produce an improved grade and improved cumulative grade point average but will not provide additional credits. A required course in
which a “C” or higher is earned may be repeated only once. All courses, grades, and GPA calculations will remain printed on the transcript.

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

Academic Policies

Academic Appeals Process
Initial Appeal: The student should appeal an academic decision directly to the director of the office enacting the policy or decision (Registrar, Director of Admissions, Program Director, etc.), who will attempt to resolve the appeal in consultation with the Dean or Associate Dean of the Graduate School or will refer the appeal to the Graduate School Council. In the Division of Education, initial appeals are considered by the Teacher Education Council, which is chaired by the Director of the Division of Education.
Secondary Appeal: Finding no satisfaction, the student should appeal the ruling in writing, following the procedure detailed in the Academic Handbook, to the Graduate School Council. The Graduate School Council will act on the appeal.
Final Appeal: If still dissatisfied, the student has the right of final appeal to the Dean of the Graduate School.

Academic Probation and Dismissal
A student may be admitted to Trinity on academic probation for either of the following reasons:
- A weak academic background as reflected in the undergraduate grade point average (GPA) and/or standardized admissions test scores
- A bachelor's degree from a non-accredited institution accompanied by marginal standardized admissions test scores

In such cases, the probationary status will be removed after successful academic performance in 12 hours of academic course work at Trinity.
A student will be placed on academic probation at the conclusion of any semester in which that student's cumulative GPA in their current degree program falls below graduation requirements in the respective degree program. The student will remain on probation as long as the cumulative average remains below the required level. It is expected that, if on academic probation, all activities outside of regular studies would be curtailed until such time as the probationary status is removed.
The minimum cumulative GPA for all Trinity Graduate School MA degree programs is 3.0. Students whose cumulative GPA falls below 3.0 but remains above 2.3 after 12 hours of academic course work in their current degree program will be placed on academic probation. Probationary status will be maintained until the cumulative GPA is raised to a 3.0 or above. The probationary period cannot exceed the six-year statute of limitations for the MA degree. Following completion of 12 hours of academic course work, a student will be dismissed from Trinity Graduate School if the cumulative GPA falls below 2.3.
Students who have either been placed on academic probation or have been dismissed have the right to appeal to the TGS Academic Standing Appeals Committee. They must do so in writing within fourteen calendar days of the postmarked notice of their academic standing. Letters of appeal may be sent to the Office of the Dean of the Graduate School.
Following a student's academic dismissal from the university, the Admissions Committee will consider applications for readmission only if warranted by exceptional circumstances. Such applications are considered on a case-by-case basis. Upon dismissal, a student must wait at least one semester before reapplying.

Candidacy Requirements
Admission into any master's program is not automatic acceptance into candidacy for the master's degree. A student will be recognized as a candidate in the program only after completion of a minimum of 20 semester hours of graduate study with a minimum program grade point average of 3.0 (on a 4.0 scale)
and removal of any entrance deficiencies for the program. A candidate must have demonstrated proficiency in the area of concentration and supporting fields and must give adequate proof of ability to complete successfully all degree requirements. Candidacy must be approved by a vote of the faculty. Failure to achieve candidacy results in dismissal from the program.

Individual programs may have additional candidacy requirements. For example, in the MA/CP program, students are required to participate in and successfully complete the requirements of a group counseling experience. The student should consult with the academic advisor or program director as to the specific requirements for his or her program.

For students enrolled in any of the dual degree options, candidacy in the MA is not awarded until the BA degree is complete.

Capstone Experience
TGS programs all require a capstone experience: professional project, major or integrative paper, internship, comprehensive exam, thesis, or a combination of these. Students should note carefully the requirement in their program curricula and consult with a program advisor as to the precise guidelines for that experience.

Capstone event writers (papers, theses) should note carefully the University writing requirements outlined in the TIU Style and Format Manual and avail themselves of the counsel of the Research Document Assistant or assigned Capstone Reader in their writing.

Capstone Extensions and Fees
Some capstone events are regularly completed during the semester of enrollment; however, others often extend one or more semesters beyond the original semester of enrollment. These Capstones also have a Capstone Extension course (— 7476, — 7478, — 7480, — 7485) in which students must enroll in order to maintain their active student status (see “Active and Inactive Student Status” elsewhere in this Catalog). If a student is enrolled in a capstone extension course and in no other courses, a minimal capstone extension course fee is charged for the student to maintain his or her active status and Trinity services. Students who fail to register for a Capstone Extension course to maintain their active status are charged the extension course fee plus late registration fees for each semester in which they failed to register and may be rendered inactive in their program, requiring readmission and payment of the reactivation fee (see “Active and Inactive Student Status”).

Changes in Registration and Course Withdrawals
Changes in Registration
For all Add/Drop changes in registration, the student must make the changes on TIU Access. In traditional courses, changes made during the first week of a semester (summers excepted) are free. After the first week of class a Change-in-Registration fee is charged (see “Registration Fees” in the Finances section of this catalog). Courses may not be added after the second week of classes.

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

For modular courses, Adds/Drops must be completed by the first meeting day of the class. No course may be added after the first day of class. Students wishing to drop a course are urged to do so as early as possible to maximize any refund due. Withdrawal is not permitted after the last class session. At that point, students will receive the grade earned.

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

At the beginning of the semester each faculty member will notify class members in writing of the attendance policy for each class. Since class attendance is important, students are urged to attend
classes regularly regardless of stated attendance policies in order to participate in discussion and receive benefit from lectures and reports given in class. Because of reduced class time in modular classes, attendance at all sessions is required. Students who miss a session will be requested to withdraw from the course.

Completion of a Second Degree at TIU
After completing work for one graduate degree at the university, a minimum of 16 semester hours must be taken in the new program before obtaining a second degree; however, the actual number of hours necessary to complete that degree may be higher, depending on the length of the degree. A student must also meet all specific requirements for the second degree. No hours can be applied from a first or second degree to a third. Students may be allowed to do advanced substitutions for required courses already taken.

Students accepted in BA/MA Dual Degree programs are allowed to take course work toward an MA simultaneously with their undergraduate course work; however, they are considered undergraduate students until all requirements are met for the BA. If the course work for the MA is finished simultaneously with BA course work, the MA will be awarded in the semester following the awarding of the BA. Even if the MA course work is finished first, in no case will the MA be awarded until the BA is completed.

Course Extensions
During any given semester faculty may change due dates for an entire class for a given assignment or exceptionally grant individual emergencies; however, any extensions beyond the last day of final exam week are granted only by the Dean of Students (or by the Executive Director/Associate Dean at the Florida Regional Center). Course extensions must be requested by Friday of exam week.

Course work is due no later than the scheduled time of the final examination for each course (including Reading, Guided Research, Field Education, and Internship). Extensions for unforeseen emergencies (illness, death) may be requested from the Dean of Students. Vacations, ministry or work responsibilities, and travel plans are not considered emergencies, and such requests will generally be denied.

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

Grading and the duration of the extension will depend on the severity of the emergency. Course extensions will not exceed four weeks from the end of Final Exam Week or from the last session of a course. All work must be submitted by the assigned deadline, or a failing grade (F) will be permanently recorded.

Course extensions beyond four weeks occur only in the event of the most serious extenuating circumstances. A written request accompanied by the support of the faculty member should be filed with the Dean of Students or Executive Director/Associate Dean (FRC).

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

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

Course Registration: Trinity College Undergraduates into TGS
Trinity College students may register for one TGS course each fall or spring semester at no additional charge (summers not included). Such course work may be counted for either undergraduate or graduate credit (not both) and may not be used to fulfill General Education requirements.

Registrants must be a full-time undergraduate student with junior or senior status with a minimum GPA of 3.0. The requisite form, which must be accompanied by the College Dean’s signature in the case for
juniors, is available from the Records Office. Undergraduate students registering for graduate classes are subject to all deadlines, grading policies, and late fees of TGS.

**General Graduation Requirements**
The following graduation requirements apply to all master’s candidates at Trinity Graduate School:

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

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

**Graduation and Participation in Commencement Ceremonies**
A student may graduate in May, August, or December of any academic year; commencement ceremonies are held in May and December. Degree completion requires the filing of an Application for Graduation. Fall applications are due by July 15, preceding the intended graduation semester. Spring and summer applications are due by December 15, preceding the intended graduation semester. For each academic year, there are three completion semesters: fall, spring, and summer. Students who complete their program at any session are eligible to participate in the May or December commencement ceremony. Participation includes both walking in the ceremony and being listed in the program. Participation in commencement ceremonies does not imply graduation. Graduands should note the following special requirements for participation in commencement:

- Program requirements of 6 or less hours remaining, student has registered for those requirements to be completed in the subsequent semester (spring for December participants, summer or fall for May participants)
- The capstone experience, internship, and/or clinical practice, are completed and passed during the regular semester deadlines.
- No other program requirements remain outstanding.
- Completion of the online Commencement Participation Form between August 1 and November 15 for December ceremony; and between January 1 and April 1 for the spring ceremony.

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

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

**Leave of Absence or Withdrawal from the University**

**Leave of Absence**
A student who desires not to register for classes for a period of one to three semesters (a maximum of twelve months) should request a Leave of Absence (LOA) via the Academic Withdrawal/Leave of Absence form available from the Graduate Student Affairs Office (studentservices@tiu.edu). The student should schedule an appointment with the Dean of Students at the time of submission of the form to ensure that all matters are in proper order. An LOA may be granted for personal, financial, or other
reasons, but the expectation is that the student will return to his or her program within a twelve-month period.

During the LOA, the student is considered “Active” but “On Leave” and should maintain contact with TGS, ensuring that address information and other relevant data are kept current through the Records Office. At the end of the leave, arrangements for course registration and returning to school should be made directly with the Records Office. During the LOA, the program Statute of Limitation clock keeps ticking; however, the student remains in their program of admission, and no continuation fees are assessed. LOA status is not intended to merely delay program deadlines or other program responsibilities but is rather a genuine absence from the TGS community.

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

Withdrawal from the University
If a student desires to withdraw from the University with no intention of returning, the student must complete a Withdrawal from the University form available from the Graduate Student Affairs Office (studentservices@tiu.edu). The student should schedule an appointment with the Dean of Students at the time of submission of the form to ensure that all matters are in proper order. Withdrawal is not complete until final settlements have been made with the Student Accounting and Records Offices. Grade accountability, if the student withdraws from Trinity after the start of a semester, is the same as that of dropping a class. Withdrawal from the University deactivates the student’s file, and if he or she desires to return at a future date, the student must reapply with no guarantee of readmission.

All students who have withdrawn from Trinity and desire to return for study must apply for readmission through the Admissions Office. The readmitted student will then be subject to the catalog requirements in effect at the time of reenrollment, rather than the catalog in effect at the time of the student’s previous enrollment.

Withdrawal for Students Called to Active Military Duty
Trinity students called to active military duty have the following options:

1. Receive course grades for the current semester, or extensions for all courses, if approved by your professors.
2. Receive administrative drops with a refund for some courses and grades/extensions in other courses, if approved by your professors.
3. Withdraw from all current semester courses with a full refund of tuition and fees.

Contact the University Records Office for information on the procedures to follow and departments to inform in the event of call to active military duty.

Statute of Limitation for Program Completion, Program Extension, and Program Readmission

Program Completion
The Statute of Limitation, which is the maximum length of time permitted for completion of a program, is six years from the date of admission for all MA programs in the Trinity Graduate School. When the statute of limitation is reached, the student is administratively withdrawn from the program and a hold is placed on further registration unless a program extension request is granted and is on file with the Records Office.

Program Extension
A program extension request is considered by petition to the TGS Council and generally does not add more than two years to a program’s statute of limitation. Petitions should be filed at least one semester before the statute of limitation ends and show consistent evidence of program progress and a definitive plan for program completion. Students granted program extension will be required to pay continuation fees (see “Continuation Fees” elsewhere in this catalog).
Program Readmission
Students who withdraw from Trinity without completing their program and desire to reapply may make application for readmission under the current catalog. Readmission is not guaranteed. A written statement outlining plans for program completion must accompany application materials. Readmission is solely for the program to which the applicant is making application. Students who are readmitted to a program two years or more beyond their original statute of limitation date can expect to complete additional program hours and may have to retake a significant portion of the course work for the program. The conditions for readmission and program requirements will be determined on a case-by-case basis by the department or program director as applicable. These conditions will be outlined in the letter of readmission.

Transcripts and Records Retention
Admissions documents are retained for accepted students who do not enroll for two years and for those who enroll for a period of five years beyond the date of last attendance. Academic records are retained permanently. Official student transcripts bear the seal of the school and are distributed in a sealed envelope. Students may request their academic transcript by presenting or mailing a Transcript Request Form to the Records Office or submitting a signed letter requesting the transcript. Official transcripts will be sent directly to an institution upon request or may be picked up in the Records Office. Downloadable forms and complete instructions for these options are available at www.tiu.edu/tiu/records/transcriptinfo. Unofficial transcripts are also available and may be faxed. Allow ten business days for completion of transcript requests. Transcripts are not issued for students who have outstanding accounts unless payment arrangements have been made. Consult the Catalog or the Records Office for fees for transcripts.

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

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

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

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

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

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

“R” indicates that a catalog course is not offered during a given semester and therefore taken on a Reading basis under the individual direction of a faculty member. The number — 7501 (Guided Research) course in each program is similarly available for courses that are not listed in the catalog.
Credit Hours
Academic credit is indicated in terms of semester hours. In certain academic programs where prior approval has been granted by specific action of the faculty, courses may be offered for a different number of semester hours than those listed in the catalog course description.

Master’s Programs

Master of Arts in Counseling Psychology (MA/CP)

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

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

- Integrate a biblical world view in counseling theory and practice
- Apply their faith in areas of service to underserved client populations
- Adhere to cultural competency standards when working with the needs of diverse clients
- Display through content knowledge the core competency areas in the field of counseling psychology
- Assess, deliver, and document appropriate interventions that are consistent with current standards of care in the counseling profession
- Critically reflect upon their personal growth and refine their counseling skills in order to provide ethical and professional care for clients

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

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

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

Program of Study: 54-60 hours

Common Core Courses (6 hours):
- ID 5001 Foundations for Integrative Thought 3 hours
- ID 5002 Foundations for Cultural Engagement 3 hours

Required Counseling Courses (27 hours):
- CP 5210 Counseling Skills Training 3 hours
- CP 5310 Counseling Theories 3 hours
Select one of the following concentrations:

**Mental Health Counseling Concentration (27 hours):**

**Required Courses (21 hours):**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CP 5120</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
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<tr>
<td>CP 6015</td>
<td>Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6610</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>CP 6650</td>
<td>Multicultural Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 7450</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>CP 7961</td>
<td>Internship in Counseling I*</td>
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</tr>
<tr>
<td>CP 7962</td>
<td>Internship in Counseling II*</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 5140</td>
<td>Principles of Guidance and Counseling</td>
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</tr>
<tr>
<td>CP 6625</td>
<td>Theoretical Foundations of Marriage and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CP 6000</td>
<td>Current Studies in Counseling and Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CP 6530</td>
<td>Child and Adolescent Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 7140</td>
<td>Crisis Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 7950</td>
<td>Counseling Practicum*</td>
<td>3</td>
</tr>
<tr>
<td>CP 7963</td>
<td>Advanced Counseling Practicum*</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Capstone (Required for students pursuing licensure):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 7961</td>
<td>Mental Health Counseling Internship I</td>
<td>3</td>
</tr>
<tr>
<td>CP 7962</td>
<td>Mental Health Counseling Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Guidance and Counseling Concentration (21 hours):**

**Required Courses (18 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 5140</td>
<td>Principles of Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 5145</td>
<td>School Consultation Procedures</td>
<td>3</td>
</tr>
<tr>
<td>CP 6140</td>
<td>Counseling Exceptional and At-Risk Children</td>
<td>3</td>
</tr>
<tr>
<td>CP 6530</td>
<td>Child and Adolescent Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 7911</td>
<td>Guidance and Counseling Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>CP 7912</td>
<td>Guidance and Counseling Practicum II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration Electives (3 hours)—select one course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 5120</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6015</td>
<td>Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6610</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>CP 6625</td>
<td>Theoretical Foundations of Marriage and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CP 7840</td>
<td>Multicultural Issues in Counseling</td>
<td>3</td>
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</tbody>
</table>

**Capstone (required for students pursuing certification)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 6911</td>
<td>Guidance and Counseling Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>CP 6912</td>
<td>Guidance and Counseling Practicum II</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Capstone Options for Students Not Pursuing Licensure:**
- CP 7969  International Counseling Experience 3 hours
- CP 7478  Counseling Psychology Capstone Project 3 hours
- CP 7485  Counseling Psychology Thesis 3 hours
- CP 7910  Advanced Research Methods (Required with Thesis) 3 hours

**Required Capstone Experience (3-6 hours):**
Students in the MA in Counseling Psychology with a Mental Health Counseling concentration must meet internship requirements in order to be licensed in the state of Florida. In addition, students in the Guidance and Counseling Concentration must meet the practicum requirements for state certification. Students not pursuing licensure may opt to complete the degree by choosing among three other capstone options, Capstone Project, Capstone Thesis or the International Counseling Experience with the program director’s approval. Students completing the capstone options will need 60 credit hours for graduation in the Mental Health Counseling concentration and 54 hours with the Guidance and Counseling concentration.

However the student chooses to meet the capstone experience requirement, all students must register for course credit for their selected capstone experience in the semester they start the capstone. Students making progress toward completion of a capstone but unable to finish in a single semester, can apply for a capstone extension. They must then register for CP 7486 Capstone Extension. Capstone extension fees will be assessed. Students who opt to fulfill the capstone by writing a thesis must also take CP 7910 Advanced Research Methods.

The capstone experience must be completed subsequent to candidacy and is supervised by a faculty member. Students opting to write a formal master’s thesis should be aware of pertinent deadlines well in advance (see [Academic Handbook](#)).

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

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

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

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

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

- **CP 5310  Counseling Theories**
  Classical and current theories of counseling will be studied and evaluated in the light of Scripture, psychological sophistication, and practical relevance. Both secular and practical counseling approaches will be discussed. *Three hours.*
CP 6110  Career Counseling
This class will deal with the many facets of career counseling. The subject will be covered from both theoretical and practical points of view. Holistic awareness of individuals will be considered in regard to how people deal with their vocational needs and goals. *Three hours.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**CP 7478  Counseling Psychology Capstone Project**  
Independent study culminating in a counseling psychology–related project, as arranged with the program director or designate. Students should register for this course the semester that they start the project. This course counts as half-time status. *Zero to-three hours.*

**CP 7480  Counseling Psychology Capstone Integrative Paper**  
Independent study culminating in an integrative paper. Students should register for this course the semester they start the paper. *Zero to-three hours.*

**CP 7486  Counseling Psychology Capstone Extension**  
This course is taken when an extension has been granted beyond one semester for progress toward completion of the capstone (other than the internship capstones). Counts as half-time student status when registrant affirms that a minimum of twenty hours per week are invested in the capstone. Capstone Extension fee required when not in enrolled in other courses. No Credit. *Zero hours.*

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

**CP 7900  Psychological Research Methods**  
Critical review of basic research techniques and examination of the methods and conclusions of some representative research. Prerequisite: undergraduate course in statistics. *Three hours.*

**CP 7910  Advanced Research Methods**  
This course will consider more complex research designs and techniques. It will include information about statistics and statistical computer packages. Required for students who write a thesis. Prerequisite: CP 7900 Psychological Research Methods. *Three hours.*

**CP 7950  Counseling Practicum**  
This practicum is designed as a pre-internship fieldwork experience. It will provide students with practical supervised experience in various counseling settings. The student will average 8 to 20 hours per week involvement. This course may be repeated for credit. Prerequisites: Program candidacy and permission of department. *Three hours.*

**CP 7961  Internship in Counseling I**  
This internship is designed to give counseling students practical supervised experience in various counseling facilities. Approved intern sites include hospital inpatient programs, counseling centers, community agencies, churches, and other counseling service facilities. This course is the first semester of a two-semester sequence with the students averaging 20+ hours per week involvement. Individual supervision is provided on site. Group supervision is provided on campus. Prerequisites: Program candidacy and permission of department. This course counts as half-time status. *Three hours.*
CP 7962  Internship in Counseling II
This internship is designed to give counseling students practical supervised experience in various counseling facilities. Approved intern sites include hospital inpatient programs, counseling centers, community agencies, churches, and other counseling service facilities. This course is the second semester of a two-semester sequence with the students averaging 20+ hours per week involvement. Individual supervision is provided on site. Group supervision is provided on campus. Prerequisites: CP 7961; program candidacy and permission of department. This course counts as half-time status. Three hours

CP 7963  Advanced Counseling Practicum
This practicum is designed to provide post-internship counseling experience for advanced students. Students will average 20+ hours per week on site. This course may be repeated for credit. Prerequisites: CP 7961 and CP 7962, permission of department. This course counts as half-time status. Three hours.

CP 7969  International Counseling Experience
This course is designed for those participating in non-licensure counseling experience, primarily in international settings. International students and others who are not seeking U.S. licensure but who may benefit from a supervised international counseling experience may apply. Individual onsite supervision is required. Prerequisites: MA in CP candidacy and consent of the department. Three hours.

CP 7985  Counseling Psychology Thesis
Independent study toward development of an academic thesis. Required of all students choosing to write a thesis. Students may not register for this course until the semester after the thesis proposal has been approved. Prerequisites: CP 7910 Advanced Research Methods, program candidacy, and permission of program director. Zero to three hours.

CP 8000  Current Studies in Counseling and Psychology
Topics selected deal with significant issues related to counseling and psychology. Recent titles include Community and Mental Health, Child and Adolescent Therapy, Gender Issues, Substance Abuse Counseling, Clinical Community Counseling, Counseling Dysfunctional Families. One to three hours.

ID 5001  Foundations for Integrative Thought
This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and consummation, with special attention to Scriptural applications and ramifications for ethical behavior. The course considers how precepts, themes, truths, and strategies that established God’s will in earlier times provide direction for God’s people today. Students will practice interpreting scripture responsibly and thinking creatively about current issues in the light of biblical principles. Three hours.

ID 5002  Foundations for Cultural Engagement
This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working assumptions of contemporary culture. In addition to investigating several models for Christian engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for wise interaction with contemporary thought. Three hours.

Master of Business Administration (MBA)

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

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

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

- Implement business concepts in a realistic environment with the goal of working as an organizational change-agent to achieve the “Greater Good” as directed by Scripture and the Spirit.
- Enhance leadership skills, demonstrating the ability to think and act strategically, to communicate a vision of the future, to motivate and empower others, to tolerate ambiguity and embrace change, to collaborate with strategic partners and to develop the leadership potential of others.
- Recognize and analyze ethical problems and choose and defend biblically-authorized resolutions to create realistic business solutions to organizational challenges.
- Acquires substantial knowledge of major business functions, i.e., accounting, marketing and HR, to be enabled to converse relevantly and factually as an administrator.
- Apply business management principles to work with people from a diversity of cultures and perspectives and to understand how to sensitively and appropriately lead within a contemporary business organization.
- Demonstrate knowledge of social, cultural, economic, and regulatory factors and their effect on the global business environment.
- Evaluate operations and provide recommendations to improve individual and organizational performance. Gain an enhanced ability to think creatively, to link business principles to practice, and to manage with greater interpersonal effectiveness.
- Evaluate the financial position of organizations through examination of balance sheets, cash flow statements, and budgets.
- Develop an entrepreneurial ‘spirit’ combining God’s call on our lives with their individual gifting to meet the perceived needs of their community and world.

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

Program of Study (43 hrs)

Pre-Requisite (4 hrs)
BU 5001 Foundations for Integrative Thought in Business 3 hrs

Required Courses (39 hrs)
BU 5150 Economics for Managers 3 hrs
BU 5220 Accounting for Managers 3 hrs
BU 5290 Managerial Finance and Analysis 3 hrs
BU 5380 Marketing and Advertising for Managers 3 hrs
BU 5410 Managing and Leading Organizations 3 hrs
BU 5580 Strategic Human Resources Management 3 hrs
BU 5680 Quantitative and Analytic Methods 3 hrs
BU 5910 Work and Management Ethics 4 hrs
BU 6440 Strategic Management 3 hrs
BU 6590 Organizational Behavior for Managers 3 hrs
Business Courses

**BU 5001  Foundations for Integrative Thought in Business**

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and consummation, with special attention given to Scriptural applications of business ethics and godly stewardship in the workplace. The course considers how precedents, themes, truths, and strategies that established God’s will in earlier times provide direction for God’s people today. Students will practice interpreting scripture responsibly and thinking creatively about current issues in work and in business in the light of biblical principles. *Three hours.*

**BU 5150  Economics for Managers**

An overview of basic economic theory is featured, which is necessary for establishing, revising, and interpreting business policy. Students will identify and interpret appropriate economic indicators and macroeconomic and microeconomic phenomena that aid sound decision-making for management. The course will also deal with political influences on the performance of markets, currency exchange, economic growth as well as the effects these have on the human condition of employees and customers. *Three hours.*

**BU 5220  Accounting for Managers**

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

**BU 5290  Managerial Finance and Analysis**

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

**BU 5380  Marketing and Advertising for Managers**

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

**BU 5410  Managing and Leading Organizations**

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

**BU 5580  Strategic Human Resource Management**

This course views managing human resources as a strategic organization asset that supports competitive advantage and major strategic objectives. It positions HRM as an integral partner in a firm’s strategic planning and implementation, in terms of external environmental and internal exigencies. It focuses on HR planning and strategies and their applications in HR programs and processes. Students also learn how to develop alignment among vision, strategy and values in the development of a paradigm based upon competencies required for enhancing the business results of a company or government agency. *Three hours.*
BU 5680  **Quantitative and Analytic Methods**  
The application of quantitative methods to managerial decisions is featured. Applications include optimization, modeling, and simulation with a focus on using the computer for analysis and decision-making. The human component of all decisions will be engaged as an equally important variable for all decisions. *Three hours.*

BU 5910  **Work and Management Ethics**  
In this course students will investigate the intersection of Christian theology and vocation in relation to biblical principles and current practices in the marketplace. Content will explore pivotal Christian doctrines as a framework within which to evaluate the working assumptions of stakeholder management, including responsibility, influence, transformation, and effectiveness. Through case studies and course projects, students’ moral imaginations will be challenged as they identify and develop ethical responses to situations encountered in both nonprofit and for-profit enterprises. *Four hours.*

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

BU 6590  **Organizational Behavior for Managers**  
This course explores how to manage personal, interpersonal, and group processes by developing interpersonal skills to assume responsibility for leading and promoting teamwork among diverse stakeholders. The focus is on learning to manage individual and group behaviors in improving organizational productivity and performance. Crucial to this process is the understanding of the dignity of the individual as one made in God’s image. *Three hours.*

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

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

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

### EVENT

#### Fall Semester
- Classes Begin (Mon classes meet in lieu of Wed classes)
- Labor Day (no classes)
- Global Christian Week
- Fall Break
- Day of Prayer
- Thanksgiving Recess
- Last Day of Classes
- Christmas Break

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>Aug 28</td>
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<tr>
<td>Labor Day</td>
<td>Sep 2</td>
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<tr>
<td>Global Christian Week</td>
<td>Sep 17-24</td>
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<tr>
<td>Fall Break</td>
<td>Oct 17-20</td>
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<tr>
<td>Day of Prayer</td>
<td>Oct 29</td>
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<tr>
<td>Thanksgiving Recess</td>
<td>Nov 27-Dec 2</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Dec 13</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>Dec 23-Jan 1</td>
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</table>

#### Spring Semester
- New Student Orientation
- Classes Begin
- Martin Luther King Day
- Spring Break
- Day of Prayer
- Easter Break
- Last day of classes
- Commencement

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<tbody>
<tr>
<td>New Student Orientation</td>
<td>Jan 13-14</td>
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<tr>
<td>Classes Begin</td>
<td>Jan 15</td>
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<tr>
<td>Martin Luther King Day</td>
<td>Jan 20</td>
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<tr>
<td>Spring Break</td>
<td>Mar 6-16</td>
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<tr>
<td>Day of Prayer</td>
<td>April 2</td>
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<tr>
<td>Easter Break</td>
<td>Apr 17-22</td>
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<tr>
<td>Last day of classes</td>
<td>May 9</td>
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<tr>
<td>Commencement</td>
<td>May 10</td>
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2013-2014 Catalog

Trinity Evangelical Divinity School (TEDS)
The Divinity School of Trinity International University
Graduate Degree Programs

Masters of Arts
Concentration in Christian Studies

Doctor of Ministry
A Message from the Dean

Greetings from Trinity Evangelical Divinity School. We are delighted that you are interested in discovering what Trinity is all about.

Trinity is not just an educational institution. It is a community—a community of people committed to one overriding vision: a vision of loving God wholly, not only with our minds but with all our might, all our souls, and all our spirits. It is also a community of people committed to one passion: that of serving God through his church.

The church today exists in a complex and rapidly changing world. As such, we at Trinity are compelled to take that world seriously as we prepare students for ministry. This requires a disciplined commitment to the understanding of the Scriptures and their implications for the world today, a vibrant spiritual life, and an unashamed commitment to the Triune God.

If God leads you to join us at Trinity, we will be better for it as you enrich our community of faith. In turn, we trust that we will be able to contribute to your continued faithfulness to God.

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

“I believe that we desperately need people who give evidence of faithfulness to the Lord, who show the world over the years of devotion that the Christian faith can be lived.”

Dr. Gregory L. Waybright (MDiv ‘80), former president of Trinity International University

Mission Statement

Trinity Evangelical Divinity School exists to serve the church of the Living God by equipping servants for the work of the gospel of Christ worldwide.

Community

A Global Community

Trinity Evangelical Divinity School is one of the largest seminaries in the world. The divinity school enrolls more than 1,500 students from more than forty states and from almost forty countries. Hundreds of students take advantage of opportunities available through seven extension sites across the United States. Trinity Evangelical Divinity School offers seven master’s and two doctoral degrees in many different programs of study, as well as a one-year certificate in Christian Studies.

A Diverse Faculty

The divinity school faculty includes nationally and internationally recognized scholars in Old and New Testament studies, Biblical and Systematic Theology, Philosophical Theology and Apologetics, Pastoral Theology, Church History, Educational Ministries, Mission and Evangelism, Counseling, Bioethics, and Christianity and Contemporary Culture.

A Proven Track Record

Approximately 85 percent of Trinity’s Master of Divinity students are successfully placed in ministry positions within six months of graduation. In addition to ministry, students who graduate from the master’s degree programs serve in teaching, counseling, and many other professional fields.

Trinity Evangelical Divinity School’s academic and professional doctoral programs serve nearly three hundred active students from all over the world. Trinity offers an academic doctorate- the Doctor of Philosophy with concentrations in three areas: Educational Studies, Intercultural Studies, and Theological Studies. Graduates of the academic doctoral programs have been placed in faculty, administrative, and church positions around the world. Trinity’s professional doctoral program, the Doctor of Ministry, is designed to enhance the skills and effectiveness of men and women already involved in ministry.

A Community Commitment to Nondiscrimination

It is the policy of Trinity International University not to discriminate on the basis of age, disability, color, national origin, race, or gender in student admission and recruitment, educational policies, scholarship and loan programs, employment, and school-administered programs in accordance with applicable laws. Trinity complies with both the letter and the spirit of Title IX of the 1972 Education Amendments, of Title VI of the Civil Rights Act of 1964, of Section SOL of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. (See “Grievance Procedure for Discriminatory and Sexual Harassment Complaints” on page 217.)

A Community Committed to Equipping Men and Women for Ministry

Trinity acknowledges that, according to Scripture, both men and women are created in the image of God and are objects of God’s gracious redemption in Jesus Christ. In Christ, both men and women are gifted and equipped for ministry and are called to serve God in varied ways. Because of this, Trinity seeks to be a community where both men and women are valued and warmly accepted as servants of Jesus Christ.
As an educational institution, Trinity does not ordain people. We seek to equip people for ministry. We actively recruit and admit women into all programs (including all foci of the MDiv program). We seek to address the unique needs of women as students and as future ministers in our curriculum development. We seek to develop placement services for women as they pursue the ministries to which God has called them. We also seek to promote and protect an ethos where women are encouraged to fulfill their ministry calling.

Cooperative Programs

Educational Consortia
Trinity Evangelical Divinity School is a member of both the Northside Chicago Theological Institute (NCTI) and the Association of Chicago Theological Schools (ACTS). Full-time Trinity master’s students in good standing and enrolled in a degree program may register for courses in any of the member schools and pay only Trinity’s tuition charge.

International Partnerships and Study Opportunities

- Jerusalem University College
- The London Institute for Contemporary Christianity
- Nairobi Evangelical Graduate School of Theology
- Torch Trinity Graduate School of Theology

The Center for Bioethics & Human Dignity (CBHD)

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

Office of Extension and Affiliated Education
Students desiring to pursue Office of Extension and Affiliated Education courses as part of their master’s program should consult their Program Chair.

For additional information go to www.teds.edu.

Community Life

Students are highly encouraged to participate in regular church life in their community, including active engagement in spiritual formation opportunities found there, such as Small Groups, Social Justice and leadership opportunities.

Graduate Student Affairs

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

Practices that are specifically forbidden in Scripture, such as dishonesty, theft, premarital sex, abortion, adultery, homosexual behavior, use of pornography, drunkenness, profanity, gossip, racism, and infringement on the rights of others, will not be condoned.
Scripture explicitly teaches respect for governmental authority. Students are therefore expected to uphold the laws of the local community, the state, and the nation except on those occasions where obedience to civil authority would require behavior directly in conflict with other scriptural principles.

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

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

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

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

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

**Counseling**

TIU provides students with the opportunity to receive up to four therapeutic counseling sessions per semester.

These opportunities provide a safe and inviting place to seek wholeness, providing affordable services for students, spouses, staff, and the community. Sessions are confidential and are offered both in individual and group therapy settings. Assessment services are available for personal, premarital, educational, and career direction. For more information please call our office at 954-382-6400.

**Academic Life**

**The Theological Fabric of the Trinity Curriculum**

The early Trinity Evangelical Divinity School was birthed in the vision of the late nineteenth-century Norwegian-Danish Free Church and Swedish Evangelical Free Church, both of which developed Bible-theological curriculum to serve their pastoral leaders. Both were part of the Free Church movement, “an association of evangelical denominations whose sole requirement for church membership is spiritual life through personal faith in Jesus Christ as the Son of God, Savior and Lord” (Article 2 of the Constitution). The merger of these two groups in 1950 formed the Evangelical Free Church of America (EFCA), which continues today as the sponsoring church of Trinity Evangelical Divinity School.

Catholicity of spirit marked the early EFCA founders, who emphasized “unity in essential matters and liberty in all things non-essential” (E.A. Halleen, church leader). Doctrinal statements supported common beliefs and were intentionally silent on matters such as the time and method of baptism, the extent of the presence of Christ in the elements of the Lord’s Supper, Arminianism and Calvinism, and the timing of the Tribulation in eschatology. The belief was strong—“Since all were members of the body of Christ through faith in Jesus Christ as Savior and submission to Him we should not demand that all believers be in agreement in all other matters” (A.T. Olson, retired EFCA president).
The arrival of Dr. Kenneth S. Kantzer to TEDS in 1962 reinvigorated the vision of the seminary in terms of catholicity. Dr. Kantzer, with the support of the EFCA leadership, promoted TEDS as the "love gift of the EFCA to the broad evangelical world." In an era when theological schism was rampant, Dean Kantzer called upon TEDS to embrace students and faculty who hold diverse theological views within the context of historic orthodox Christianity. The TEDS of the twenty-first century still encourages diversity under the leadership of Senior Vice President of Education and Dean Dr. Tite Tiénou. Committed to broad historically orthodox Christianity, and as a servant to the EFCA and the world wide church, TEDS welcomes and encourages faculty who affirm the inerrancy of Scripture. Regular TEDS faculty, while all subscribing to the EFCA's Statement of Faith, currently represent diverse theological and denominational fellowships, including the following:

Anglican Church of Australia
Christian and Missionary Alliance
Evangelical Free Church of America
Evangelical Lutheran Church of America
Missionary Church of Germany
North American Baptist Conference
Presbyterian Church in Canada
Reformed Church in America
The Wesleyan Church
Baptist General Conference
Conservative Baptist
Evangelical Covenant Church
Fellowship of Evangelical Baptist Churches in Canada
Missionary Church (Fort Wayne, Indiana)
Presbyterian Church in America
Presbyterian Church, USA
Southern Baptist

Part-time and adjunct faculty members further broaden the scope of denominational inclusion. Curriculum offerings are regularly taught a breadth of theological diversity while affirming the commonality of the Christian faith. The breadth of faculty backgrounds also enables TEDS to offer courses that emphasize the history and theological tenets of various theological traditions, including fundamentalism, Anabaptist, Lutheran, Reformed, and Wesleyan, in accordance with faculty expertise and student interests.

We invite you to join students and faculty from many church backgrounds as we seek together to affirm our commonality in Jesus Christ and the study of the Holy Scripture.

**Academic Information**

**Academic and Personal Advisement**
Admissions Office Counselors generally provide initial academic guidance to prospective and admitted students.

Students are ultimately responsible for their program progress as outlined in the Catalog at the time of their admission and should carefully consult both the Catalog and the Academic Handbook as they plan their course work. Further academic advisement is handled through the office of academic operations. Personal counseling can be arranged through the office of student services.
Academic Handbook and Catalog
Students admitted to Trinity are subject to the program requirements of the Catalog current at the time of initial enrollment (matriculation). A student may elect, by indicating his or her intention in writing to the Records Office, to complete the program requirements of a subsequent catalog; however, the catalog change policy requires that students complete all degree requirements under any subsequent catalog selected. Students must choose one catalog or the other - not a combination of the two. If a student withdraws and is readmitted, or finishes one program and is readmitted into a second one, the student is subject to the program requirements current at the time of reenrollment.

Specific policies procedures related to master’s programs are contained in the respective program handbook (see relevant doctoral section later in this catalog). The annually updated Academic Handbook for Master’s Students is available on the TEDS Academic Information website (MyTIU>Handbooks) at the time of enrollment to all incoming master’s students, and an annual electronic addendum updates changes. The Academic Handbook contains detailed policy and procedural matters, detailed Academic Calendar, registration information, advisement tips, exam details, and guidelines regarding program capstone experiences (theses, etc.).

Students are well advised to retain at the time of their initial enrollment both the current Catalog and the Academic Handbook and then obtain the annual Handbook Addendum. Careful reading and study of these two publications will facilitate timely program completion, the Catalog describing the program curriculum and the Academic Handbook the policies and procedures related to the completion of that curriculum.

Academic Integrity
The Trinity community is committed to the integrity in all areas of life, including academic integrity, which we believe is essential in the search for and promotion of truth. The pursuit of truth is integrally connected with values of the Trinity community, which include respect for individual intellectual contributions, the development of God-given talents, and the building of relationships in community in a spirit of trust.

Therefore, academic integrity is upheld in the Trinity community and any form of cheating and plagiarism is not permitted. Additional information and details are available in the Academic Handbook.

Academic Load
Full-time master’s students must enroll in at least 9 semester hours of courses each semester to be considered full-time. Students enrolled in 1 to 8 semester hours are considered part-time. Part-time enrollment, for financial aid purposes, is considered 5 to 8 semester hours. Note that tuition fee structures and academic load structures differ.

The normal course load for full-time students is 9 to 12 credit hours. Registration for more than 18 semester hours requires a student to be in good academic standing with a cumulative GPA above the minimum required for graduation in the student’s degree program. Students employed more than twenty hours per week are advised against enrolling for a full-time academic load.

Active and Inactive Student Status
Program students are expected to register at the beginning of each semester for course work (including short-term modular) or other program requirements (Field Education, Internship, Thesis, Extensions of capstones, etc.) they intend to complete during the semester. The status of such students is considered active and campus services such as library, e-mail, faculty, etc. are available to them. Student accounts must also be in good standing for a student to remain active and able to register for the next semester. If a student is regularly taking courses each year (such as summer), but their enrollment is not continuous every semester because of regular vocational responsibilities, they should notify the Records Office to ensure their active status is maintained.

Students who desire not to register for classes for a period of one to three semesters (twelve months) should request a Leave of Absence (LOA) from the Student Affairs Office (see Leave of Absence Policy in this Catalog). This apprises Trinity of student program plans, and enables appropriate services
to be provided. If a student desires to leave TEDS, a Withdrawal must be completed through the Student Affairs Office (see “Withdrawal” in this Catalog).

If a LOA or Withdrawal has not been completed by a student, and a student does not register and successfully complete course work each consecutive semester (fall, spring; summer is exempt), his or her status is rendered inactive (e.g. active students must register for at least one course each semester).

Inactive students must reapply to TEDS with no guarantee of readmission. At the time inactive students reapply, they are subject to a reactivation fee. Students who withdraw appropriately and reapply are not subject to a reactivation fee.

Candidacy
Admission to a TEDS program must be followed by candidacy for the degree. Candidacy requirements vary from program to program and are outlined under the specific program description and concentration. Failure to achieve candidacy may result in dismissal from a program or expulsion from the institution. Admission or change to another program is not automatic and must be accompanied by a complete reapplication.

Capstone Events
Most Trinity programs require a capstone event: professional project, major or integrative paper, internship, comprehensive exams, thesis, dissertation, or a combination of these. Note carefully the requirement in your program curricula and consult with your department as to the precise guidelines for that event. Capstone event writers (papers, theses, dissertations) should note carefully the University writing requirements outlined in the TIU Style and Format Manual and avail themselves of the counsel of the Research Document Assistant in their writing.

Capstone Extensions and Fees
Some capstone events are regularly completed during the semester of enrollment (major papers, internships, etc.); however, other are often extend one or more semesters beyond the original semester of enrollment. These Capstones also have a Capstone Extension course (ID 7466, ID 7469, ID 7481, ID 7484, --7886, --8986) in which a student must enroll in order to maintain their active student status (see “Active and Inactive Student Status” above). If a student is enrolled in a capstone extension course and in no other courses, a minimal capstone extension course fee is charged for the student to maintain his or her active status and Trinity services. Students who fail to register for a Capstone Extension course to maintain their active status are charged the extension course fee plus late registration fees for each semester in which they failed to register and may be rendered inactive in their program requiring readmission and payment of the reactivation fee (see “Active and Inactive Student Status”).

Course Extensions
During any given semester faculty may charge due dates for an entire class for a given assignment or exceptionally grant individual emergencies. All semester course work is due no later than the scheduled time of the final examination for each course (including Reading, Guided Research, Field Education, and Internship). All extensions beyond the date of the final exam are granted only by the director of the degree program.

Course extensions are granted only in the case of an unforeseen emergency such as severe illness/hospitalization or death of an immediate family member. Such emergencies are to be reported immediately, or within seventy-two hours of the occurrence. Requests based on being overcommitted, vacation or travel plans, work or ministry responsibilities, family visits, etc. will be denied.

Grading and the duration of the extension will depend on the severity of the emergency. Course extensions will not exceed four weeks from the end of the Final Exam Week. All work must be submitted by the assigned deadline, or a Fail (“F”) will be permanently recorded.
Course Registration and Course Withdrawal

TIU-Florida required program Divinity School courses are offered on a rotating basis, enabling completion of the program in a timely fashion by full-time students. Please refer to current published semester schedules for course selection and registration. Further details about TEDS courses offered may be obtained from the Registrar’s office or from MA/CS Program Director, Steve Roy (sroy@tiu.edu).

Registration dates and process are handled through the registrar’s office at the TIU Florida campus. All changes in course registration (dropping and adding courses) must be completed during the first two weeks of the semester. A fee is assessed during the second week. Courses may not be added after the second week of classes. Courses dropped after the second week are considered course withdrawals with a “W” assigned during the first 50 percent of class meetings (e.g. during the first seven weeks of a semester-length course; during the first five days of a ten-day course) and an “F” assigned thereafter.

NOTE: Students may add or drop semester or Field Education classes or withdraw with a refund before the second class of a course. Note: all day Saturday sessions are considered two classes. Tuition and fee assessment deadlines and financial aid deadlines may be independent from academic deadlines.

Students are responsible for reviewing Catalog program requirements and the Academic Handbook and for consulting the available academic advisement tools as needed prior to course registration to ensure that their courses apply to their program or personal interests.

Course Registration: Trinity College Undergraduates into TEDS

Trinity College students may register for one TEDS course each fall or spring semester at no additional charge (summers not included). Such course work may be counted for either undergraduate or graduate credit (not both) and may not be used to fulfill General Education requirements.

Registrants must have junior or senior status and minimum GPA of 3.0. The requisite form, which must be accompanied by the Dean’s signature in the case for juniors, is available from the Records Office. Undergraduate students registering for graduate classes are subject to all deadlines, grading policies, and late fees of TEDS.

Course Repeat Policy

Courses in which a letter grade of “B-” or lower is earned may be repeated in a regularly scheduled class mode with a different professor (until a grade of “B-” or better is obtained in the repeated course). The higher of the two grades earned will be calculated in the GPA; and the lower grade will remain recorded as originally completed with the notation “This course was repeated” and not calculated in the GPA. No additional credits will be earned, nor any tuition discount given for the repeated course. This policy has been created to assist students dealing with unexpected “real-life issues” which threaten one’s academic record and call for a decision; while at the same time enabling students to make up the course without negative academic reflection.

Course Scheduling and Attendance

One semester hour is equivalent to fifty minutes of class instruction per week for one semester. For the purpose of comparing quarter hours with semester hours, 1 semester hour equals 1.5 quarter hours. Class attendance is expected in graduate education at Trinity. Participation in class discussions and completion of course requirements are also expected. Absences for illness or other emergencies should be discussed directly with the instructor. Any student missing more than a minimal number of class hours can be expect to have their final grade penalized or fail a course when absences are excessive. Students participating in intensive short-term courses, such as modular or weekend classes, are expected to attend all sessions for course credit or should not enroll in the course.

Course Substitutions and Program Modifications

Master’s-level programs may be modified through transfer credit or advanced standing (see the Admissions section of the catalog). Further program course modifications are based on previous course work or educational objectives, as described in the TEDS Academic Handbook, and are arranged with the
faculty. Program course substitutions may be made within the department by the written consent of the degree program director.

**Examinations**
All students are expected to complete all examinations—quizzes, midterms, finals, comprehensive exams, and otherwise—within the time allotted for that particular exam. Those students covered by the Americans with Disabilities Act (ADA) should consult with the Student Services Office if they need adjustments in the location, length, or manner of their exams based on their disability.

Final Examinations are given during examination week at the end of fall and spring semesters for every regularly scheduled Trinity course. The method and manner of the exam is at the discretion of the instructor. All final examinations must be taken when scheduled.

**Expulsion or Dismissal from Trinity Evangelical Divinity School**
A student may be expelled or dismissed from TEDS under the following circumstances:

1. If a student fails to demonstrate academic improvement after a period of *academic probation*: Academic dismissal is processed by the Student Services Office in accordance with Catalog policy.
2. If a student has breached community guidelines of academic integrity as described in the Catalog and *Academic Handbook*: An expulsion for breach of academic integrity is processed by the Student Services Office in accordance with *Academic Handbook* policy.
3. If a student has breached community life expectations as described in the Catalog and *Student Guide*: An expulsion for breach of community life expectations is processed by the Student Services Office in accordance with *Student Guide* policy.
4. If a student has been denied candidacy for reasons above or relative to matters of Christian character described in the Catalog and the candidacy process: An expulsion related to candidacy is processed by the degree program director in consultation with the Associate Dean of TIU – Florida.

Appeals of expulsion or dismissal should be made in writing to the office or body noted above for a second review. Further appeal is directed to the Dean, whose decision is final.

**Field Education and Internships**
Field education and internships involve supervised work in a field-based ministry. A variety of these educational experiences are available (see course descriptions for PT 5090, PT 5095 and PT 7465, and PT 7466). All are designed to (1) integrate classroom studies with field-based ministry, (2) aid in acquiring, reinforcing, and refining ministry knowledge and skills, and (3) assist in the assessment and development of Christian character, spirituality, ministerial call and identity.

Field Education and Internship experiences are guided by a field supervisor who serves as a mentor. Field Education and Internship courses may also be taken in any semester (fall, spring, or summer) and anywhere in the world under primary supervision of a field-based mentor. Field Education courses require a thirteen-week commitment with a minimum of three to five hours per week; Internship experiences also require a thirteen-week commitment and can be completed either part-time at a minimum of fifteen hours per week over two consecutive semesters or full-time at a minimum of thirty hours per week over one semester.

Students with extensive ministry experience (two to four years or more full time) prior to enrolling in Trinity who desire to obtain a waiver of Field Education or receive advance substitution of Internship requirements are encouraged to contact the degree program director. For MA students, application deadlines are January 1 (for fall admissions) and August 1 (for spring admissions).

Begin working early with the Office of Supervised Ministries before registering for a Field Education or Internship course. Contact the office at 847.317.8030 or e-mail fielded@tiu.edu prior to registering for the course. Students in the MA Christian Studies should consult their department. Online information and details may be found at the Office of Supervised Ministries web page at [https://portal.fiu.edu/uportal/teds/supervisedministries/](https://portal.fiu.edu/uportal/teds/supervisedministries/).
For further information on Field Education and Internship, visit MyTIU > TEDS Academics > Academic Depts & Program Offices > Supervised Ministries and Placement Office.

**Grading**

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

―A‖ designates outstanding work- superior achievement of course objectives.
―B‖ designates good work- commendable achievement of course objectives.
―C‖ designates acceptable work- satisfactory achievement of course objectives.
―D‖ designates minimal work- marginal achievement of course objectives.
―F‖ designates failure- unacceptable work. ―F‖ is also assigned when a course is dropped after 50 percent course meetings.

The following grade points are assigned to letter grades:

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<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
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<td>A-</td>
<td>3.7</td>
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<td>B+</td>
<td>3.3</td>
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<td>F</td>
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</tbody>
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In addition to letters grades, the following grading notations are also used.

**AU (Audit):** Assigned when one registers to audit a class and is not enrolled for credit. No hours or grade points accumulate.

**CR (Credit):** Represents successful completion of a course offered on a Credit/ No Credit basis. These hours apply toward program requirements but are not calculated in the grade point average. Only courses such as colloquia and internships, and others as designated in the Catalog course descriptions, are offered CR/NC.

**NC (No Credit):** Represents failure to successfully complete a course offered on a Credit / No Credit basis. These hours are calculated as attempted but do not apply toward program requirements and are not calculated in the grade point average.

**EX (Extension):** Entered when an official course extension has been granted. For master’s students it is in the case of unforeseen emergencies to be given only by the Student Services office and for doctoral students according to their program handbooks. Instructors teaching one-or two-week long modular courses late in a semester may post EX for all students and announce a due date for course work within ninety days of the last class session. An EX changes to an F when a grade is not received by the assigned deadline or if a grade has not been posted by the faculty member by the end of the semester following the course (second semester in the case of DMin students). (Note: Students receiving an EX beyond the end of the semester are also delaying their graduation.)

**W (Withdrawal):** Indicates that a student withdrew from a course after the initial add period and during the first 50 percent of class meetings (e.g. during the first seven weeks of a semester-length course; during the first five days of a ten-day course). No hours or grades are calculated as attempted. Withdrawals after the first 50 percent of class meetings result in the administrative assignment of an “F” grade. **NOTE:** Students may add or drop semester, Quad, or Field Education classes or withdraw with a refund within the first two weeks of the semester (short-term modular may be added/dropped through first day of class). Tuition and fee assessment deadline and financial aid deadlines may be independent from academic deadlines.
NR (Not Reported): Is posted when a student grade is not submitted by a faculty instructor. This indicates that the Records Office is waiting for the grade to be submitted. Students should contact their faculty instructor with questions regarding any pending grades posted with a “NR” designation.

Assigned grades may not be changed by an instructor unless an error was made in computation or in the original recording of the grade. Students who wish to contest a grade may petition the Academic Exceptions Committee but should be aware that an instructor’s assigned grade is rarely overturned.

**General Graduation Requirements for All Master’s Programs**

The following general requirements apply to all students of master’s programs at Trinity (doctoral students should consult the graduation requirements for the specific doctoral program):

- Application to graduate must be made by July 15 of the year of intended graduation for December graduation or by December 15 preceding the intended graduation semester for May or August graduation through the filing of the Application for Graduation form in the Records Office. This initiates the processes related to graduation and serves to advise you of the requirements necessary for program completion.

- Evidence of Christian life and character and recommendation accordingly by the faculty. Regardless of their choice of vocation, students are expected to give evidence of a consistent Christian testimony, a concern for others, and sincere commitment to Christ such as to qualify for Christian service.

- Cooperation in field education, standards of Christian conduct, and the attitudes manifest toward other students, professors, and all those working with the student, are expected to be such as to commend the gospel, strengthen the church, and honor the Lord.

- Completion of all program requirements, including course work, field education, capstone projects, and so on as required by the catalog program curricula in effect at the time of initial enrollment.

- Completion of residency requirements in each program.

- Completion of the program during the time duration provided in the degree’s statute of limitation.

- Settlement of all financial obligations to Trinity and other ACTS seminaries with the accounting office.

**Graduation and Commencement Participation**

Students may graduate (complete their degree program and receive their degree) in May, August, or December of the academic year. Specific graduation requirements are listed in the master’s section of the catalog and in the program curricula. Graduates are required to participate in the commencement ceremonies held each year in May.

- Candidates for graduation (May) must submit the online Application for Graduation form by August 30 for the following May commencement ceremonies. If candidates later change their intended date of completion, they must immediately update and resubmit their Application for Graduation form. Application for Graduation forms are not “carried” from graduation date to graduation date but must be updated by candidates.

- Candidates who have not yet completed all program requirements are eligible to participate in the commencement ceremony and have their name listed in the program, when the following criteria have been met. (Note: These criteria are established by faculty policy and are nonnegotiable.)

  1. On time submission of Application for Graduation and Commencement Participation forms.
  2. Six or fewer program hours remain.
  3. The student is registering for those 6 credits in the ensuing Summer semester.
  4. Program candidacy has been granted.
  5. All general and major comprehensive exams have been passed.
  6. Capstone/Integrative papers or projects have been submitted.
  7. All other program requirements have been met.

**Note:** The above criteria are set by faculty policy and consistently applied. Waivers are seldom granted.
If the candidate later becomes ineligible for participation by falling short of the above criteria, immediate notification must be made by the candidate to the Registrar's Office, and the candidate will be removed from the participation list. Participation must occur no later than May ceremony following program completion.

**Graduation with Honors**

Graduation honors are awarded to graduates of the Master of Arts programs as follows. Honors are awarded on the basis of the cumulative GPA of all coursework completed at TEDS.

- **cum laude:** A minimum cumulative GPA of 3.50
- **magna cum laude:** A minimum cumulative GPA of 3.80
- **summa cum laude:** A minimum cumulative GPA of 3.90

**Leave of Absence or Withdrawal from the University**

**Leave of Absence**

A student who desires not to register for classes for a period of one to three semesters (twelve months) should request a Leave of Absence (LOA) via the Academic Withdrawal/Leave of Absence form available from the Student Affairs Office (gradstudentaffairs@tiu.edu). The student should schedule an appointment with the TIU Florida Associate Dean at the time of submission of the form to ensure that all matters are in proper order. An LOA may be granted for personal, financial, or other reasons, but the expectation is that the student will return to his or her program within twelve-month period.

During the LOA the student is considered “Active” but “On Leave” and should maintain contact with TEDS, ensuring that address information and other relevant data are kept current through the Records Office. At the end of the leave, arrangements for course registration and returning to school should be made directly with the Registrar's Office. During the LOA, the program Statute of Limitation clock keeps ticking; however, the student remains in their program of admission, and no continuation fees are assessed. LOA status is not intended merely to delay program deadlines or other program responsibilities but is rather a genuine absence from the TEDS community.

If during the LOA the student finds that they must withdraw from the University or needs further extended leave beyond what was originally filed, they must communicate their intentions with the Student Services Office. LOA beyond twelve months is considered Withdrawal from the University, and the student must reapply with no guarantee of readmission.

**Withdrawal from the University**

If a student desires to Withdraw from the University with no intentions of returning, the student must complete a Withdrawal from the University form available from the Student Services Office. Withdrawal is not complete until final settlements have been made with the Registrar's Office and the Business Office. Withdrawal from the University deactivates the student’s file, and if they desire to return at a future date, the student must reapply with no guarantee of readmission.

**Withdrawal for Students Called to Active Military Duty**

Trinity students called to active military duty have the following options:

1. Receive course grades for the current semester, or extensions for all courses, if approved by your professors.
2. Receive administrative drops with a refund for some courses and grades/extensions in other courses, if approved by your professors.
3. Withdraw from all current semester courses with a full refund of tuition and fees.
4. Contact the University Records Office for information on the procedures to follow and departments to inform in the event of call to activate military duty.

**Probation and Dismissal (Academic)**

Maintaining good academic standing-defined as maintaining the minimum GPA for the program in which a student is enrolled-is the responsibility of the student. Regular monitoring of academic standing results
in transcript posting and written notification of academic probation or dismissal in the following categories. It is the responsibility of the student on academic probation to inform the Associate Dean’s Office in writing of academic progress, including the steps being taken to remedy his or her GPA status.

**Academic Probation** occurs at the conclusion of any semester in which a student’s *cumulative GPA* falls below that which is required for their program of study. Academic probation is also assigned at the time of admission for students with a low academic record for admission.

**Academic Dismissal** occurs at the conclusion of two consecutive semesters in which a student’s *cumulative GPA* falls below that which is required for their program of study. Such a student is immediately **academically dismissed** from Trinity and administratively dropped from all courses.

**Readmission:** Subsequent to **academic dismissal**, the Admissions Committee will consider application for readmission only after the elapse of one semester and only if warranted by exceptional circumstances when the applicant can demonstrate that satisfactory progress can be made. If such a student is readmitted, he or she must earn and maintain the minimum GPA required for their program of study for each subsequent semester, or he or she will be immediately **academically dismissed**.

Following are the minimum GPA required for good academic standing and specific degree program completion:

Masters of Arts in Christian Studies.........................2.50 GPA minimum.

**Residency Requirements**

Specific residency requirements vary from degree to degree; however, the final 8 credit hours for all Trinity master’s level degrees must be taken through Trinity course work.

**Statute of Limitation for Program Completion, Program Extension, Course Sunset, and Program Readmission**

**Statute of Limitation**

The statute of limitation indicates the maximum length of time permitted for completion of a Trinity program. These vary according to the program and are noted under the program curricula. A summary follows:

Master’s of Arts on Christian Studies: eight years

At the time a statute of limitation ends, a student is administratively rendered inactive and dropped from the program unless extension is on file in the Registrar’s Office. Such students must reapply to TEDS with no guarantee of readmission, and are subject to a reactivation fee (see Active and Inactive Students Status elsewhere in this Catalog).

**Note:** Part-time students enrolled in a TEDS program and marking consistent and definite program progress by completing program course work every semester are generously granted program extensions.

**Program Extension**

A program extension request is considered by petition to the Master’s Exceptions Committee, and generally does not add more than two years to a program’s statute of limitation. The petition should be filed at least one semester before a statute of limitation ends and show evidence of consistent program progress and a definite plan for program completion. When a program extension is granted, a student is in **continuation status** and a continuation fee is charged each successive semester (fall and spring) until the student graduates, whether or not the student is enrolled in class work and in addition to any tuition fees.

TEDS does recognize some students who are permanent part-time students and continue to make consistent and definite program progress by completing program course work every semester; or the student who is a missionary under overseas appointment and unable to continue course work every
Course Sunset and Readmission

Students who withdraw from Trinity (or are administratively rendered inactive) without completing their program and desire to reapply may make application for readmission under the current catalog. Readmission is not guaranteed.

Readmitted students two to five years beyond the date of their original statute of limitation can expect to complete an additional 25 percent program hours, in addition to retaking comprehensive exams, thesis proposal and processes, language competency exams, and other program requirements. Students readmitted more than five years beyond their statute of limitation can expect to complete a significant number of additional program hours, the amount of which is decided on a case-by-case basis. As is the common practice in higher education, and in conformity with the Program Standards of the ATS, TEDS course work older than ten years is not considered current and must be retaken.

A written statement outlining plans for program completion must be included in application materials. Readmission is solely for the program to which the applicant is making application. Conditions for admission and program requirements will be outlined in the letter of readmission and are determined by the department or program director as applicable. Students who did not withdraw, but were rendered Inactive are also subject to a reactivation fee (see Active and Inactive Student Status elsewhere in this Catalog).

Transcripts and Records

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

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

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

Degree Program Options

TEDS offers a number of credited degree programs to enable Christians to pursue God's calling for their life of ministry. Each program, or group of programs, has specific objectives, and the student should consider these when selecting a program to pursue. TEDS Programs available at Florida Regional Center are briefly outlined below, followed by a fuller description in the order they appear below. (Note that admission to a particular program at TEDS does not ensure admission to another, if a student should decide to switch programs. Consult an admissions counselor for guidance on the appropriate program to make application.)

Master of Arts Program

The Master of Arts (MA) is considered an academic degree in general theological studies designed to provide a basic understanding of particular theological disciplines for further graduate study or for general educational purposes. It is designed on a two-year model for program completion, dependent upon prerequisites completed. Often the MA is a prerequisite degree for enrolling in a public university-based terminal degree or doctoral program, though this is not always the case. Many universities accept students into a master's/doctoral program track that will award the student a master's degree while admitting them later to a doctoral program. Students anticipating future terminal degree work are advised to consult with the institution where they anticipate undertaking doctoral studies to ensure that their
graduate-level preparation will be appropriate for doctoral admission. Often such students may be required to devote the capstone project in their master’s program to the writing of a thesis that demonstrates ability to do academic research.

Master of Arts
Concentration in Christian Studies (MC/CS)

MA/CS Program Purpose
The MA/CS program purposes to provide a basic understanding of Christianity for general educational purposes. Trinity’s MA/CS program draws from the breadth of the curriculum requiring substantive study in biblical, theological, and historical and global areas, combined with a significant number of hours in the student’s area of interest. The program is particularly suited for Christians desiring to better understand God’s revelation to humanity in the biblical and theological context of orthodox historic Christianity and who are engaged in nonchurch-related vocations or for those seeking a general theological degree to accompany a specialized master’s degree. As a seminary degree, its particular concern is to relate Christian studies to the work of the church. Program participants may also elect to focus their elective course work, capstone project, and field education course work on a particular subject area available in the curriculum or at their particular site. The MA/CS may be completed in total at the Florida Regional Center. Some course work may also be completed through distance education.

MA/CS Program Objectives
The MA/CS will enable participants to

1. Understand the biblical and theological constructs that form the foundation for the Christian faith
2. Think critically and constructively about the historic and global contexts of Christianity
3. Examine closely an area of Christian studies of personal interest
4. Articulate their Christian faith in light of their present vocational engagement
5. Grow in personal and spiritual maturity
6. Demonstrate competence in writing and research

MA/CS Program Admission Requirements and Prerequisites
The admission requirements for the MA/CS are those described under the Admissions section of the catalog and the following further requirements specific to the MA/CS program:

1. Applicants must possess a baccalaureate degree, or the educational equivalent, from a recognized accredited institution. In some cases, admission with deficiencies is possible with fulfillment of those deficiencies at Trinity.
2. The applicant’s undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indication of an applicant’s abilities for graduate work, those with a lower GPA are encouraged to consult with an admissions counselor.
3. Scores from the Miller Analogies Test (MAT) (preferred) or the Graduate Record Exam (GRE) are required for applicants whose undergraduate GPA is less than 2.5, and for others upon request from the Admissions Office.

MA/CS Residency Requirement and Program Duration
The residency requirement for the MA/CS degree is that a minimum of 24 hours must be completed through Trinity course work, with the final 8 hours taken through Trinity. The 24 hours may be completed in Florida, at an extension site, at the Deerfield campus, or through Trinity Distance Education or independent study courses as arranged with the program advisor.

Note: It is not the design or intent of the MA/CS program to be completed solely in an independent or distant mode. Participants should anticipate spending a minimum of 50 percent of their course work in the classroom at a TEDS site. Numerous delivery options are available, including summer, modular,
weekend, evening, and other class formats. A maximum of five courses (15 hours) in Distance Education may be taken in a TEDS degree program.

**MA/CS Statute of Limitations**
All MA/CS program requirements must be completed within eight years of matriculation into the program. Extension of the statute of limitation for up to two years may be granted by petition when a student has demonstrated consistent program progress toward the degree.

**MA/CS Candidacy Requirements**
Admission to the MA/CS program must be followed by achievement of candidacy for the degree. Program candidacy occurs when:
1. A minimum of 16 hours in the program is completed with a minimum GPA of 2.5 for program course work after admission to the program
2. All entrance deficiencies and conditions are removed.
3. Formal action has been taken by the faculty to grant candidacy for the degree.
4. Additional candidacy requirements may be present at regional sites. Contact the local program director for details.

**MA/CS Graduation Requirements**
1. Complete the General Graduation Requirements for all master's programs.
2. Complete a minimum of 42 semester hours with a cumulative GPA for program course work of at least 2.5, with no course work graded below a “C-” applicable to the degree.
3. Complete two semesters of Field Education; or one semester of Field Education and two semesters of Formation Group.
4. Complete the MA/CS capstone project in the form of an integrative paper or ministry project for 2 hours.

**MA/CS Curriculum**
The flexibility of the curriculum in the MA/CS program allows the participant to focus a significant part of their studies in a particular area of interest. Options available vary widely according to the eclectic interests of the student, curriculum available at a particular site, and course selections a student might make from the ability to cross-register into seminaries in the Association of Chicago Theological Schools (ACTS) consortium. Such flexibility provides a strong understanding of Christianity for general educational purposes, while enabling a student to complete as many as 14 or more semester hours (electives plus capstone) in their area of interest. Interest areas include: church administration, age or specialized ministry, Bible, theology, and many others. Many interest areas may be further pursued in a complete degree program in that area at the Deerfield campus.

**Biblical Studies** (include both OT and NT studies; languages not applicable) 8- 12 hours
Recommended: OT 5000 and NT 5000

**Theological Studies** (select from ST, PR, CC, BE studies) 9- 12 hours
Recommended ST 5101, ST 5102, ST 5103

**Historical and Global Studies** (select from CH and ME studies) 5- 9 hours
Recommended: CH 5010, CH 5060, ME 6410, ME 6760, ME 7450, ME 7710

**Electives** 12- 15 hours
These courses may focus in a department or area of interest or be selected from across the curriculum.

**PT 5000 Personal Assessment and Ministry Orientation** 1 hour

**PT 5090 Field Ed** (two semesters) -or- 0 hours

**PT 5090 Field Ed** (one semester) & **ID 5080 Formation Group** (two semesters) 0 hours

**Capstone: ID 7468** (Christian Studies) 2 hours
Total hours required 42 hours

Note: Refer to the complete course descriptions for the MACS degree in this catalog.

Visiting Faculty for the Master’s Degree Program
Regular Deerfield-based faculty, plus Trinity-approved adjunct extension faculty regularly teach courses. These faculty members include the following:

Bruce Fields, PhD
Dennis Magary, PhD
Thomas McCall, PhD
Miriam Stark Parent, PhD
Steven Roy, PhD
Phil Sell, PhD
Mark Senter, PhD
Willem VanGemeren, PhD
Dana Harris, PhD
Peter Cha, PhD
John Feinberg, PhD
H. Wayne Johnson, PhD

Doctoral Program

Doctor of Ministry Professional Program

Purpose of the DMin Program
The mission of the DMin program is stated as follows: The TEDS DMin program serves the church of the Living God by strengthening the professional competence of persons in ministerial leadership through integration of advanced theory with contemporary practice.

As such, the Doctor of Ministry (DMin) program is a professional program intended for persons who are in full-time vocational Christian ministry, such as pastors, associate pastors, chaplains, Christian educators, missionaries, workers in parachurch organizations, and evangelists, both domestic and international. The DMin program is designed to enhance professional competence in ministry and therefor includes both research and practice in its purposes. In addition, Trinity is committed to maintaining high academic standards and a sound theological and biblical base for the practice of ministry.

The DMin program is designed as an in service program enabling students to complete the degree while remaining in full-time ministry.

The Doctor of Ministry Program at the South Florida campus is being developed, and occasional classes are beginning to be offered. The information given below is in anticipation of the launch of the full program, subsequent to adequate enrollment and accreditation by the Association of Theological Schools. Students enrolling in the Florida courses should be aware that it may be necessary for them to complete their work at the Deerfield campus.

The Florida program is offered in an informal cohort approach with modular classes held on the Florida campus (Davie/Ft. Lauderdale) in February, July, and October. Students may also complement their Florida courses with those available at the Deerfield, IL campus. Deerfield courses are offered in March, July, and November.

Program Outcomes
1. Students will be able to strengthen their abilities to assess and improve their own ministerial capabilities and competence.
2. Students will be able to sharpen their skills in integrating biblical/theological foundations, social science research, and contemporary ministry strategies into the practice of Christian ministry.

3. Students will be able to research and write in a manner that responsibly contributes to field-based research related to ministry.

4. Students will be able to foster their growth spiritually and relationally.

**DMin Concentrations**
Because of the informal cohort nature of the program, course offerings at the South Florida campus are limited, and students designating this as their primary campus will be enrolled in the Pastoral Ministries Category for the degree.

**Program Requirements**
All courses are scheduled as three semester hours. We require each student to complete 36 semester hours of work (courses and major project) as follows:

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN 9550 Revitalizing Ministry</td>
<td>3 hours</td>
</tr>
<tr>
<td>(must be taken as one of the first three courses)</td>
<td></td>
</tr>
<tr>
<td>Biblical and Theological Integrative Courses</td>
<td>6 hours</td>
</tr>
<tr>
<td>MN 9990 Ministry/Missions Research Methods</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**Concentration**
Those in the general Pastoral Ministry program may select 4 courses from any area except Missions and Evangelism

<table>
<thead>
<tr>
<th>Electives</th>
<th>6 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Project</td>
<td>6 hours</td>
</tr>
<tr>
<td>MN 9991 Major Project Research (2x)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** | 36 hours |

**Application Deadlines & Review Dates**
We review Doctor of Ministry (DMin) applications three times per year, corresponding to the three periods in which the courses are offered (fall, spring, summer). In each case, we require a completed application file before we take action to admit a student to the program. DMin students may begin their studies during any of the three sessions. Deadlines for receipt of completed application files are as follows:

- June 15 Fall Admission
- October 15 Spring Admission
- February 15 Summer Admission

Application files completed after the deadline are postponed for review until the next review date.

The application review process begins immediately after the deadline and normally takes three weeks. Following the review process, applicants are notified by letter of acceptance or denial of admission. We then required participation in the online program orientation module before registration for regular courses.

**Admissions Requirements**
Besides the general doctoral admission requirements outlined in the application instructions, we require applicants for the DMin program to:

Possess a Master of Divinity degree or other acceptable master qualifications from an accredited school that maintains academic standards similar to those of Trinity. (Other acceptable masters level qualifications are defined as an earned ministry or theology related masters degree, including at least 74
semester hours of graduate study in areas closely parallel to Trinity’s MDiv curriculum. Specifically, this should include 12 semester hours of Old Testament, 12 semester hours of New Testament, 12 semester hours of Systematic Theology, three semester hours of church history, and 35 semester hours of free electives. On rare occasions, we may give credit for distinguished teaching experience.

- Have earned a minimum cumulative grade point average of 3.0 (on a 4.0 scale) for all masters’ work.
- Have at least three years of full-time ministry experience after receiving the Master of Divinity degree.
- Take the Miller Analogies Test.
- Have prerequisite study to nine semester hours of graduate courses appropriate to the selected concentration.
- Applicants lacking prerequisites may be admitted with limited deficiencies to be removed through additional course work besides that required for the DMin program. Deficiencies may be satisfied through completion of Master’s level residential or independent study course(s) from TEDS or other accredited institutions.

Complete the Doctor of Ministry application form and written statements and submit the required application materials according to the deadlines stated above. After acceptance into the program and completion of the online orientation, new students must register at least 60 days before their first class begins.

Application for Visiting student status is permitted in exceptional cases. While visiting status does not qualify one as a regular student of the program, the student may take up to two courses for credit in a single year. Courses taken in this way can usually transfer to other seminaries, or be applied to the regular DMin program at TEDS if you apply at a later date.

One strength of the DMin program is that students come from a variety of church backgrounds. Although Trinity is operated by the Evangelical Free church of America, conformity to all points in the Trinity statements of faith is not required. Students should understand, however, that all instruction will be from the doctrinal position represented by the statement of faith.

**Financial Aid**

Scholarships for DMin study are extremely limited. A reduction in tuition through a ministry matching grant is available, depending on ministry experience and circumstance. D. Min. students may also be certified for participation in the Guaranteed Student Loan program if they take at least three courses per year while in the program. Many churches or institutions assist their pastors or staff members with the costs of continuing education.

**DMin Candidacy Requirements**

Admission to the DMin program does not guarantee acceptance into candidacy for the degree. We will grant candidacy when the student has shown ability to complete all degree requirements as evidenced by the following:

- All prerequisite deficiencies (if any) have been removed.
- Twenty-seven semester hours of course work, including MN 9550, have been completed with a cumulative grade point average of at least 3.0. Students must take MN 9550 as one of the first three courses in the program.
- The student proposal for the DMin major project has been approved by the Human Rights in Research Committee, the Project Committee, and the Program Director.
- The student has displayed writing skills appropriate to doctoral work and to the successful completion of the major project.
- The student has displayed proficiency in the integration of course work and ministry.

**Major Project**

The culmination of the DMin program is the major project. In a research doctorate like a PhD, the final paper (thesis or dissertation) is designed to make an original contribution to the subject under study. In
the professional doctorate, the major project is designed to improve the student’s level of competency in ministry, by the student’s use and evaluation of ideas and methods that are new to the student but not necessarily of his or her own design. Originality is not as much the issue in a major project as appropriateness to the needs of the student’s ministry. The topic of the major must fall within the student’s program concentration.

The submission of a project proposal initiates the major project process following guidelines in the Doctor of Ministry Handbook. Students are encouraged to discuss project ideas with faculty members or with the director of the program. Two faculty readers and the director must formally approve the proposal, and one faculty reader will be designated as mentor/first reader to the student for the duration of the project. In addition, all involvement with others individuals in executing the major project must be approved in advance by the TEDS Committee on Human Rights in Research.

Statute of Limitations for the Degree
All requirements for the DMin degree must be completed within six years beginning from the date of the student’s first attendance in a doctoral course. Any exception to this will be made only on written appeal to the Professional Doctoral Committee through the director of the program. We may extend this period to eight years for those making a change in ministry while in the program. We charge a continuation fee for any time required beyond the six years unless waived by the Professional Doctoral Committee.

Coursework
The Doctor of Ministry program does not follow a formally prescribed curriculum apart from the general requirements listed on page two. Of the ten program courses, the student may take a student-designed course on a guided research basis, and the student may transfer up to two courses from other similar accredited DMin programs. These options provide great flexibility in providing a program of study tailored to the needs of those in vocational ministry.

One of the most significant benefits of completing the DMin program at TEDS is the opportunity to audit DMin course offerings for life at a significantly reduced tuition fee. Such audits, however, are conditioned on classroom space availability.

It has been the practice of the Divinity School to have significant breadth in the subjects investigated in the Doctor of Ministry course offerings. Typical course titles and descriptions are listed below.

COURSES for Doctor of Ministry at TIU Florida

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN 9115</td>
<td>Increasing Clarity and Relevance in Preaching</td>
<td>Three</td>
</tr>
<tr>
<td>MN 9210</td>
<td>Change and Conflict Management</td>
<td>Three</td>
</tr>
<tr>
<td>MN 9212</td>
<td>The Contagious Congregation</td>
<td>Three</td>
</tr>
<tr>
<td>MN 9220</td>
<td>Theology of Leadership</td>
<td>Three</td>
</tr>
<tr>
<td>MN 9260</td>
<td>Current Studies in Leadership</td>
<td>Three</td>
</tr>
<tr>
<td>MN 9312</td>
<td>Discipleship in Church and Home</td>
<td>Three</td>
</tr>
<tr>
<td>MN 9314</td>
<td>Theology and Practice in Spiritual Formation</td>
<td>Three</td>
</tr>
<tr>
<td>MN 9500</td>
<td>New Student Orientation</td>
<td>Zero</td>
</tr>
<tr>
<td>MN 9550</td>
<td>Revitalizing Ministry for the 21st Century Church</td>
<td>Three</td>
</tr>
<tr>
<td>MN 9834</td>
<td>Ministry According to the Pastoral Epistles</td>
<td>Three</td>
</tr>
<tr>
<td>MN 9858</td>
<td>Revivals and Revivalism</td>
<td>Three</td>
</tr>
<tr>
<td>MN 9990</td>
<td>Ministry Research Methods</td>
<td>Three</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTIONS for Doctor of Ministry in Davie, Florida

MN 9115 Increasing Clarity and Relevance in Preaching
With particular attention to relevancy and clarity, students will learn (a) how to determine specific applications of a biblical passage and (b) how to help listeners follow the unfolding of the message. Though students will not preach in class, these practical skills will be developed through instruction, examples, group interaction, and personal use. Three hours.
MN 9210 Change and Conflict Management
An examination of the nature and function of change and conflict in religious organizations. Theological and spiritual reflection will be integrated with social science theories in order for church leaders to be intentional and effective in their strategies of intervention and conflict management. Case studies will be used. Three hours.

MN 9212 The Contagious Congregation
A course examining the important elements and organizational values that produce Contagious Congregation, which are characterized by rapid, natural growth and long term retention. Students will develop a working understanding of these factors in order to implement them in local church setting. The role of small group ministry will also be examined. Three hours.

MN 9220 Theology of Leadership
This course is designed to encourage and guide students toward a sound biblical theology of leadership that can inform both theory and practice. The student should develop a rich theological foundation from biblical text for thinking about issues of leadership in the Christian Community. Three hours.

MN 9260 Current Studies in Leadership
The issues of senior pastoral leadership, staffing, and succession will be considered. The common thread will be a special emphasis on the senior role among elders, other pastors, and congregation influencers. The staffing unit will resent the best ways of both loyalty to the senior pastor and respect to the staff members. The goal of team work and the dangers of “silo” ministries will be explored, as well as the most common “staff infections”. The succession issue will include an assessment of the various options, from just resigning to “naming your son.” Timetables and practical steps will be presented. Three hours.

MN 9312 Discipleship in Church and Home
A course designed to help students establish Biblical discipleship at the core of their ministries. The goal is to help students assimilate the process of becoming like Christ so that they can be more intentional in shaping their ministries to carry out Biblical discipleship. Personal spiritual formation and sanctification will be examined in light of discipleship in order to gain an overall understanding of how these processes can be carried out in the individual, the family and the church. Three hours.

MN 9314 Theology and Practice in Spiritual Formation
A course developing a biblical theology of spiritual formation as the ministry which stimulates and supports the transformation work of the Holy Spirit so that believers progressively become more conformed to the image of Jesus Christ. This course will also discuss various resources and methods useful in the practice of spiritual formation among individuals, ministries, and faith communities. Three hours.

MN 9500 New Student Orientation
A credit/no-credit course required of all incoming DMin students. This online course seeks to familiarize each new student with policies, procedures and protocols of the Doctor of Ministry program at Trinity. Personalized goals for the participation in the program will be developed. Zero hours.

MN 9550 Revitalizing Ministry for the 21st Century Church
This is an introductory symposium course which covers a number of contemporary themes for effectiveness in ministry, challenging students to consider the fruitfulness of their own lives and ministries for Christ. Concepts covered include lay mobilization, strategic planning, team building, leadership, church growth models, and the role of preaching. Three hours.

MN 9834 Ministry According to the Pastoral Epistles
This course will apply exegetical, hermeneutical, and homiletical understanding for interpreting, practicing, and preaching the Pastoral Epistles within a contemporary congregation. Both theory (exegesis) and practice (contextualization) will be emphasized. Three hours.

MN 9858 Revivals and Revivalism
This course will focus on the history of American Awakenings and revivals taking into consideration both evangelical and secular views of their origins and value. The study for the Awakenings and revivals affords genuine insights into how God works in human history, and in consequence, the study has practical value for Christian ministry. Specific personal and ministry applications will be made. Three hours.
MN 9990 Ministry Research Methods
A course designed to introduce the student to the principles and processes of missions and church related research as applied to the requirements of the D.Min. program. Special attention will be given to the nature and requirements of the DMin. Major Project, techniques for gaining bibliographic control of project-related literature, both qualitative and quantitative research methods, and the planning, preparation, execution, and writing of a research project. The student will take this course prior to writing the formal proposal for the major project. Two or three regular faculty project mentors will assist in the course. Three hours.

Visiting Faculty for the Doctor of Ministry Degree Program
In addition to our regular TEDS faculty, some of our visiting faculty in the last few years have included:

- Paul Borden, PhD, Area Minister, Baptist Churches of the West
- Bryan Chapel, PhD, President, Covenant Theological Seminary, St. Louis, Missouri
- Bing Hunter, PhD, Vice President and Academic Dean, Phoenix Seminary
- Walter Kaiser, Jr., PhD, President Emeritus, Gordon-Conwell Theological Seminary
- Knute Larson, DMin, Sr. Pastor, The Chapel, Akron, Ohio
- Duane Littin, PhD, President Emeritus, Wheaton College
- Doug Moo, PhD, Professor of New Testament, Wheaton College
- Larry Osborne, DMin, Sr. pastor, North Coast Church, Vista, CA
- Guy Saffold, EdD, Executive Director of Ministries, Campus Crusade of Christ, Canada, Langley, BC
- Ed Stetzer, PhD, Director of LifeWay, Research, Nashville
- Donald Sunukjian, PhD, Professor of Preaching, Talbot Seminary
- Michael Wilkins, PhD, Professor of New Testament, Talbot Seminary
- Bruce Ware, PhD, Professor of Theology, Southern Baptist Theological Seminary

Affiliated Programs
Trinity offers graduate courses in conjunction with several ministry organizations that are applicable to a TEDS graduate degree. These special courses are offered at times and places specific to the ministry. For a current complete listing, contact TEDS at 800.588.7705 or 847.317.6550.

Cru
Graduate courses are available through the School of Leadership in Fort Collins, Colorado. These courses are designed for Cru staff but are also available for enrollment by others. For further information, call Keith Johnson at 919.401.6398 or e-mail Keith.Johnson@uscm.org.

The Center for Bioethics and Human Dignity
Graduate-level and Doctor of Ministry courses are offered in conjunction with conferences and institutes of the Center each summer in Deerfield and at other locations during the year. For information, call 888.246.3844 or 847.317.8180.

InterVarsity Christian Fellowship
Graduate courses are offered in conjunction with year-round staff training programs and intensive summer training events in Madison, Wisconsin. They are available only for InterVarsity staff. For information, call Judy Johnson of InterVarsity at 608.443.3708.

Perspectives
ME 5050 Perspectives on the World Christian Movement is offered at locations around the United States in conjunction with the Perspectives Study Program of the U.S. Center for World Mission. For information, call Perspectives at 626.398.2125.

Young Life
Graduate courses are offered in conjunction with Young Life year-round staff training programs. They are available only for Youth for Christ staff. For information, call Ken Knipp of Young Life at 719.381.1999.
Occasional Courses
Throughout the calendar year, TEDS offers graduate credit courses throughout North American at a variety of sites linked with special events or anticipated future program sites. These often include conference settings in such venues as the Urbana Conference, The Spiritual Formation Forum, Xenos Summer Institute, and others such as those affiliates listed above. Contact the Office of Extension and Affiliated Education at 800.588.7705 or 847.317.6550 for current information.

Distance Education
Distance Education (DE) courses provide opportunity to study on the graduate level anywhere in the world serviced by the Internet or mail. TEDS DE courses are available in an increasing variety of modes—some in online, DVD, video or audio tape, or print format. In each of these modes, the use of technology provides opportunities to link students in community, and enhance their learning experience with supplemental resources. DE courses generally include a syllabus to guide you through specific assignments, study guides, and lectures. A Course Tutor assists students through course requirements and online discussions. DE courses are offered for graduate credit, which may be applied to a Trinity program or transferred to another institution. (Check the specific stipulations of each program for the DE course application.) Further information, including a current course listing and syllabi, is available at our website (www.tedds.edu/distanceeducation).

Distance education courses may be taken as a visiting student, an extension student, or a part- or full-time Deerfield campus student.

Note: A maximum of five courses (15 hours) in Distance Education may be taken in a TEDS degree program. Distance Education courses are not applicable to the required TIU residency.

Extension, Visiting, and Part-time Deerfield Campus Students
1. Register through the DE Office at 800.588.7705 or 847.317.6554 or online at www.tedds.edu/distanceeducation/. Note: Registration for Distance Education courses in South Florida must be locally through the Florida Regional Center. Please call 954.382.6400 and ask for the coordinator of the Master of Arts in Christian Studies program. Course registration is for a given semester, though course extensions may be granted by petition to the DE Office (see “Important DE Registration Note” following). Visiting students may enroll for a maximum of 9 hours per semester.

DE Course Registration Calendar for Extension, Visiting, and Part-time Students Registering Through the DE Office

<table>
<thead>
<tr>
<th>Semester</th>
<th>DE Registration Begins</th>
<th>DE Registration Ends</th>
<th>Last Day to Drop DE Course*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>April 1</td>
<td>Oct 1</td>
<td>Oct 12</td>
</tr>
<tr>
<td>Spring</td>
<td>Nov 15</td>
<td>Feb 15</td>
<td>Mar 1</td>
</tr>
<tr>
<td>Summer</td>
<td>April 1</td>
<td>June 15</td>
<td>July 1</td>
</tr>
</tbody>
</table>

*Financial Penalties apply. Drop period with (W) Withdraw posted is during the first 50 percent of semester.

Important DE Registration Note
Any TEDS student enrolled for a minimum of 5 semester hours during a given semester (whether Deerfield, Extension, or Distance Ed courses) is considered “half-time” for reporting purposes and financial aid. Requests for letters of verification of enrollment status for loan deferment should be requested from Records; letters of standing indicating DE enrollment and the course calendar may be obtained from the DE Office.
The semester in which the student registers (and pays the tuition) is counted as the semester of enrollment for reporting purposes. Students seeking deferment (loans, Veteran’s Administration,
business reimbursements) should note that only the original semester of enrollment is eligible for deferment standing, even if an academic course extension is granted for completion of the course work.

Regular TEDS Courses Offered in Distance Education Mode
Further information regarding DE studies may be obtained from the Office of Extension and Affiliated Education. Call 800.588.7705 or 847.317.6554, go to our website. The following courses are available, all of which correspond to current catalog offerings:

**ME 5000 Foundations of Christian Mission**
Survey of the theology, history, culture, politics, and methods of the Christian mission, with special emphasis on recent developments, crucial issues, and future trends, ending with a careful study of missions in the local church. *Two hours.*

**NT 4030 Beginning Greek I (undergraduate credit only)**
Introduction to phonology, morphology, and grammar of New Testament Greek, with readings in the Johannine literature or the Thessalonian correspondence and vocabulary development. Designed for students with little or no background in beginning Greek. Not for graduate credit. Note: All Greek students take the proficiency placement exam before placement in exegesis. *Four hours.*

**NT 4031 Beginning Greek II (undergraduate credit only)**
Further study in phonology, morphology, and grammar of New Testament Greek, with readings in the Johannine literature or the Thessalonian correspondence and vocabulary development. Not for graduate credit. Prerequisite: NT 4030. Note: All Greek students take the proficiency placement exam before placement in exegesis. *Four hours.*

**NT 5000 Introduction to the New Testament**
Introductory survey of the New Testament, including the life and ministry of Christ, apostolic history, New Testament literature, principal critical issues, and the unity and diversity of New Testament theology. This course meets the NT General Comprehensive requirements for MA students; and the English Bible competency requirement for MDiv students who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. *Four hours.*

**OT 5000 Introduction to the Old Testament**
An introduction to the literature of the Old Testament, the history of Israel, critical issues of Old Testament formation, method in Old Testament study, and the theology of the Old Testament. This course meets the OT General Comprehensive requirements for MA students; and the English Bible competency requirement for MDiv students who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. *Four hours.*

**ST 5101 Theology I: Introduction to Theology**
This course begins by clarifying the nature, method, and necessity of theology. Discussion then moves to the doctrine of Scripture, including revelation, inspiration, illumination, and inerrancy. It concludes with the study of the existence and nature of God (including the Trinity), God’s works of creation (including angels), and providence. This course meets one ST General Comprehensive requirement for MA students. *Three hours.*

**ST 5102 Theology II: Christ, Man, Sin, and Salvation**
This course covers the study of the person and work of Christ. It treats the nature of man both as creature and as a sinner, including original sin, imputation of sin, and the nature and consequences of individual acts of sin. Discussion focuses on both the atoning work of Christ and on the application of the work of Christ by the Holy Spirit that runs from election through conversion and justification all the way to glorification. This course meets one ST General Comprehensive requirement for MA students. *Three hours.*

**ST 5103 Theology III: Holy Spirit, Church, Last Things**
This course begins with the study of the person and work of the Holy Spirit. Focus then shifts to the doctrine of the church. Topics include the nature, mission, function, organization, and ordinances of the church, the use of the gifts of the Holy Spirit in ministry, and the relation of Israel to the church. The course concludes with a treatment of the Last Things in relation to individuals (including the intermediate
state and the resurrection of the body) and in relation to the following corporate groups: the church, Israel, and the nations. This course meets one ST General Comprehensive requirement for MA students. Three hours

**Additional Elective Courses Offered in Distance Education Mode**

The following courses are available only in DE mode and have been developed by the Institute of Theological Studies (ITS), modified and approved for TEDS graduate course credit.

**DE 5010**  **The Pentateuch**
A study of the contents of the Pentateuch against its archeological background together with consideration of the particular Pentateuch problems of evolution and higher criticism. The laws that form the basis of Israel’s theocracy are examined with regard to their content, meaning, and applicability today. Lecturer: R. Laird Harris, PhD. *Three hours.*

**DE 5050**  **The Book of Psalms**
An introduction to the Book of Psalms, with emphasis on the principles involved in the exegesis of the hymnic literature and the application of these principles in selected portions. Special attention to the various forms of the Psalms, their setting within the historical experience of Israel, and their application today within the church. Lecturer: Bruce K. Waltke, ThD, PhD. *Three hours.*

**DE 5060**  **The Book of Proverbs**
An exegetical study of the Book of Proverbs in its cultural, historical, and literary setting, with attention to its critical hermeneutical problems. To get the full benefit out of the course, a knowledge of Hebrews is required. Lecturer: Bruce K. Waltke, ThD, PhD. *Three hours.*

**DE 5120**  **The Christian and Old Testament Theology**
A biblical and theological study of the foundational Old Testament theology applicable for the New Testament and the Christian church. Investigation of focal points for the theology of both the Old and New Testaments, as well as continuity and discontinuity between the testaments. Included are the topics of saving faith, the people of God, the role of the law of God, the worship of God, the doctrine of atonement, the kingdom of God, the Messiah, and the preparation of the New Covenant. Lecturer: Walter C. Kaiser, Jr., PhD. *Three hours.*

**DE 5210**  **The Epistle to the Romans (Greek)**
An exegetical and theological study of Paul’s Epistle to the Romans in the Greek text. Includes the treatment of selected historical, grammatical, structural, and lexical data helpful in interpreting the important New Testament document. Special emphasis is given to the theological themes and argument of the epistle. Prerequisite: basic skills in Greek exegesis, including the ability to make grammatical and textual critical evaluations, as well as to do Greek word studies. Lecturer: Harold W. Hoehner, ThD, PhD. *Three hours.*

**DE 5310**  **The Sermon on the Mount**
A consecutive exposition of Jesus’ Sermon on the Mount in Matthew 5-7. Emphasis is on the distinctive character expected of the Christian and on the authority of the Lord Jesus Christ. Programed syllabus requires an expository and reading study with emphasis on the practical and spiritual application of the Sermon of the Mount and on the theological issues and historical interpretations of that passage. Lecturer: John R. W. Stott, MA, DD. *Three hours.*

**DE 5320**  **The Pastoral Epistles**
An expository and exegetical study of 1 and 2 Timothy and Titus, with emphasis on their special exegetical and interpretive problems and their relevance for society, church, and especially, church leadership. A working knowledge of Greek and a careful use of the required commentaries necessary for the programmed lesson plan. Lecturer: John R. W. Stott, MA, DD. *Three hours.*

**DE 5330**  **The Gospel/Life of Christ**
A chronological, synthetic study of the four Gospel records, emphasizing the time, place, circumstances, and persons involved in the events of our Lord’s ministry, with a view to a fuller understanding of the significance of his words and works. Lecturer: Terry C. Hulbert, ThD. *Three hours.*

**DE 5340**  **The Parables of Jesus**
Methods of interpreting Jesus’ parables are surveyed, and then an eclectic model drawing on the best insights of each is applied to each of the major narrative parables in the Gospels. Conclusions are drawn
concerning the theology and significance of this portion of Jesus’ teaching. Lecturer: Craig L. Blomberg, PhD. Three hours.

DE 5350 The Gospel of Luke (Greek or English)
An examination of the Gospel of Luke with concentration on its message and preparation of narrative material for preaching and teaching. Course work will be based either on the Greek text or an English translation. Lecturer: Darrell L. Bock, PhD. Three hours.

DE 5440 Biblical Theology of Morality: Christian Ethics
An examination of the theories of obligation and theories of value from a biblical perspective. Includes implications for decision making in personal and church life. Lecturer: James M. Grier, ThD. Three hours.

DE 5500 Theology of Martin Luther
The presuppositions of Luther’s theology are set forth in his distinction of the two kinds of righteousness and the theology of the cross. Luther’s treatment of central Christian doctrine, particularly justification by faith and the means of grace, are explored. Significant treatment is given to his understanding of life in human culture and society. Lecturer: Robert Kolb, PhD. Three hours.

DE 5530 The Theology of Jonathan Edwards
Detailed examination of the theology of Jonathan Edwards. Study of his teachings relative to the major points of Systematic Theology using a topical approach, with particular emphasis on his unique theological contributions. Lecturer: John H. Gerstner, PhD. Three hours.

DE 5550 The Ancient Church
A detailed study of ancient church history, with emphasis on the development of doctrine during the period. Attention is given to the main figures of the Patristic age. Lecturer: Richard C. Gamble, ThD. Three hours.

DE 5570 Reformation Church History
A study of the development of the Protestant Reformation from its roots prior to the 16th century to its impact on today’s church and world. Attention is given to the lives and teaching of Luther, Zwingli, Calvin, and Knox, and to the course of the Reformation in various nations. Outline of the major Protestant movements-Lutheranism, Calvinism, Anabaptism, and Puritanism- and the Roman Catholic and Remonstrance reactions. Lecturer: William R. Godfrey, PhD. Three hours.

DE 5580 The Church in America
A study of the church in America from its Colonial beginnings to the present day with emphasis on the numerous influences that have shaped the current religious scene. May be substituted for CH 5050. Lecturer: John D. Hannah, ThD, PhD. Three hours.

DE 5620 Urban Mission and Ministry
A study of Christian missions and ministry in the world’s growing cities. Examination of the biblical basis for urban ministry and case studies of effective urban strategies worldwide. Attention is given to urban issues as ministry to the poor and homeless, pastoring and raising a family in the city, and planting urban churches. Lecturer: Roger S. Greenway, ThD. Two hours.

DE 5630 The Missionary Encounter with World Religions
An introduction to the theology of religions. A biblical theology of religions is developed against the background of extensive study of current models of approach. Using major religious systems as examples, five characteristics of all religions are sketched. Some practical suggestions for evangelistic approaches are proposed. Lecturer: Harvie M. Conn, Thd, LittD. Three hours.

DE 5640 African Theology and Religions
An introduction to Christian Theology in Africa against background of African cultures and religions. After a brief examination of how to study and understand Africa, the course focuses on factors that led to debate on Christian theology in Africa. Descriptions and an analysis of African religions are provided. African theology will be studied in depth. Lecturer: Tite Tiénou, PhD. Two hours.

DE 5650 Encountering Islam: Understanding and Sharing with Muslims
This course focuses on understanding the Muslim mind and sharing the Savior within it. The course will take steps in understanding Islam from within as Muslims understand Islam and from without as Christians understand Islam. Lecturer: Patrick Cate, PhD. Two hours.
DE 5710  Church Leadership and Administration
A course designed to develop leadership potential in students and give them familiarity with the various elements of the administrative process, including goal setting and achieving, organization, delegation, human relations, group dynamics, supervision, and the training of other leaders. Universal principles with focus on the Christian organization, particularly the local church. Lecturer: Kenneth O. Gangel, PhD. Three hours.

DE 5720  Interpersonal Communication and Conflict Management
An examination of the process of interpersonal communication and conflict management in human relationships within Christian organizations, with attention given to communication models, self-concept, nonverbal messages, stress and strategies that will assist the Christian leader to develop interpersonal communication skills and to use conflict productively. Lecturers: Kenneth O. Gangel, PhD and Samuel Canine, PhD. Three hours.

DE 5740  Spiritual Formation
An investigation into the meaning of biblical Christianity and its relationship to faith and practice. Lecturer: John R. Lillis, PhD. Three hours.

Admissions and Academic Policies for TEDS Programs

Contact Information
Trinity Evangelical Divinity School seeks applicants who are committed to Jesus Christ, endowed with the necessary gifts for service, and in sympathy with our statements of faith and purpose. Admission to Trinity is open to qualified persons of all denominations and fellowships, of any race, color, and national or ethnic origin, without regard to sex or handicap.

For information concerning our admissions policies or procedures, please contact TIU Florida at:

Florida Regional Center
Admissions
8190 W State Rd 84
Davie, Florida 33324
Phone: 954.382.6400
Fax: 954.382.6420
gradflorida@tiu.edu
florida.tiu.edu

Admissions policies and procedures are subject to change without notice.

General Admission Requirements for Master’s Program

Applicants to the MACS program and the Certificate, as well as special student, and visiting student status, must meet the following requirements:

- Possess an earned bachelor’s degree or its equivalent from an accredited college or university (generally at least 120 hours), which normally includes a minimum of 60 hours of liberal arts course work, with a minimum grade point average (GPA) according to the following (on a 4.0 scale):
  
  MA/CS Degree  2.50

- Submit a one-time $35 nonrefundable application fee payable in $ U.S. and drawn from a U.S. bank. Fees may also be paid using Visa, MasterCard, or Discover.

- Submit official transcripts, in a sealed envelope directly from the institution, from all schools attended since high school. Students should request that institutions send transcripts directly to Trinity via postal mail.
• Submit recommendations forms from each of the following:
  • Applicant's pastors or church leader
  • Applicant’s employer or a business acquaintance
  • A faculty member or school administrator at an institution previously attended (contact the Admissions Office for alternative suggestions)

• Submit a written three-part statement with (a) your personal testimony and (b) your present spiritual life and Christian service and (c) ministry goals as described in the application.

• Submit standardized tests results (Graduate Record Exam or Miller Analogies Test) as required for admission to specific programs (see program section of catalog)

• All applicants for whom English was not their primary language of instruction must submit the Test of English as Foreign Language (TOEFL) as required below. Waivers from these English language tests are not normally granted; if granted, such applicants are required to submit scores from standardized exam required for native English speakers (Graduate Record Exam or Miller Analogies Test).

• A personal interview may also be required.

• See program description in this catalog for additional program-specific admission requirements.

*See doctoral sections of the Catalog for admission requirements for doctoral programs.

Application Procedure for Master’s Program
The application section of this catalog contains specific instructions and required application materials. Trinity uses a rolling admissions process; thus, master’s program applicants may begin their studies during fall, spring, or summer terms. We strongly encourage application six to twelve months prior to the expected enrollment date. Applications for admission and all accompanying materials should be submitted by the following deadlines.

<table>
<thead>
<tr>
<th>U.S. Citizens</th>
<th>International Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1</td>
<td>Fall semester pre-application information form deadline (including summer session)</td>
</tr>
<tr>
<td>December 1</td>
<td>Fall semester application deadline</td>
</tr>
<tr>
<td></td>
<td>Fall semester deposit deadline</td>
</tr>
<tr>
<td>December 1</td>
<td>Spring semester pre-application information form deadline</td>
</tr>
<tr>
<td></td>
<td>September 1 Spring Semester application deadline</td>
</tr>
<tr>
<td></td>
<td>November 1 Spring Semester deposit deadline</td>
</tr>
</tbody>
</table>

Applications received after these deadlines may not be considered in the term for which originally applied. No applications will be considered for a given semester after the second week of that semester.

Upon admission, an applicant should submit a tuition deposit to the Admissions Office, which reserves their place in the school and enables them to register for the next semester’s classes at the time course registration, is open to new students. Early tuition deposit secures early opportunity to register for courses that may close. The tuition deposit is credited to the student’s first-term tuition and is refundable (see application instructions for information on refunds). Occasionally a student may be admitted to Trinity on academic probation for one of the following reasons:

• A weak academic background as reflected in the student’s undergraduate grade point average
(GPA) and/or standardized admissions test scores.
● A bachelor’s degree from a non-accredited institution accompanied by marginal standardized admissions test scores. In such cases, the probationary status may be removed after 10 or more hours of satisfactory academic performance at Trinity.

If admission is denied, an applicant may submit a letter of appeal within ninety days to the Admission Office.

Additional Considerations for International Applicants

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

Pre-Application Information Form for International Master’s Applicants

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

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

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

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

Language Requirements

In addition to the regular applications materials, international applicants must submit scores from the Test of English as a Foreign Language (TOEFL) if English is not the applicant’s primary language of instruction. See the following chart for required tests and minimum scores:

<table>
<thead>
<tr>
<th>Tests:</th>
<th>Format:</th>
<th>Cert. 2</th>
<th>MA</th>
<th>MDiv</th>
<th>ThM</th>
<th>DMin</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL</td>
<td>Internet (iBT)</td>
<td>92</td>
<td>92</td>
<td>92</td>
<td>92</td>
<td>92</td>
<td>100</td>
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<tr>
<td>TOEFL</td>
<td>Computer (CBT)</td>
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<td>237</td>
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<td>250</td>
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<tr>
<td>TOEFL</td>
<td>Paper-based</td>
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<td>580</td>
<td>580</td>
<td>580</td>
<td>580</td>
<td>600</td>
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<tr>
<td>TEW 1</td>
<td>Paper-based</td>
<td>N/A</td>
<td>4.5</td>
<td>N/A</td>
<td>4.5</td>
<td>N/A</td>
<td>4.5</td>
</tr>
</tbody>
</table>

1. Students may submit any test format. Degree programs that not require certain tests are listed as “N/A.”
2. Includes Certificate in Christian Studies and Visiting students.
3. Test of Written English (TWE) scores are listed only on paper-based score reports and do not need to be requested separately.
Waivers from TOEFL are not normally granted. If a waiver is granted, applicants are required to submit scores from a standardized exam required for native English speakers (Graduate Record Exam [GRE] or Miller Analogies Test [MAT]). Waiver petitions must be submitted in writing to the director of admission a minimum of ninety days prior to the application deadline date in order to allow sufficient for testing in case the petition is denied. Students must complete all other necessary application materials before a waiver will be considered.

Failure to submit required TOEFL scores may result in denial of admission or postponement of the application decision to a subsequent semester.

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

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

At this time, accepted international applicants living outside the United States must also submit a US$2,000 tuition deposit (partially refundable) before the Certificate of Eligibility (I-20) for a student visa will be issued (students residing in the United States should also submit a tuition deposit of $125).

Visa Requirements
Trinity is authorized under U.S. law to enroll non-immigrant alien students; however, these U.S. laws are becoming increasingly stringent. International students must enter the United States with an F-1 or J-1 visa, which is granted by the U.S. government. Applicants already in the United States in a visa category other than -1 or J-1 (including F-2, B-1 and B-2) may be admitted as visiting students and take one or two occasional classes for credit as long as the classes will no later be applied toward degree program and the studies are not the primary purpose for being present in the U.S. Failure to observe this limitation will place one’s visa status in doubt and could jeopardize a student’s ability to secure an F-1 or J-1 visa in the future should their educational goals change.

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

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

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

Admission Categories
Admission to TEDS is either for the program enrollment directly into a degree program, or in one of the following other categories for persons not wishing to pursue a master’s degree.
Program Enrollment Students
Persons applying and enrolling in a master’s program are considered Program Students and must complete the full application packet. Such students generally have met all program prerequisites and enroll in good standing. On occasion, a student may be admitted to a program but be assigned to one of the following categories: (a) academic probation when the prior academic record is below what is required for program admission (status is removed by the Records Office when 10 semester hours have been completed in good standing); (b) conditional acceptance when the application packet has not yet been completed in full (application packet must be completed during the first semester of enrollment, at which time the status is removed by the Admission Office); and (c) acceptance with deficiencies when program prerequisites remain outstanding (prerequisite deficiencies must generally be removed before program candidacy).

Visiting Students
Persons may apply for visiting student status if they wish to enroll in master’s courses for credit on a part-time basis but not enroll in a degree program. Visiting students must submit the visiting student application and fee and an official transcript indicating a completed bachelor’s degree. (Visiting students receive “conditional acceptance” until their bachelor’s transcript is received.)

Visiting students may enroll in a maximum of 9 hours each semester, and it is recommended that they enroll in no more than 12 hours before applying to a degree program. If a Visiting student desires later to enroll in a degree program, the entire program application must be completed, and there is no guarantee of admission. Completed course work generally applies toward program requirements, though program applicants should particularly note program residency requirements (hour that must be completed subsequent to program admission).

Auditors
Auditors are persons who wish to attend classes but do not wish to complete work for credit. Auditors must complete the visiting student application, though they need not have completed a bachelor’s degree. Auditors may participate in all class functions, but will not be held accountable for tests or assignments, and will not receive a grade or credit, nor are faculty required to review submitted tests or papers. Auditors may enroll in classes during any open registration period through the first class session; however, their registration is contingent upon available seating after the first class meeting. This ensures that credit students are first seated, with remaining seats available to auditors. Some classes are closed to auditors, and Trinity reserves the right to limit auditors in all courses. Auditors are not permitted in beginning language courses, unless they have already completed and passed the course at Trinity for credit.

Multiple Masters
Students seeking admission to more than one program at Trinity are considered “Multiple Masters” students and must seek advisement from Registrar and the relevant Program Directors for completing their programs in a timely progression. Multiple Masters and students seeking their second degree at Trinity should complete the Second Degree Program/Multiple Masters Application.

Scholars-in-Residence
Scholars-in-Residence hold an earned or honorary doctorate and are persons who do not wish to pursue a doctoral degree at Trinity. Such persons may enroll in doctoral courses as an auditor or visiting student upon consultation with the Admission Office and Program Director. Regrettably, Trinity is unable to provide stipends, housing, meals, office space, or other benefits to these persons.

Admission and Advanced Program Placement
Upon acceptance applicants may find they are eligible for one of three types of advanced placement in their program: transfer credit, advanced standing, or course substitution.
Transfer Credit
Accepted students may be eligible for transfer credit for graduate study completed at a regionally accredited institution when such course work parallels courses in the TEDS Catalog and has been completed at a "C-" or better grade level. Graduate transfer credit is not granted for undergraduate course work, graduate-level course work applied to an undergraduate degree, or generally for course work taken at non-accredited graduate schools. Distance Education credit is limited to Association of Theological School guidelines. Transfer credit is limited to a maximum of 50 percent of a degree. Course work older than ten years is not considered current and must be retaken. Transfer credit is not automatic and is considered upon petition by the student generally at the time of admission. Transfer Credit Request forms are available online from the Records Office who evaluates the request at the direction of the Dean. All Trinity residency requirements must be met.

TEDS students desiring to complete a semester or year abroad should carefully arrange the application of this transfer credit prior to their departure. Such course work is generally applied to electives and may not be equivalent to required TEDS program courses.

Course Substitution and Program Modifications
Students who have taken course work as part of their bachelor’s degree that would be repeated in their master’s program are encouraged to build on their previous studies by requesting permission to substitute advanced courses in the same department. Such substitutions are granted, without, examination, in consultation with faculty. See the TEDS Academic Handbook for details.

Photographs, images, video and sound recordings policy
By accepting admissions to and/or taking any classes at TIU, each student (and his or her parents/guardians if the student is under 18): (1) authorize TIU and its employees, agents and contractors to use, copy, modify, publish, display, broadcast, and distribute (a) the student’s name, voice and likeness,(b) photographs, images and video and sound recordings of the student, and (c) the city, state or province, and country where the student lives (together, the "Materials"); (2) waive any right to inspect or approve TIU’s use of the Materials; and (3) release TIU, its employees, agents and contractors, and their successors and assigns from any claim or liability, whether known or unknown, resulting from use the Materials, including but not limited to, claims for violation of publicity rights, privacy rights, defamation, and copyright infringement.

Program Enrollment Changes
Subsequent to admission, a student may desire, or find it necessary, to defer enrollment, apply for readmission, change their program, or transfer to another school in Trinity International University.

Deferring Enrollment
Master’s students may defer enrollment for up to two years from the semester to which they were originally admitted. Longer deferments require submission of a complete set of new application materials. A Supplemental Application may also be necessary.

If deferment is necessary, notify the Admissions Office, which will advise the applicant of any special instructions. Applicants are also responsible for contracting the Housing and Financial Aid offices, if necessary. The student’s required program of studies is governed by the catalog current at the time of enrollment.

Application for Readmission
A Supplemental Application is necessary when a student

- Is admitted but defers his or her admission from original date of intended matriculation.
- Officially or unoffically withdraws

If more than two years lapse after the original acceptance, withdrawal, or completion of the first program, the applicant will be required to submit a complete set of new application materials. Students who are admitted are subject to the program requirements of the catalog current at the time they re-enroll.
Active and Inactive Student Status

Students who desire not to register for classes for a period of one to three semesters (twelve months) should request a Leave of Absence (LOA) from the Registrar’s Office (see Leave of Absence Policy in this Catalog). This apprises Trinity of student programs plans, and enables appropriate services to be provided. If a student desires to leave TEDS, a Withdrawal must be completed through the Registrar’s Office (see “Withdrawal” in this Catalog).

If a LOA or Withdrawal has not been completed by a student, and a student does not register and successfully complete course work each consecutive semester (fall, spring; summer is exempt), his or her status is rendered inactive (e.g. active students must register for at least one course each semester). Inactive students must reapply to TEDS with no guarantee of readmission.

Change of Program (COP)

If after initial enrollment the student wishes to be admitted to a different program, the following apply:

1. All possible options should be considered in consultation with a faculty member, Admissions Counselor, Program Director or Dean, and/or Records Office representative in light of course work already completed.
2. Admission to one TEDS/TGS program does not guarantee admission to another program. All admission requirements for the new program must be met.
3. At least one semester of TEDS/TGS course work must be completed before a COP applications will be considered, together with the review of that semester’s grade. No more than one change of program will be permitted within a single semester.
4. The online Change of Programs Applications should be submitted to Admissions by the following dates: January 15th for the Spring semester and September 1st for the Fall semester. Changes requested after those dates will be recognized in the next academic term.
5. The Catalog current at the time of admission to the degree program, not the Catalog in effect at the time of original enrollment, will govern the student’s new program.
6. If COP is denied, applicants may submit a written appeal within thirty days to the Director of Admissions.

Inter-school Transfer

Contact the Admissions Office for detailed information about transferring from one school to another within Trinity International University (e.g., transferring from the Divinity School to the Graduate School).

Preparing for Graduate Studies

Persons anticipating enrollment in seminary are encouraged to incorporate the following ideas if still completing undergraduate work.

1. A broad undergraduate liberal arts background in the humanities and in the natural and social sciences will assist in understanding and relating to persons in all walks of life and in various cultures.
2. A developed ability to think independently and critically and to communicate effectively is necessary for graduate work. Effective communication, including excellent English writing skills, will enable the student to engage well the issues and ideas of graduate education. If writing skills are particularly weak, a student may be asked to complete additional study in English composition.
3. A strong understanding of English Bible content through personal study of formal course work will provide an adequate background for Bible and theology courses. If an applicant’s undergraduate program includes courses that parallel required TEDS courses, opportunities for course substitution or advanced standing are possible.
4. Program-specific undergraduate prerequisites often call for a particular course work. Completion of these courses will enable admission without deficiency. Otherwise, additional course work at Trinity to remove deficiencies may be required.
5. In addition, the following reading list for seminary preparation represents a selection of basic Bible, theology, and writing works that provide background for the incoming seminary student. These volumes are particularly helpful for those who do not have a Christian college background.

**Bible Study:**
The New International Version Study Bible
Newbigin Lesslie. A Walk Through the Bible.

**Christian Living and Worldview:**
Bonhoeffer, Dietrich. The Cost of Discipleship.
Brother Lawrence. The Practice of the Presence of God.
Carson, Don, and John Woodbridge. Letters Along the Way.
Forsyth, P.T. The Soul of Prayer
Jenkins, Philip. The Next Christendom: The Coming of Global Christianity.
Kempis, Thomas. The Imitation of Christ.
Law, William. A Serious Call to a Devout and Holy Life.
Lewis, C.S. Mere Christianity
Nouwen, Henri. The Wounded Healer and Reaching Out.
Sire, James. The Universe Next Door.
Tozer, A. W. Knowledge of the Holy.
Wilberforce, William. Real Christianity.

**Theological Education:**
Cetuk, Virginia Samuel. What to Expect in Seminary: Theological Education as Spiritual Formation

**Theology:**
Augustine. Confessions.
Chesterton, G.K. Orthodoxy.
Demaray, Donald E. Basic Beliefs: An Introductory Guide to Christian Theology.
Oswalt, John. Called to Be Holy.
Packer, James I. Knowing God.
Phillips, Timothy, and Dennis Okholm. A Family of Faith: An Introduction to Evangelical Christianity
Stott, John. Basic Christianity.
Thielicke, Helmut. A little Exercise for Young Theologians.
VanGemeren, Willem. The Progress of Redemption.

**Writing and Research:**
Booth, William. The Craft of Research.
Turabian, Kate. A Style Manual for Writers.
Zinsser, William. On Writing Well.
**Finances**

“At Trinity I discover that knowing and serving God is the center and meaning of existence that I have been forgiven from a past riddled with maximum sin and rebellion.”

David Kyle Foster (MDiv ’83), founder of Mastering Life Ministries

**Tuition and Other Expenses**

**Master’s Degree Tuition**
Master’s full-time academic standing begins at 9 hours per semester

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Per Credit Hour</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-12</td>
<td>$598</td>
<td>$598</td>
</tr>
<tr>
<td>Over 12</td>
<td>$325</td>
<td></td>
</tr>
</tbody>
</table>

**Doctor of Ministry Tuition**

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Per Credit Hour</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$500</td>
<td></td>
</tr>
</tbody>
</table>

**Master’s Capstone Extension and Continuation Status Fees**
Capstone Extension and Continuation Status fees are assessed each semester based on a student’s academic status. Details relative to assessment are found in the *Handbook*.

**Master’s Level Fees**

**Capstone Extension Course Fee**
Charged at the time of registration for courses ID 7466, ID 7469, ID 7481, ID 7484, - 7486, -8986 (If a student is enrolled for other program coursework, a petition for waiver of this fee may be filed)

$50 per semester

**Continuation Fees**
A student is in continuation status and continuation fees are charged each semester when a student’s program statute of limitation has expired and a program extension has been granted. A student is in continuation status and a continuation fee is charged each successive semester (fall and spring) until the student graduates, whether or not the student is enrolled in class work and in addition to any tuition fees.

$330 per semester

**Reactivation Fee**
Charged to students rendered inactive who are granted readmission $250 at readmission (Students who appropriately withdraw and reapply are not subject to this fee.)

**International Student Service Fee**
International Students Service Fee provides nonimmigration regulation advisement, transition assistance, and special community life opportunities for international students. This fee is charged to all F-1 and J-1 visa students and is in addition to the Comprehensive Fee and the Academic Doctoral Activity Fee (if applicable).

$50 per semester

**Academic Doctoral Activity Fee**
Academic Doctoral Activity Fee facilities the doctoral retreat and other professional development opportunities. This fee is charged to doctoral students registered for 5 credit hours or greater.

$35 per semester

**Registration Fees**

**Change in Registration (ADD/Drop)**
Any registration changes after the first week of the course: $35 per course per change

**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 apart time load (1-8 hrs.), this fee includes all of the above, except for counseling services.
Full-time Students $250
Part-time Students $150

**Late Registration**
Registration after the second week of class: $100 per semester
This fee will be assessed if a student fails to register for a course and is applicable to all zero hour courses.

**Student Account Payment Charges**

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

**Returned Check Fee**
A $35.00 fee is charged for any check returned by the bank due to nonsufficient funds, a closed account, a stopped payment, or any other reason as listed by the bank.

**Late Payment Fees (Florida)**
Late payment $40.00

**Other Fees**

**Graduation Application Fee**
This fee is charged in the semester for which the student submitted the Graduation Application form with the Records Office. This charge is nonrefundable: $150

**MA in Mental Health Counseling Major Comprehensive Exam Fee**
MA in MHC (and MA in CP) students complete the Counselor Preparation Comprehensive Examination (CPCE) as part of their program’s major comprehensive exam. The fee is charged to the student’s account at the time that he or she takes the exam and covers a portion of the exam cost. Please see the program director for current comprehensive exam fees.

**Transcripts**
Official Transcript: $5.00 per transcript. Transcripts are processed within seven business days.
Rush Orders: ($15.00 per transcript. There is an additional charge to cover the cost of overnight mail)

NOTE: The transcript order form can be found on the website florida.tiu.edu/transcripts.
Trinity reserves the right to modify all charges without notice.

**Financial Assistance Overview**

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

Students interested in federal student loans should complete a Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov). TIU Florida school cod is 012314. To speak to the Florida Regional Center Financial Aid Office please call 954.382.6442 or 6441.

**Eligibility**
The University Records Office must consider students at least half time (6-8 hours) in order to qualify for Federal Student Aid, which includes federal Direct student loans and Graduate Plus loans.
Availability of Scholarships and Loans
All scholarships and grants are awarded on a yearly basis. Recipients of grants and scholarships must reapply annually. Students attending for one semester of an academic year will receive half of the yearly amount of the scholarship or grant awarded. The availability of all grants and scholarships are determined as funds permit.

All loans are awarded on a yearly basis. Therefore, applicants attending for one semester will receive half of the yearly loan amount eligibility. Loan eligibility for students who are attending part time (6-8 hours) will be calculated based on hours taken.

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

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

1. Qualitative Standards of Academic Progress
   Financial Aid recipients are governed by the performance standards of the school or college in which they are enrolled. In order to maintain financial aid eligibility, students must maintain a cumulative grade point average of 2.0.
   - Credits transferred in, Incompletes and Course Withdrawal will not count toward the cumulative GPA average
   - Successful retaking of a course may improve the Cumulative GPA average.

2. Quantitative Standards of Academic Progress or PACE
   Financial aid recipients are expected to complete a degree within 150% of the expected rate of completion. The Department of Education dictates that the student must successfully complete attempted coursework at a specified PACE. PACE is defined as the number of cumulative successfully completed credit hours divided by the cumulative number of credit hours attempted. At TIU, students must achieve a PACE of 67% in order to complete requirements within the maximum timeframe allowed.
   - Credit hours transferred in from another institution that are accepted toward the student's educational program must be counted as both attempted and completed hours.
   - Course Incompletes and Withdrawals will count toward 'hours attempted' and will negatively affect PACE
   - Successful retaking of a course may improve PACE

3. Failure to Meet the Satisfactory Academic Progress Standards

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

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

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

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

Note: An appeal can only be approved if the school:

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

A student who submits a financial aid appeal will be notified in writing of the results of the appeal.

A successful appeal results in one term of Financial Aid Probation.

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

Loans
Federal Direct Loan: The Direct Loan program provides low-interest loans to students. As with the Perkins Loan, interest and principal repayments of a Direct Subsidized Loan are deferred as long as the student continues to study in at least half-time status in an approved program. A completed FAFSA is required to determined eligibility.

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

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

Ministry Rebate Scholarship:
To receive full consideration for the named scholarship your primary source of income must be from a Christian organization (Church, para-church organization, school, Mission Board, etc.) you may qualify for a discounted tuition rate (currently $100.00 off regular per credit tuition rate. The maximum discount allowed per semester will be 9 cr. X $100.00 = $900.00).

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

Veteran’s Benefits
Federal Financial aid is not affected by VA education benefits.

Students who are eligible to receive benefits from the Veterans Administration must contact the TIU-VA Certifying Official in the Registrar’s Office at 954.382.6531 or by e-mail sdavis@tiu.edu and establish TIU as the university of attendance.

Transfer Credits
All veteran’s benefits recipients must report all prior education and training. Upon application for admission to a degree program, TIU will evaluate such training and grant appropriate credit, with training time and tuition reduced proportionately, and with USDVA and student so notified.

Academic Probation and Dismissal
Veteran’s Administration Education Benefits Recipients: An enrolled student receiving VA education benefits is subject to all established regulations as outlined in the Code of Federal Regulations. As such,
a VA student who has not maintained a satisfactory 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, the VA will be notified and all benefits will be terminated.

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

Tuition Payment Policies
Each semester students are expected to make payment in full or enroll in a payment plan by the first day of classes.

Newly confirmed students will receive a TIUAccess login and password allowing registration and selection of meal plans and health insurance.

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

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

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

Summer Session
Payments for summer session classes are due on or before the first day of each class. Students not making payment in full or are not cleared by the business office will be dropped from their summer course(s). Extended payment plans are not available during the summer session.

If possible, students should drop summer course(s) before the first day of class, thus opening up space for any students waiting to enroll in the course.

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

General Policies
Accepted Forms of Payment: The University accepts cash, check, money order, MasterCard, Visa, and Discover.

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

Google Messaging: The Student Accounting Office uses the Google messaging system for notification of important information and deadlines. It is the student’s responsibility to check his or her Google e-mail.

Outstanding Balances: Any students not participating in the traditional TAPP will receive a deferment fee of one percent per month on any outstanding balance. This includes students who are waiting on Direct, Plus, or Alternative loans. Deferment fees are charged on the last working day of each month.

The current semester’s bill must be paid in full or be up to date on a traditional TAPP in order to register for next semester. All balances owed to the institution must be paid in full prior to the release of transcripts and/or a diploma for Trinity International University.

Window Hours: Student Accounting Assistants are available M-F, from 8:30 a.m. to 4:00 p.m.
TEDS Refund Policy
The Refund Policy is activated according to Title IV compliance at the time written notification is received from a student that they are Withdrawing from school. The student is then responsible to obtain and completed the Academic Withdrawal Form within ten business days of the notification. Delays in submission of the completed Academic Withdrawal Form may result in a later posting of the Withdrawal date and a reduced refund.

Refunds are contingent upon Federal Compliance Regulations related to federal loans, and external and internal; grants stipulations; therefore, students withdrawing from school may not receive the full percentages indicated above in their refund.

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

<table>
<thead>
<tr>
<th>Week of Classes</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through 2nd</td>
<td>100%</td>
</tr>
<tr>
<td>Through 3rd</td>
<td>80%</td>
</tr>
<tr>
<td>Through 4th</td>
<td>70%</td>
</tr>
<tr>
<td>Through 6th</td>
<td>60%</td>
</tr>
<tr>
<td>Through 8th</td>
<td>50%</td>
</tr>
<tr>
<td>Through 9th</td>
<td>40%</td>
</tr>
<tr>
<td>After 9th</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

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

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

1. To outstanding balances on Direct loans (Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal Direct PLUS Loan)
   - To the Federal Perkins loan
   - To other Title IV assistance
   - To other federal, state, private, or institutional aid
   - To the student

For additional information on refunds to Title IV sources, please contact the Financial Aid Office at 847.317.8060.

Dropping Courses: Fall and Spring Semesters
Students who drop semester courses will be refunded tuition and fees, including audited courses and courses changed from credit to an audit, according to the following refund schedule.

<table>
<thead>
<tr>
<th>Week of the Semester</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through 2nd week</td>
<td>100%</td>
</tr>
<tr>
<td>After 2nd week</td>
<td>0%</td>
</tr>
</tbody>
</table>

Summer Session and All Modular Courses must be dropped on or before the first day of classes in order to receive refund. Summer non-classroom courses will be refunded according to the full-semester schedule above.

Before changing from full-time to part-time status, students should contact the Financial Aid Office to determine the effect on aid. Students who find that they need to reduce their academic load below full-
time status (minimum 10 credit hours) or part-time students who drop courses will be refunded tuition (credits and audits) and fees according to the refund schedule listed above. Charges for room and board of a student moving on campus after the registration day will be prorated according to the number of weeks remaining in the semester or summer session. The housing and meal plans proration schedule is as follows:

**Week Percentage**

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>2</td>
<td>12.50%</td>
</tr>
<tr>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>4</td>
<td>25.00%</td>
</tr>
<tr>
<td>5</td>
<td>31.25%</td>
</tr>
<tr>
<td>6</td>
<td>37.50%</td>
</tr>
<tr>
<td>7</td>
<td>43.75%</td>
</tr>
<tr>
<td>8</td>
<td>50.00%</td>
</tr>
<tr>
<td>9</td>
<td>56.25%</td>
</tr>
<tr>
<td>10</td>
<td>62.50%</td>
</tr>
<tr>
<td>11</td>
<td>68.75%</td>
</tr>
<tr>
<td>12</td>
<td>75.00%</td>
</tr>
<tr>
<td>13</td>
<td>81.25%</td>
</tr>
<tr>
<td>14</td>
<td>87.50%</td>
</tr>
<tr>
<td>15</td>
<td>93.75%</td>
</tr>
<tr>
<td>16</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

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

**Course Descriptions**

The following course descriptions listing represents courses regularly offered as part of the MA/CS program. At TIU South Florida required program Divinity School courses are offered on a rotating basis, enabling completion of the program in a timely fashion by full-time students. Additional courses may be offered from various departments of TEDS. Please refer to current published semester schedules for course selection and registration. Further details about TEDS to courses offered may be obtained from the registrar’s office at salvarad@tiu.edu.

**Course Numbering Explanations**

**Course Prefixes and Numbering**

Courses are designed by a two-letter prefix and four-digit number combination that identifies the primary department of course listing and the level at which the course is offered. All courses are graduate level, except 4000 series numbers that are available only for undergraduate credit.

- **4000** Upper-level undergraduate courses (generally graduate prerequisites)
- **5000** Recommended first-year courses
  - Core courses
  - Field education courses
- **6000** Recommended second-year courses
  - Core courses
- **7000-7499** Recommended third-year courses
  - Advanced master’s courses
  - Core courses
  - Master’s program capstones
  - Available for ThM credit (if not a core requirement or capstone in another master’s program)
- **7500-8999** Advanced master’s courses
Course Descriptions and Credit Hours
Course listing bear a brief description of course contents, required prerequisite courses for enrollment, and academic credit designated in semester hours. All courses are offered on a letter grade basis, unless noted “Credit/No Credit” in the course description. The grading basis must be indicated at the time of registration if other than letter grade.

Independent Study Courses (Reading, Guided Research, Distance Education)
Independent Study Courses include three venues: reading courses; guided research; and distance education. Reading courses are regular catalog courses completed in a semester when the course is not offered. Guided research courses are developed in consultation with a faculty member that engages a student in independent or cohort research and study. Distance education courses are prepared independent study courses that utilize technology, print, and communication to complete courses for regular TEDS credit. TEDS programs generally limit the number of credits in each of those modes that can apply to a program. Note those limits in the catalog program descriptions.

Interdisciplinary Course Descriptions
Courses below are listed in multiple departments (noted with prefix “—”) or are interdisciplinary in orientation (noted with prefix “ID”).

Master’s Level: Multiple Departments and Capstone Courses
Register with the prefix of the department in which you are taking the course or ID if posted as such.

ID 7468  MA (Christian Studies) Capstone
A program capstone for MA (Christian Studies) students that purposes to integrate the general theological education received by the program participant. The capstone may be an integrative paper or a project as defined in the Academic Handbook and will reflect approximately eighty-four clock hours of work. Counts as half-time academic status. Letter grade only. Two hours.

ID 7469  MA (Christian Studies) Capstone Extension
A one-semester extension for ID 7468. Enrollment with consent of the Faculty member of record. Extension fee when not enrolled in other courses. No Credit. Zero hours.

ID 7501  Master’s Guided Research
Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member. One to four hours.

Master’s Level: Interdisciplinary Courses

ID 5080  Formation Group
Formation Group is an intentional weekly experience under the leadership of a faculty member. Formation Groups seek to grow together in biblical wisdom, in the grace of God, and in relationships and relational skills. MDiv students must register for two consecutive semesters prior to candidacy, generally the first two semesters of enrollment; MA students may register for two semesters in lieu of one PT 5090 Field Education requirement. Additional semesters by MDiv or non-MDiv students with or without registration are encouraged. Regular attendance necessary for credit. Credit/No Credit. Offered fall and spring. Zero hours.

ID 6000  Current Topics in Interdisciplinary Studies
Selected topics of general or interdisciplinary interest. One to three hours.

ID 7900  Theological Research Methods
The techniques for gaining bibliography control over the literature of theological subjects, as well as attention to the planning, preparation, and writing of these are covered in this class. Credit/No Credit. Offered fall and spring. Two hours.
Church History and the History of Christian Thought
Department Course Descriptions

Courses in Church History and the History of Christian Thought Department demonstrate how the mission and message of the church have been understood and conducted since the apostolic age. The institutions, doctrines, and social attitudes of the church are studied, and a particular emphasis is placed on the manner in which Christian thought has influenced Christian life and action.

A concentration in church history and the history of Christian thought is offered in the following programs: Master of Arts with concentrations in Christian thought, church history, and the history of Christianity in America; Master of Theology with concentration in church history; and the Doctor of Philosophy (Theological Studies) in historical theology.

Church History Faculty
Scott M. Manetsch, PhD
Department Chair
Professor
Douglas A. Sweeney, PhD
Professor
Director, Jonathan Edwards Center
John D. Woodbridge, Doctorat de Troisième Cycle
Research Professor

Master’s Level
CH 5010 History of Christianity
The development of Christianity from the first century to the present, including the following are studied: the patristic period; the ecumenical councils; the development of a cultural and theological synthesis of the middle ages; the precursors, content, and personalities of the Protestant Reformation; the contributions of classical Protestant orthodoxy and subsequent rise of denominations; the rise of secularism and the “Enlightenment”; awakenings, revivals and missionary expansion; and theological trends. Offered fall and spring. Four hours.

CH 5060 American Church History
The transition of European churches to America and their involvement with theological, liturgical, social, and political issues; the nature of Puritanism; separation of church and state; awakenings and revivals; social concern; liberalism, fundamentalism, neo-orthodoxy, and contemporary evangelicalism are subjects of this course. Offered fall and spring. Three hours.

CH 6000 Current Studies in Church History
Topics selected that deal with significant issues related to Christian history and thought. One to four hours.

Educational Ministries Department Course Descriptions

The mission of the Educational Ministries Department is to develop Christian leaders for age-appropriate discipleship ministries. Graduates serve the church in family life education, all phrases of church education programming, Christian camping, student ministries, Christian higher education, Christian journalism and curriculum writing, and training of volunteer leaders.

A biblical philosophy of Educational Ministries requires balance between message and medium; consequently course work represents a balance between biblical/theological subjects and professional subjects of Educational Ministry. The emphasis is largely leadership development, although sufficient stress is placed on pedagogical procedures to enable the graduate to be an effective teacher as well.
Educational Ministries Faculty
Perry G. Downs, PhD
Professor
Duane H. Elmer, PhD
Professor
Donald Guthrie, EdD
PhD/EDS Director
Professor of Educational Ministries The Jeanette L. Hsieh Chair of Educational Leadership
James R. Moore, PhD
Associate Dean
Associate Professor
Director of the MA in Ministry Program
Mark H. Senter, III, PhD
Professor
Ted W. Ward, EdD
Professor Emeritus

Master's Level
EM 5000 Foundations in Educational Ministry
How do the many and varied educational ministries of the church engage God’s people in growth towards maturity in Christ? This course briefly explores the central issues involved, including Biblical and theological foundations of educational ministry, discipleship, teaching and learning, curriculum development, administration, and team building. Specific applications will be made to a variety of ministries, including children’s, youth, adult, intergenerational, senior adult, and small groups. Two hours.

EM 5150 Urban Educational Ministries
Introduction to the special educational program needs of administration and teaching in an urban context. Particular attention is given to the aims, principles, organizational, and development of a local church educational program, with focus on the aims, methods, media and evaluation of the teaching process. Three hours.

EM 5560 Church Ministry with Adults
A survey of adult development and generational differences, adult learning processes, and the ministry perspectives and structures necessary to assist Christian adults to progress toward maturity in a church or parachurch context. Two or three hours.

EM 6000 Current Topics in Educational Ministry
Selected and specialized topics relevant to educational ministry. One to four hours.

Advanced Master's/Doctoral Level
ES 7815 Change, Power, and Conflict
A study of the process of change, power, and conflict management particularly as it pertains to Christian contexts in ministry. Two or three hours.

ES 8000 Seminar: Issues in Educational Ministries
Topics chosen deal with contemporary issues in Educational Ministries. Two or four hours.

Mission and Evangelism Course Descriptions
The God-given task of mission has never been more necessary and challenging than as we face the twenty-first century. Opportunity and opposition are to be found side by side in all parts of the world. The missionary enterprise requires the best the church can offer: dedicated men and women who are spiritually and academically prepared to serve the Lord in any part of his harvest field.
The philosophy of Mission and Evangelism Department is based on well-defined biblical presuppositions: all people without Jesus Christ are lost and need to be reconciled to God; salvation is to be found only in Christ; the supreme task of the Christian church in every generation is the proclamation of the gospel to every person; the progress of the gospel may be hindered temporarily by human or demonic forces, but there can be no doubt about its ultimate triumph in the world.

Trinity is committed to the task of global mission. Our goal is to produce servants of Christ grounded in the Scriptures, prepared to make disciples and plant reproducing churches. Through its Mission and Evangelism Department, Trinity offers outstanding training in intracultural and cross-cultural evangelism and discipleship. The Department also provides opportunities for students to be discipled by faculty members, and involved in a variety of evangelism, discipleship, and missions ministries.

Courses are designed to lead the student into a mature understanding of world mission and the communication of personal faith as necessary corollaries of biblical Christianity. Courses cover the broad range of interdisciplinary concerns that assist students in preparation for global missionary service; issues unique to missionary service in the North American church or in the classrooms of higher educational institutions and the meaning and methods of personal evangelism.

A concentration in evangelism or intercultural studies is offered in the following programs: Master of Arts, Master of Theology, and Doctor of Philosophy (Intercultural Studies).

Additionally, the Mission and Evangelism Department is particularly privileged to partner with the Evangelical Free Church Mission, which funds the REACHGlobal Chair of Mission.

**Mission and Evangelism Faculty**

**Crawford Loritts, DD**  
Affiliate Professor

**Harold Netland, PhD**  
PhD/ICS Director  
Professor

**Alice Ott, PhD**  
Affiliate Professor of the History of Mission and World Christianity

**Craig L. Ott, PhD**  
Department Chair  
ReachGlobal Chair of Mission  
Professor

**James F. Plueddemann, PhD**  
Professor

**Robert J. Priest, PhD**  
G.W. Aldeen Professor of International Studies  
Professor

**Ed Stetzer, PhD**  
Affiliate Professor

**Tite Tiénou, PhD**  
Senior Vice President of Education and Dean  
Dr. Tite Tiénou Chair of Mission and Global Theology  
Professor
Master’s Level

ME 5000  Foundations of Christian Mission
Survey of the theology, history, culture, politics, and methods of the Christian mission, with special emphasis on recent developments, crucial issues, and future trends, ending with a careful study of missions in the local church. Two hours.

ME 5001  Foundations of Evangelism
This course will provide the graduate student with the content and the context for developing a biblical and theological understanding of evangelism. Through lecture, open discussion, small group interaction and field experience, the student will develop convictions, skills, and confidence in communicating the gospel while learning how to reproduce these in a local setting whether it be church, a university or high school campus, or in a multicultural context. Additionally, there will be a strong emphasis on encouraging the student to develop a biblical philosophy of ministry that reflects a balance of both the theoretical and practical perspectives of evangelism. Offered fall and spring. Two hours.

ME 6000  Current Studies in Mission and Evangelism
Topics selected deal with significant issues related to mission and/or evangelism. One to four hours.

ME 6963  Principles of Discipleship
A practicum with attention given to the way Christian disciples are developed, with practical guidelines implementing discipleship, both as a personal lifestyle and within the context of the local church. Prerequisite: must have completed at least six semester hours. Three hours.

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

New Testament Studies Department Course Descriptions
New Testament studies at Trinity provide students with a comprehensive understanding of the teaching, Historical backgrounds, principles of interpretation, critical problems, and contemporary relevance of the New Testament writings. Special consideration is given to the life and teaching of our Lord and of Paul and to the unfolding of doctrine in the New Testament period.
A concentration in the New Testament studies is offered in the following programs: Master of Arts, Master of Theology, and the Doctor in Philosophy (Theological Studies).

New Testament Faculty
Donald A. Carson, PhD
Research Professor

Constantine R. Campbell, PhD
Associate Professor of New Testament

Dana M. Harris, PhD
Associate Professor

Joshua Jipp, PhD
Assistant Professor

Te-Li Lau, PhD
Associate Professor

Grant R. Osborne, PhD
Professor

David W. Pao, PhD
Department Chair
Professor
Master’s Level

**NT 5000  Introduction to the New Testament**
Introductory survey of the New Testament, including the life and ministry of Christ, apostolic history, New Testament literature, principal critical issues, and the unity and diversity of New Testament theology. This course meets the NT General Comprehensive requirement for MA students and the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered spring. Four hours.

**NT 5100  English Bible: (Book Title)**
Demonstration of inductive Bible study method and treatment of the special teaching of a particular book or books of the New Testament based on the English text. May be repeated for credit as the book studied changes. Not for credit in the MA/NT or MA/OT programs. Two to three hours.

**NT 6000  Current Studies in New Testament**
Topics selected deal with significant issues related to New Testament studies. One to four hours.

Old Testament and Semitic Language Department Course Descriptions

Old Testament and Semitic Language courses acquaint students with the content and teaching of the Old Testament Scriptures and introduce them to the tools needed for a lifetime of effective independent study of these Scriptures. Attention is given to problems of Old Testament history and criticism. The value of the Old Testament for preaching and for understanding the Old Testament is stressed. The courses also serve to introduce students to the historical and cultural backgrounds of biblical literature, provide an understanding of ancient Near Eastern cultures, shed light on the interpretation of the Bible in its historical setting, and support the biblical record and the Israelites in their interrelationship with the peoples of the ancient world.

A concentration in Old Testament offered in the following programs: Master of Arts; Master of Theology; and the Doctor of Philosophy (Theological Studies)

Old Testament and Semitic Languages Faculty

**Richard E. Averbeck, PhD**
Professor
PhD/THS Director

**Barry J. Beitzel, PhD**
Director of Middle Eastern Studies Program
Professor

**James K. Hoffmeier, PhD**
Professor

**Dennis R. Magary, PhD**
Department Chair
Professor

**John M. Monson, PhD**
Associate Professor

**Eric J. Tully, PhD**
Assistant Professor

**Willem VanGemeren, PhD**
Professor

**K. Lawson Younger, Jr., PhD**
Professor
Master's Level

OT 5000  Introduction to the Old Testament
An introduction to the literature of the Old Testament, the history of Israel, critical issues of Old Testament formation, method in Old Testament study, and the theology of the Old Testament. This course meets the OT general Comprehensive requirement for MA students ad the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered fall. Four hours.

OT 5100  English Bible: (Book Title)
Demonstration of inductive Bible study method and treatment of the special teaching of a particular book or books of the Old Testament based on the English text. May be repeated for credit as the book studies changes. Not for credit in the MA/NT or MA/OT programs. Two to three hours.

OT 6000  Current Studies in Old Testament
Topics selected dal with significant issues to Old Testament studies. May be repeated for credit. One to four hours

OT 7090  Old Testament Theology
A study of the approaches to the theology of the Old Testament in the last two hundred years with an emphasis on the motifs of creation and redemption as integrative themes and as anticipatory of the coming of Jesus Christ. Three hours.

Pastoral Theology Department Course Descriptions
Courses in the Pastoral Theology Department focus on homiletics and pastoral theology. Homiletics courses are designed to enhance the communication skills of those engaged in Christian ministry. Emphasis is placed on the importance of biblical preaching, audience analysis, and methods by which the biblical message may be applied to the contemporary needs of humanity. Courses in pastoral theology prepare students for the work of vocational ministry and stress the personal responsibility of the pastor as an example in Christian character and conduct, intellectual habits and leadership.
A concentration in pastoral theology is offered in the Master of Theology program.

Pastoral Theology Faculty

Peter T. Cha, PhD
Associate Professor

Martin R. Crain, DMin
Director of the Professional Doctoral Programs
Associate Professor

David A. Gustafson, PhD
Director of Placement

H. Wayne Johnson, PhD
Director of the Master of Divinity Program
Associate Professor of Pastoral Theology

Crawford W. Loritts Jr., DD
Affiliate Professor

Michael D. Reynolds, DMin
Affiliate Professor

Steven C. Roy, PhD
Associate Professor

Greg R. Scharf, DMin
Department Chair
Professor
Phillip W. Sell, PhD  
Director of Supervised Ministries  
Associate Professor

**Homiletics: Master’s Level**

**HM 5000 Theology and Methodology of Biblical Preaching**  
Theological foundations for preaching and sermon preparation with emphasis on biblical integrity and structural soundness. Lecture sessions—must be taken concurrently with HM 5001. Offered Quad A fall and spring. _Two hours._

**HM 5001 Preaching Lab**  
Lab sessions—must be taken concurrently with HM 5000. Credit / No Credit only. Offered Quad B. _Zero hours._

**HM 6000 Seminar: Current Issues in Homiletics**  
Seminar discussion and advanced individual research on topics dealing with significant issues in homiletics. _Two to three hours._

**Pastoral Theology: Master’s Level**

**PT 5000 Personal Assessment and Ministry Orientation**  
Designed to assist in personal assessment of character temperament, learning style, talents, abilities and gifts, ministry and relational skills, and other traits relevant to ministry. Based on these assessments, students will develop a personal plan to accomplish their goals through course work and an integrative paper. Should be taken during first or second semester of enrollment. A lab materials fee is charged for this course. _One hour._

**PT 5090 Field Education**  
Specific subject sections noted below or as arranged with the Director of Field Education. Contact the Field Education Office, or review the online materials for current descriptions of these areas. Prerequisite: Completed Field Education Orientation (a one-hour session offered during the first week of the fall and spring semester; contact the Field Education Office for dates) or have passed the Field Education Orientation Quiz. Once completed, students are cleared for course enrollment in a Field Education course. Repeatable as needed in the program. Credit/ No Credit. _Zero hours._

Subject sections include the following, though section numbers will vary from semester to semester.

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**PT 5095 Cross-Cultural Field Education**  
Required Field Education course for MDiv students. Contact the Field Education Office, or review the online materials for current description. Credit/ No Credit. _Zero hours._
PT 6000  Current Issues in Pastoral Theology
Topics selected deal with significant issues related to pastoral theology. One to three hours.

PT 6215  Personal Spiritual Formation for Ministry
An exploration of the culture and dynamics of spiritual life, with special attention given to the nurture of the inner life through spiritual disciplines and participation in Christian community. The course is designed to promote the leading of an exemplary Christian life amid the pressures of school and ministry. Two hours.

PT 7210  Pastoral Practices
A survey of the biblical foundations, qualifications, practices, and pitfalls of pastoral ministry in the context of the local church. Students will consider the importance of God’s call to pastoral ministry and how to maintain health and balance in the pastorate. Instructors will seek to foster wisdom that will assist students in various pastoral roles and settings. Prerequisite: PT 5000. Offered fall and spring. Two hours.

PT 7220  Pastoral Leadership
Foundational insights concerning how pastors exercise leadership in local churches with emphasis on the ways a biblical theology of ministry informs practice. Students will critically engage contemporary perspective on leadership in the light of a growing understanding of Scripture and the word into which they have been called. Prerequisite: PT 5000. Pre-or co-requisite: PT 7210. Offered fall and spring. Two hours.

PT 7280  Christian Worship
The importance, basic meaning, and historical background of Christian worship, with attention to principles, plans, methods, and resources for worship planning. Offered fall and spring. Two hours.

PT 7860  Social and Cultural Exegesis
This course seeks to equip the student to critically analyze the social and cultural context of today’s changing world from a biblical and theologically informed perspective. Special attention will be given to the social processes that have historically shaped our culture, from the post-1800s urbanization to postmodernism. The course will then seek to help the student to understand the dialectic relationship between the church and its surrounding culture/society and the church’s prophetic call to be a change-producing agent. Two hours.

Biblical and Systematic Theology Department Course Descriptions

Course in biblical and systematic theology are designed to provide a thorough grasp of the major doctrines of Christianity and to integrate these, as far as possible, into a harmonious system. The Bible is held as the source of all doctrine and the ultimate criterion for all theological formulation. Attention is given to organic growth of Christian doctrine in the Old and New Testaments, as well as in the church through the ages since Pentecost. Courses are also provided to introduce the student to biblical perspectives on contemporary theological and ethical issues. Courses in this department include those with prefixes BE (Bioethics), CC (Christianity and Contemporary Culture), PR (Philosophy of Religion), and ST (Systematic Theology).

A concentration in biblical and systematic theology is offered in the following programs: Master of Arts with concentrations in Christian thought (emphasis in biblical and systematic theology, bioethics, Christianity and contemporary culture, philosophy of religion), and philosophy of religion; Master of Theology; and the Doctor of Philosophy in systematic theology.

Biblical and Systematic Theology Faculty
John S. Feinberg, PhD
Professor

Bruce L. Fields, PhD
Department Chair
Associate Professor
Systematic Theology: Master's Level

ST 5000       Survey of Doctrine
This course covers the nature of theology, revelation, Scripture, the triune God, creation, providence, humanity, sin, the person and work of Christ, the person and work of the Holy Spirit, salvation, the church, the church and Israel, the last things. Students enrolling in ST 5101, 5102, or 5103 may not enroll in this course. This course does not satisfy core theology requirements in the MA/CT/ST or MDiv program. Required for MA/CM and MA/MHC students. Offered spring. Three hours.

ST 5101       Theology I: Introduction to Theology
This course begins by clarifying the nature, method, and necessity of theology. Discussion then moves to the doctrine of Scripture, including revelation, inspiration, illumination, and inerrancy. This course concludes with the study of the existence and nature of God (including the Trinity), God's work of creation (including angels), and providence. This course meets one ST General Comprehensive requirement for MA students. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered fall and spring. Three hours.

ST 5102       Theology II: Christ, Man, Sin, and Salvation
This course covers the study of the person and work of Christ. It treats the nature and both as a creature and as a sinner, including original sin, imputation of sin, and the nature and consequences of individual acts of sin. Discussion focuses on both the atoning work of Christ and on the application of the work of Christ by the Holy Spirit that runs from election through conversion and justification all the way to glorification. This course meets one ST General Comprehensive requirement for MA students. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered fall and spring. Three hours.

ST 5103       Theology III: Holy Spirit, Church, Last Things
This course begins with the study of the person and work of the Holy Spirit. Focus then shifts to the doctrine of the church. Topics include the nature, mission, function, organization, and ordinances of the church, the use of the gift of the Holy Spirit in ministry, and the relation of Israel to the church. The course concludes with a treatment of the Last Things in relation to individuals (including the intermediate state and the resurrection of the body) and in relation to the following corporate groups: the church, Israel, and the nations. This course meets one ST General Comprehensive requirement for MA students. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered fall and spring. Three hours.
ST 5200  Christian Ethics
This course discusses biblical teaching on standards of personal conduct and integrity and their relation to the sanctification process. Throughout the course, attention is given to biblical perspectives on contemporary ethical issues facing the church and the minister, such as abortion, euthanasia, capital punishment, sexual ethics (including homosexuality), divorce and remarriage, racism, material possessions, genetic engineering, ecology, war, and the Christian’s relation to society and the state. Three hours.

ST 6000  Current Studies in Systematic Theology
Topics selected deal with significant issues related to systematic theology. One to four hours.

ST 7395  Hermeneutics
The science of biblical interpretation with examination and explanation of the various systems of such. Using selected passages of Scripture, the disciplines necessary in biblical interpretation come to be understood and developed. Three hours.

CC 5615  Cultural Engagement
Following from the first two courses in hermeneutics and exegesis of contemporary culture, this course seeks to engage contemporary culture biblically and theologically. The aim is to develop a Christian position on certain significant issues in contemporary culture (e.g., multiculturalism, tolerance, the media, cyberspace, sexuality, and so on.) Students will be encouraged to develop their own positions on the relation on gospel and culture, church and world, through detailed case studies. Three hours.

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

CC 6000  Current Studies in Christianity & Contemporary Culture
Topics selected deal with significant issues related to Christianity and Contemporary Culture. May be repeated. One to four hours.

Philosophical Theology and Apologetics: Master's Level
Courses in philosophy of religion are designed to provide an appreciation for the contribution that philosophical thought can and has made to an understanding of the biblical Christian faith. In these courses, the student will be challenged to develop answers to the problems posed by philosophical and scientific inquiry and equipped to present reasonable evidence for the tenets of the Christian faith.

PR 5500  Apologetics
An introduction to the discipline of Christian apologetics, its relation to theology and evangelism, and its place in Christian ministry. Selected intellectual challenges to core Christian claims for contemporary culture (e.g., the existence of God, the problem of evil, the resurrection of Jesus Christ, religious pluralism), along with Christian responses to those challenges, are explored. Two hours.

PR 6000  Current Studies in Philosophy of Religion
Topics selected deal with significant issues related to philosophy of religion. One to four hours.

University Policies

Academic Integrity
The community at Trinity International University promotes a commitment to integrity in all areas of life. Academic integrity is essential in the search for 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’s 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 Graduate Student Handbook.

Any student who breaks the standard of academic integrity by cheating or plagiarism will be dealt with severely by the faculty and staff and will be reported to the Dean of Students. 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.” For the complete text, visit MyTIU >Information Technology. This policy supersedes all other policies and applies to all individuals with respect to the acceptable use of University networks, phone systems, computer systems, and technology. The University network and systems are to be used primarily for activities related to the educational mission of the University. Personal use of the network is limited to e-mail and browsing web pages, providing such use complies with these Terms and Conditions and does not, at the university’s discretion, utilize excessive capacity of resources, or in the case of employees, interfere with the employee’s work. For any other personal use, written approval is required from the Graduate Student Affairs Office.

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

1. For authorized network access to university systems and resources that are used for curricular, academic, and administrative activities.
2. For e-mail and access to Word Wide Web pages

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

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

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

1. For commercial or business purposes
2. For accessing or distributing defamatory, abusive, obscene, sexually oriented/pornographic, threatening, racially offensive or illegal material. Any access to such material by the way of the University Internet connection will be blocked, logged, and reported.
3. For any activity which interferes or inhibits the use of the network or University systems by others.
4. To connect non-authorized private networks. University networks maybe modified, extended, or used in any manner that violates a federal, state, or local law or a University policy
5. Additionally, you may not use University computers, networks, and system resources:
6. For unauthorized browsing or exploring, or making other unauthorized attempts to view data files, or directories belonging to TIU or to other uses.
7. To transmit, use, or serve unauthorized software
8. To violate copyrights of documents or media
9. For misuse of message boards or any Web-based community
10. For computer tampering or unauthorized alteration of data, identification, or credentials
11. 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 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 1900 (ADA), it is the policy of the Divinity School to provide effective auxiliary aids, services, and academic adjustments to qualify 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 faculty member(s) involved assists students with disabilities by making academic adjustments. Academic adjustments are determined on a case-by-case basis are subject to review by the Dean.

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

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

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

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

**Copyright Policy**

The Copyright Permissions Act of 1976 as it may have been or will be amended from time to time requires that permission to reproduce copyrighted materials be obtained from the copyright owner except under very limited circumstances. Faculty, staff, and students of Trinity are expected to comply with the provisions of the state and federal intellectual property laws, such as the Copyright Act. Procedures for obtaining copyright permissions for course materials have been established and should be followed. Copies of this procedure and other information explaining the Copyright Act as it pertains to copying both course materials and material for personal use available through the Dean’s office.
Drug-free Environment
Trinity is committed to the maintenance of a drug-free environment. We believe that the implementation of a drug-free environment is for the protection of students and employees of Trinity, and we have established the following policy designed to maintain such an atmosphere:
The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited on the campus in general
- Employees or students found to be in violation of a drug-free environment will be subject to appropriate action, including termination or expulsion.
- If an individual becomes aware of a violation of this policy, he or she is encouraged to report it to the Dean of Students immediately so that the matter can be investigated promptly.

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

In accordance with requirements established by the Act also commonly known as the “Buckley Amendment,” Trinity International University hereby provides notice of intention to comply fully with the Act and also provides notice to students of the 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:
- Private notes and other materials created by Trinity’s personnel provided they are not revealed to another individual.
- 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).
- 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 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:

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 requirements 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 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 accreditation 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 Internet 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

Records (usually omit 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.

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.
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 the 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 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.

**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 intend to comply with both the letter and the spirit of Title IX of the 1972 Education Amendments, of Title VI of the Civil Rights Act of 1964, of Section SOL of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. In compliance with these provisions, we have established a set grievance procedure to be followed should a discriminatory or harassment situation occur. The Graduate Student Affairs Office has available for all students a written copy of the official grievance procedures to be followed and will be glad to assist students having questions or concerns regarding such matters.

**Firearms, Weapons, and Explosives**

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

**Human Rights in Research**

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

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

**Immunization Requirements**

The state of Illinois requires incoming students to submit documentation with exact dates of the following injections: Measles (two); Mumps (one); Rubella (one); and Tetanus/Diphtheria (one injection within the
last ten years). For students not attending U.S. grades 9-12, three Tetanus/Diphtheria injections are required, the third being within the last ten years. A PPD tuberculosis skin test is also required. If written documentation is not available, all injections must be repeated. Accepted students will receive further information and a proper form to be completed as part of the admissions process. Immunization forms can be downloaded at MYTIU> Student Affairs> Health Services. Students who are taking less than 6 hours of credit per semester or who were born before 1957 are exempt from this law.

Immunization forms are due two weeks before classes begin. A $50 late fee is charged at the end of your first noncompliant semester.

These requirements are designed to prevent the introduction and spread of vaccine-preventable diseases on our campus and the surrounding community. For more information regarding immunizations, contact the Health Services Office.

Poster and Notices
Students are permitted to post advertisements in designated locations on campus only if the posted item receives approval stamp. To get an item approved for campus posting, contact the Student Services Office.

Children on Campus
During class times minors under the age of 18 are not allowed on campus.

Referenda and Petitions
Students wishing to initiate petitions or referenda are to work with the Student Services Director.

Soliciting
No soliciting is permitted on campus and violations of this should be reported to the Student Services Director.

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

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

- TIU will not enter into a revenue-sharing agreement with any lender. A “revenue-sharing arrangement” is defined to mean any arrangement made between an institution and a lender under which the lender makes Title IV loans to students attending the institution (or to the families of those students), the institution recommends the lender or the loan products of the lender and, in exchange, the lender pays a fee or provides other material benefits, including revenue or profit-sharing, to the institution or to its officers, employees or agents.
- TIU embraces a ban on the employees of the university receiving gifts from a lender, guaranty agency or loan servicer. No officer or employee of the TIU financial aid office, (or an employee or agent who otherwise has responsibilities with respect to educational loans) will solicit or accept any gift from a lender, guarantor, or servicer of education loans. A "gift" is defined as any gratuity, favor, discount, entertainment, hospitality, loan, or other item having monetary value of more than a minimal amount. However, a gift does not include (a) a brochure, workshop, or training using standard materials relating to a loan, default aversion, or financial literacy, such as a brochure, workshop, or training; (b) food, training, or informational material provided as part of a training session designed to improve the service of a lender, guarantor, or servicer if the training contributes to the professional development of the institution’s officer, employee or agent; (c) favorable terms and benefits on an education loan provided to a student employed by the institution if those terms and benefits are comparable to those provided to all students at the institution; (d) entrance and exit counseling as long as the institution’s staff are in control of the counseling and the counseling does not promote the services of a specific lender; (e)
philanthropic contributions from a lender, guarantor, or servicer that are unrelated to education loans or any contribution that is not made in exchange or advantage related to education loans; (f) State education grants, scholarships, or financial aid funds administered by or on behalf of a State.

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

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

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

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

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

Trinity Evangelical Divinity School Application Instructions

Read through the following application instructions completely before filling out the application form. For your convenience and to save time, we encourage you to apply online. Simply go to Trinity’s Web address, www.teds.edu/apply. The application fee may also be paid online.

1. **Application Fee**
   Master’s level applicants must submit a $25 nonrefundable application fee. Checks should be payable in $U.S. and drawn from a bank in the United States. For your convenience, fees may also be paid using Visa, MasterCard, or Discover. A $25. application fee is also required of all first-time Doctoral applicants (DMin or PhD). The master’s-level application fee is waived for graduates of Trinity International University’s various undergraduate programs and those who have already paid an applicable fee at the master’s level to Trinity Evangelical Divinity School or Trinity Graduate School (Deerfield, Davie, Santa Ana, or any of our listed extension sites).

2. **Applicant Deadlines**
   **Master’s level**
   We use a rolling admissions process; thus, master’s program applicants may begin their studies during fall, spring, or summer terms. We strongly encourage application six to twelve months prior to the expected enrollment date. Applications for admission and all accompanying materials should be submitted by the following deadlines:
Application received after these deadlines may not be considered in the term for which originally applied, and no master's program applications will be considered for a given semester after the second week of that semester.

**Before completing the application, read the EDS or ICS prospectus carefully.** They are available online or by request form the Admissions Office.

### 3. Personal Statements

Please enclose your typed personal statements, following the instructions on the application. Please put your name on top right corner of each page. Personal statements can also be submitted on the online application.

### 4. Official Transcripts

An official transcript must come from each undergraduate school, seminary or graduate school you have attended, even though the work may appear as transfer credit on another transcript. In order to be considered official, transcripts must be sent directly to our Admissions Office in sealed envelopes from each school.

Note: For university course work done outside the USA, students need to submit transcripts through a foreign credit evaluation service. The Admissions Office must receive a “course-by-course evaluation” or a “detail report.” There are several such services that are acceptable, including:

- World Education Services ([www.wes.org](http://www.wes.org))
- Educational Credential Evaluators, Inc. ([www.ece.org](http://www.ece.org))
- International Education Research Foundation ([http://www.ief.org](http://www.ief.org))

### 5. Recommendations Forms

**All Applicants**

Please complete the Preliminary Recommendation Form for each of your recommenders:

- Provide your name and contact information, and your anticipated program of study.
- Indicate which category the recommender fulfills, and list the recommender’s name and contact information
- After submitting the form, hit the Back button on your browser and refresh the page
- Complete the form again time additional recommenders (see below for details)

All recommenders should be sent directly to the Admissions Office by the persons who complete them. We will send electronic Recommendations Forms to those individuals requested by the applicant. Please do not request recommendations from persons in your immediate family. Your recommenders should be people who know you well enough to provide examples to substantiate their recommendation. Application recommendations may also be used when awarding scholarships.

<table>
<thead>
<tr>
<th>US Citizens</th>
<th>International Applicants</th>
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</thead>
<tbody>
<tr>
<td>August 1</td>
<td>Fall semester pre-application information form deadline (including summer session)</td>
</tr>
<tr>
<td>December 1</td>
<td>Fall semester application deadline</td>
</tr>
<tr>
<td>April 1</td>
<td>Fall semester deposit deadline</td>
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<tr>
<td></td>
<td>Spring semester pre-application information form deadline</td>
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<td></td>
<td>Spring semester application deadline</td>
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<tr>
<td></td>
<td>Spring semester deposit deadline</td>
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</table>
Master’s Certificate in Christian Studies Applicants
Please have recommendations submitted from the following three people:
- Pastor or church official
- A faculty member or administrator familiar with your academic work (undergraduate or graduate)
- An employer, professional acquaintance, or lay leader in your church
- MA in Ministry Applicants only: A letter of endorsement on letterhead from your local church, parachurch, or church related ministry which demonstrates church-connectedness and affirms:
  (a) interest and giftedness for church-related ministry; (b) evident Christian life and character; and 
  (c) the support and prayers of the ministry organization for the course of study. This letter should 
  not merely be a letter from a pastor or a ministry leader, but may be drafted by this individual on 
  the ministry’s behalf. As a church-related ministry degree program this requirement is not 
  optional.
*If you cannot locate one of your professors to submit a recommendation, please ask a leader in your 
church or parachurch group to complete one instead.

Special Instructions to Transfer Students Only:
Students desiring to transfer directly from another ATS accredited seminary to TEDS must submit a fourth 
recommendation form. This form, to be completed by the Dean of Students (or functional equivalent) of 
the transferring institution, must certify that the student is currently in good standing.

6. Standardized Tests
Master of Arts Applicants
Applicants to our Master of Arts program are required to submit test scores from either the Graduate 
Record Examination (GRE) General Test or the Miller Analogies Test (MAT). (Special conditions apply to 
applicants whose first language is not English; see section on TOEFL below.)

MA Christian Studies, Certificate in Christian Studies, and Visiting Student Applicants
The GRE or MAT is not required. (Special conditions apply to applicants whose first language is not 
English; see section on TOEFL below.)

Master’s Level
Applicants with completed advanced degrees at the master’s level or higher may request a waiver from 
the standardized testing requirement. (Does not apply to TOEFL.)

Graduate Test Information
Test scores must be less than five years old (except TOEFL) scores, which must be less than two years 
old) and must be submitted directly to our Admissions Office from the testing service. Photocopies from 
the applicant are not acceptable.

<table>
<thead>
<tr>
<th>Deerfield Campus</th>
<th>South Chicago Regional Center</th>
<th>Florida Regional Center</th>
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</thead>
<tbody>
<tr>
<td>Write:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Admissions Office</td>
<td>14200 S Dante Ave.</td>
<td>Admissions</td>
</tr>
<tr>
<td>2065 Hal Day Rd</td>
<td>Dolton, IL 60419</td>
<td>8190 West State Road 84</td>
</tr>
<tr>
<td>Deerfield, IL 60015</td>
<td></td>
<td>Davie, FL 33324</td>
</tr>
<tr>
<td>Call:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>800.345.TEDS</td>
<td>877.237.0029</td>
<td>954.382.6574</td>
</tr>
<tr>
<td>847.317.8000</td>
<td>708.201.2911</td>
<td>954.382.6420</td>
</tr>
<tr>
<td>FAX:</td>
<td>847.317.8097</td>
<td><a href="mailto:gradflorida@tiu.edu">gradflorida@tiu.edu</a></td>
</tr>
<tr>
<td>EMAIL:</td>
<td><a href="mailto:tedsadm@tiu.edu">tedsadm@tiu.edu</a></td>
<td></td>
</tr>
<tr>
<td>WEB:</td>
<td><a href="http://www.teds.edu/admissions">www.teds.edu/admissions</a></td>
<td>florida.tiu.edu</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.ti.edu/southchicago">www.ti.edu/southchicago</a></td>
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</table>
**TEDS- Florida Academic Calendar**

Reference should be made to the current Academic Handbook, to the Academic Calendar in MyTIU > TEDS Academics > Calendars, or to the Trinity Calendar for specific dates and deadlines for registration, thesis submission, comprehensive exams, graduation requests, adding/dropping classes, and special seminars and lectures.

### Fall Semester 2013

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Aug 28</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Sep 2</td>
</tr>
<tr>
<td>Global Christian Week</td>
<td>Sept 17-21</td>
</tr>
<tr>
<td>Fall Break</td>
<td>Oct 17-20</td>
</tr>
<tr>
<td>Univ Day of Prayer</td>
<td>Oct 29</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>Nov 27-Dec 2</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Dec 13</td>
</tr>
<tr>
<td>Christmas Break</td>
<td>Dec 23-Jan 1</td>
</tr>
</tbody>
</table>

### Spring Semester 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Spring classes</td>
<td>Jan 15</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day</td>
<td>Jan 20</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Mar 6-16</td>
</tr>
<tr>
<td>University Day of Prayer</td>
<td>Apr 2</td>
</tr>
<tr>
<td>Easter Break</td>
<td>Apr 17-22</td>
</tr>
<tr>
<td>Last Day of classes</td>
<td>May 9</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 10</td>
</tr>
</tbody>
</table>