

2007-2008
REACH
Program
Handbook

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INTRODUCTION

About this Handbook

This *REACH Program Handbook* contains information about the adult undergraduate degree programs offered in nontraditional formats through Trinity International University. Recognizing the pace of change, the University reserves the right to revise policies, amend rules, alter procedures, and change financial charges listed in this document at any time in accordance with the best interests of the institution. We will make every reasonable effort to notify those affected of changes if and when they do occur. Notification is not guaranteed, however.

The college *Catalog*, and not this Handbook, is the primary academic document issued by Trinity College. The Program Handbook is written to provide REACH students with additional information concerning the adult programs. Refer to the Trinity College Catalog for a more complete picture of the mission, policies, and offerings of the College. The catalog is available on the Trinity International University website: <http://www.tiu.edu/college/academics/catalog0708>.

Student Responsibility

Students are responsible for reading this handbook and becoming familiar with all policies and requirements relevant to their program. As questions arise during the course of their studies, students would do well to consult this handbook before taking any action.

Trinity International University

Trinity International University is a private, coeducational academic institution offering both graduate and undergraduate degrees. Trinity College shares the main campus in Deerfield, Illinois, with the Trinity Evangelical Divinity School and Trinity Graduate School. In addition, Trinity has a branch campus in Dolton, the Chicago Regional Center, Miami, Florida, a Law School in Santa Ana, California, and extension sites across the United States.

Trinity was founded by the Evangelical Free Church in 1897. Its focus is evangelical and conservative in keeping with doctrine and understanding that is common to all of historic Protestantism. The word "evangelical" indicates that we believe the Bible is divinely inspired and the authority that provides direction and guidance for all Christian faith and practice. Trinity's Statement of Faith is that held by the Evangelical Free Church. Although Trinity is a Free Church school, students come from many backgrounds and all are welcomed.

Trinity International University is committed to serving the educational needs of the community from a Christian perspective. Our educational programs are designed to serve a variety of students of many ages. Trinity admits students of any sex, race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to the students at the school. It does not discriminate on the basis of sex, race, color, national, and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs. Under these nondiscriminatory policies, persons will not be excluded by reason of physical or mental handicap provided they are otherwise qualified for admission as students at Trinity International University.

Accreditation & Memberships

Trinity International University's Trinity College, and with it the REACH program, is accredited by the North Central Association of Colleges and Schools. Trinity is also an approved school by the Illinois State Board of Education. Trinity is a member institution of the Christian College Consortium, the Council of Christian Colleges and Universities, the Christian Adult Higher Education Association, the National Association of Intercollegiate Athletics, the Northern Illinois Intercollegiate Athletic Conference, the Association of Christian Continuing Education Schools and Seminaries, the Resources for the Education of Adults in the Chicago Area, the Council for Adult and Experiential Learning, and the Learning Resources Network.

Statement of Mission

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

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

A belief which:

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

2. A Liberal Arts Approach to Learning

An approach which:

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

3. A Sustained Interest in Every Participant

An interest which:

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

4. A Purposeful Involvement in Contemporary Society

An involvement which:

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

5. A Serious Attempt to Encourage Career Potential

An attempt which:

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

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

A balancing which:

- Sets and strives for high ideals, but confesses and struggles with flaws and limitations.

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

Statement of Faith

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

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

The REACH Program

Purpose and Mission

Since its inception in 1983, REACH 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 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.

An Overview

The REACH programs of Trinity College offer unique opportunities for adult 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 North Central Association of Colleges and Schools.

The programs offer a means for busy adults to complete their undergraduate degree and/or be certified to teach in a convenient and timely manner. Adults may enter REACH with any number of prior college credits and, through taking accelerated courses one at a time, may finish their degree with maximum speed and minimum hassle. To make this happen, REACH offers clusters of courses that proceed in sequence. When a group of students desiring a particular major cohort is gathered, they begin the course sequence. Faculty cycle through, but the students in the cohort stay together. Major cohort schedules can take between eighteen and thirty months to complete.

To finish a Bachelor of Arts degree, students may also piece together several general education clusters such that they can meet the graduation requirements. Single course electives may also be chosen. In addition, students may transfer credit, gain credit by examination, seek credit for prior experiential or job related learning, or take courses from the traditional campus in order to meet graduation requirements.

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

Adult students are motivated to learn. Adults who choose to return to school after a time in the workforce are typically ready to give the effort needed to benefit from classes for which they are sacrificing. Because of this, learning proceeds much more quickly and faculty do not have to spend valuable time urging students to attend to their work. Indeed, accustomed to excellence at work, adults often labor to reach that same level or quality in their academic pursuits.

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

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

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

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

a fountain from which all information flows.

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

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

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

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

Goals Across the Curriculum

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 REACH 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

- REACH is designed to be a nonresidential program.
- Classes meet one time per week for a four-hour block.
- Students generally take one course at a time, but may choose to accelerate the pace by adding Saturday or online courses.
- 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.

Admission

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

General Admission Requirements

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

- Attainment of at least 23 years of age before beginning course work
- Proof of high school graduation or GED certification
- Original transcripts from all previous college/university study indicating an overall cumulative grade point average of 2.0 (using 4.0 scale)
- At least two years of significant work (Experience other than paid work, such as volunteer activity or parenting, may be considered toward meeting this requirement.)
- Two letters of recommendation assessing professional abilities, character, and capacity for university-level study
- A score of at least 500 on the written or 173 on the computer-based Test for English as a Foreign Language (TOEFL) exam by applicants for whom English is not their first language
- Completion of writing placement test

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. 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. The writing placement test will determine acceptance and placement in the program.

Admission to Upper-Division Courses

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

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

Admission to REACH Majors

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

- Completion of at least 42 transferable credits from an accredited college or university or from Trinity for which a grade of “C” or better was received and an overall 2.0 on a 4.0 scale (“C” includes C–, C, C+)
- Completion of at least 3 credits in college composition with a “C” or better
- Completion of REACH composition course when applicable as determined by writing placement test
- Completion of IDS 105R Foundations for Adult Learning—a REACH course
- Christian Ministries candidates must be actively involved in some ministry of a local church and be recommended to the program by a pastor in the same church

Admission to the Elementary Education Major

See the School of Education section, page 94.

Admission to the Nontraditional Illinois Certification Program

See the School of Education section, page 94.

Computer Expectations

Incoming students are expected, at a minimum, to be able to use a personal computer for writing and formatting papers, corresponding via email, and doing basic searches for information on the World Wide Web. Access to a personal computer and the Internet is expected and is necessary in all courses. **Students are expected to read their University email and are required to use their University email accounts for all communication within the University to ensure reliable and secure delivery.** Although computers and the Internet are available in computer labs in both Deerfield and South Chicago, 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.

Writing Placement

REACH is a writing-intensive program. Students are expected to achieve a level of writing competence early in their Trinity experience in order to excel in their studies. For this reason, all students entering the REACH program are required to take a writing placement test. The writing assessment, the ACT Compass/eWrite test. This test is proctored, takes up to 1 1/2 hours, and is administered on campus.

The results of the writing assessment will determine what, if any, writing course(s) students will be required to take within the first semester of their REACH experience. If a student has met all his or her writing general education requirements and achieves a satisfactory score on the assessment, no further writing courses will be required. If, however, the score is below the determined level on the assessment, the student will be required to take the course(s) most appropriate to his or her level, regardless of whether all general education requirements have been met.

Application Process

You are encouraged to start the application process early. Incoming students should be registered **two weeks** prior to the start of class. (Our admissions staff is available to help you with any of these steps.) The application process is as follows:

- Contact the REACH office and request the REACH application packet.
- Complete the application and return it to the REACH office. Prospective students may also apply online by visiting <http://www.tiu.edu/forms/reachapplication1.php>.
- Official transcripts from ALL colleges and universities attended by the applicant must be sent to the REACH Admissions Office. Student copies and faxed or hand-delivered copies that are not in an envelope sealed from the sending institution are not considered official and will not be accepted for admission purposes. Transcript request forms are provided in the application packet for your convenience. For those with no prior college, a photocopy of high school diploma or GED is required.
- Two recommendations are required that are used to assess your professional abilities, character, and capacity for college-level study. The first recommendation needs to come from your employer. The second recommendation can be from a pastor, professor, or other professional who is able to assess your academic and professional traits. Christian Ministries majors are required to submit a pastoral recommendation. Recommendations from family members or friends will not be accepted. The forms provided in the application packet or online at the TIU REACH web site must be used for the recommendations. Originals must be sent to the REACH Admissions office directly from the recommending party.
- Complete the Trinity Admission Assessment if transferring less than 15 college credits. Appointments should be made with an admissions counselor to complete this assessment.
- If English is not your primary language, you must take the Test of English as a Foreign Language (TOEFL) exam. If your scores are not acceptable, you are expected to complete an intensive course in English as a foreign language at one of the many recognized language centers throughout the country before being admitted to the program.

- Upon completion of the assessment, receipt of all recommendations, and evaluation of transcripts, REACH Admissions will evaluate your application packet for admission. You will then be notified of your admission status.
- If you are offered admission, confirmation of your acceptance of admission is required. A nonrefundable Confirmation Fee payable to Trinity International University must be received to confirm your acceptance of admission and intent to register. At this time the student will also confirm their course schedule.
- Although not required for admission, you are strongly encouraged to complete the FASFA (Free Application for Federal Student Aid) form. The FAFSA is available online. The FAFSA should be completed as early in the admission process as possible since some types of aid are available only at certain times of the year. More details are provided in the financial aid section.

Visiting Student Status

Those who are interested in taking courses for personal and professional enrichment can apply for a visiting student status. Application can be submitted for a nondegree-seeking or audit status.

Nondegree seeking

As a nondegree-seeking student, you may wish to take courses for credit but are not seeking to enroll in a degree program at REACH. Due to the accelerated nature of the program and the participation emphasis of the curriculum, you are expected to complete all reading assignments and come prepared to participate. You will need to acquire all materials prior to the start of class in order to stay current with all assignments and adhere to the attendance policy. If you wish to enroll at a later date, courses taken as a nondegree-seeking student can generally be applied to degree programs at Trinity.

Auditing

As an auditing student, you will be expected to participate fully in the course. The REACH curriculum relies heavily on student participation, so auditors should expect to complete all readings and other assignments and to otherwise prepare for each class. Auditing students are expected to adhere to the attendance policy.

Application Process and Academic Regulations for Visiting Students

Complete a visiting student application. Be sure to indicate the visiting student status for which you would like to be considered.

Once your application has been reviewed and approved, you will need to register by completing the REACH Registration Form. You will need to select the course(s) from the appropriate schedule to complete the registration form. Visiting students may only register for a maximum of 6 credit hours per semester. Registration may be completed no later than one week prior to the start of your first class.

The REACH Registration Form must be returned to the REACH Admissions office in order to be enrolled and registered.

Payment

See the *REACH Handbook* for complete information on payment policies and procedures, or contact the REACH Student Accounting Assistant at 847.317.8149.

Official Transcripts

Official transcripts will be issued from the Trinity International University Records Office for a \$5.00 fee only upon receipt of a written request. Transcripts are not released prior to the posting of grades.

Grade Reports

A report will be issued at the end of the semester.

Refunds, Withdrawals, and Changes-in-Registration

Standard procedures and specific deadlines apply to visiting students regarding refunds, withdrawals, and changes-in-registrations. Contact the Records Office Assistant Registrar for more information

Transfer Policies

Trinity accepts credit earned at other accredited institutions 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+). Students may contact the Director of Adult Student Services with specific questions concerning course transferability.

- A maximum of 64 semester hours from two-year-degree granting institutions is transferable. There is no maximum of allowable transfer semester hours from four-year degree-granting institutions.
- Vocational and technical courses may not be accepted for credit.
- REACH can accept up to six credits or two transfer courses toward a major.
- No more than nine credits can simultaneously count for both General Education and major and/or Concentration Areas.

FINANCES

2007-2008 Tuition & Fees

Tuition (including online courses)	
Per credit hour	\$425
2007-2008 Fees	
Application Fee	\$20
A nonrefundable fee that must accompany the application form	
Audit Fee per Course	\$195
Computer Lab Fee	\$30
Fee charged with courses that utilize the university computer lab	
Confirmation Fee	\$50
A nonrefundable tuition deposit that must be submitted by the student offered admission as acknowledgment of acceptance of admission and intent to register. The amount will be credited to the student's first semester tuition.	
Deferment Fee	1%
Monthly fee charged the last working day of the month on the outstanding balance due on the Student Account, including those waiting on Stafford Loan disbursements and those on the REACH monthly payment plans.	
Employer Reimbursement Fee	\$100
Charged each semester to students wishing to defer payment on their account due to Employer Tuition Reimbursement. If payment in full is received within thirty days of registration the \$100 fee will be waived.	
Evaluation Fee	\$20
Charged for evaluating the official transcripts and educational standing of a student not enrolled at the University. The fee may be used toward the Application Fee if the student later makes application to the REACH program.	
Extension Fee	\$100
Students who are within 15 hours of graduation at the time that their graduation deadline expires may request a six-month extension without submitting to new catalog requirements.	
Graduation Intention Fee	\$75
Charged upon submission of the "Intent to Graduate" form to the Records Office. The graduation fee includes the cost of the diploma, evaluation of application for degree, and other graduation expenses. This fee is non-refundable.	
Prior Learning Assessment Fee (per Credits Petitioned)	1 – 4 credit hours \$225
.....	5 –9 credit hours \$375
.....	10 + credit hours \$550
Reactivation Fee	\$100
If students do not complete their graduation requirements within the allotted graduation time frame, their file becomes inactive. To reactivate, they must pay the reactivation fee and resume study under the catalog requirements current at the time of reactivation.	
Returned Check Fee	\$23
Fee assessed for any check returned by the bank.	

Science Lab Fee	\$70
Charged for selected science courses which require use of campus labs	
Technology Fee	\$25
Charged to all registered REACH students each semester to cover the hardware, software and support needed for classroom technology.	
Transcript Fee	\$5
Charged for each Trinity transcript requested. An additional \$10 is charged for "rush" service. Transcripts must be requested from the Records Office of the College of Arts and Sciences.	
Withdrawal Fees	
Charged when withdrawing in writing from a course less than seven days prior to the first session . . .	\$25
Charged when administratively withdrawn after missing the first two class sessions.	\$200

**TRINITY INTERNATIONAL UNIVERSITY RESERVES THE RIGHT
TO MODIFY ALL CHARGES WITHOUT NOTICE.**

Payment Policies

To receive financial aid, it is important to begin the process early so that the award amount will be known before classes start.

In order to register for subsequent semesters or additional courses within a semester, the student must be paid in full or be current on an established payment plan. To receive transcripts or diplomas the student account must be paid in full.

Payment Options

Combinations of the following methods are available to REACH students:

- Monthly Payment Plan
- Scholarships
- Employer Reimbursement
- Grants and Loans

Monthly Payment Plan

The total semester costs can be paid in monthly payments over three-, four-, five-, or six-month terms. This depends on the number of months before your next semester bills. The monthly payment plan begins with the start of each semester. All payment plans are assessed a deferment fee of one percent per month on any outstanding balance. Deferment fees are assessed on the last day of every month. In addition, a \$25 late fee will be charged for any payment received more than ten days late. The last monthly payment may be slightly larger due to accrued deferment fees. Contact the Student Accounting office (847.317.8149 or reachstuacct@tiu.edu) to find out how to set up a payment plan.

Scholarships

Many REACH students receive scholarships from other organizations. To help locate such grants, check for the following books in the reference section of a local library:

- Scholarships, Fellowships, Grants & Loans* by Macmillan Library Reference
- Foundation Grants to Individuals* by The Foundation Center
- The Scholarship Book* by Daniel J. Cassidy
- A Directory of Financial Aid for Women* by Gail Schlachter

These books are available at the Roling Library at Trinity International University. The Internet also has abundant sources for scholarship information (e.g., www.fastweb.com).

Employer Reimbursement

If an employer provides tuition reimbursement, Trinity can help the student utilize that benefit in two ways.

1) Partial Reimbursement: If the student's employer offers reimbursement for only a portion of the tuition costs during a semester, the student can contact the Records Office to receive invoices that give the

course name, cost and grade. These invoices will be mailed to the student after the grades have been received. The student will need to establish other payment arrangements (payment in full, payment plan, financial aid or a combination of the last two) to cover the student account balance.

2) 100% Reimbursement: If the student's employer offers 100% reimbursement and the student does not take financial aid, Student Accounting can enroll the student in the Employer Reimbursement payment plan. A \$100 fee per semester is charged to your student account and deferment fees are waived. An application is required for initial enrollment. The student will need to contact the Records Office after each course to request an invoice to the student's employer and to see that payment is made in full for each course no later than 2 months after the last class meeting. A \$25 late payment fine per course will be assessed for non or late payment. Failure to make timely payments will jeopardize the student continuing with Employer Reimbursement as a payment option. The student will also not be able to register for the next semester if they are late on payments. If the student chooses to take financial aid, we cannot enroll the student for Employer Reimbursement as a formal plan. For payment purposes, the above information about partial reimbursement will apply.

Contact Student Accounting at 847.317.8149 or reachstuacct@tiu.edu for more details.

Financial Aid

Trinity International University participates in several financial aid programs to help students pay for expenses in the REACH program. Completing the Free Application for Federal Student Aid (FAFSA) as early as possible is to the benefit of the student, since financial aid is awarded only at certain times of the year for some awards. By submitting the FAFSA, you will be applying for the Pell Grant, Illinois MAP Grant, and federal Stafford loans. The FAFSA can be completed online at www.fafsa.ed.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 enrollment. The code for Trinity College is 001772. If you have specific questions concerning financial aid, please contact the Trinity International University Financial Aid Office at 847.317.8060.

Federal Pell Grant

This is a need-based grant used to pay for tuition, fees and living expenses. The maximum amount of this award is \$4,310.

Illinois Monetary Award Program

This is a need-based grant used to pay for tuition and mandatory fees. The maximum amount of this award is \$4,968.

Illinois Incentive for Access

This is a need-based grant awarded to freshman. The amount of this one-time grant is \$500.

Church Match Grant

This grant is available to every Trinity student. If your church donates funds toward your education, Trinity will match that donation up to \$1,000 for each academic year. Applications and checks must be received before the first day of classes. Please contact the Financial Aid office for an application or more information.

Federal Stafford Loans

This is a low-interest student loan. The FAFSA must be completed in order to determine eligibility. The interest rate is currently fixed at 6.8%. Repayment begins 6 months after graduation or if the student drops below half-time.

Other Financial Aid Sources

Many additional resources for financial assistance can be found on the internet. Visit www.fastweb.com for more information.

Applying for Financial Aid

1. Fill out the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Remember to include our school code (001772).
2. You will need a Personal Identification Number (PIN) to electronically sign your FAFSA. If you do not already have a PIN, you can apply for one at www.pin.ed.gov

3. Contact the Financial Aid Office at 847.317.8060 if you have any questions about the application process.
4. Once you have registered for the new academic year, you will receive an award letter listing your financial aid eligibility.
5. Sign and return your award letter.
6. Financial Aid will be credited to your student account within the first week of the student's semester start-up.

Retaining Financial Aid

Financial aid is awarded according to the academic status of the student in the REACH program. To retain financial aid, a student must be making satisfactory academic progress. The policy is outlined below.

Satisfactory Academic Progress Standards

Trinity International University is required by federal regulation to apply both qualitative and quantitative standards in measuring academic progress for financial aid purposes. These standards apply to all students who receive state and federal Title IV funds administered by the University. Federal Title IV programs include Pell Grants, FFELP Stafford Loans.

Trinity International University has established the following criteria in conjunction with federal regulations published on October 6, 1993, Federal Register Part 668.16, 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 1.6 during the freshman year, 1.8 during the sophomore year, and a 2.0 at the start of the junior and senior years.*

2. Quantitative Standards of Academic Progress

Applicants for financial aid are expected to complete a degree in the following time frame: **full time**—12 semesters/6 years; **3/4 time**—18 semesters/9 years; **half time**—24 semesters/12 years.

In order to complete degree requirements within the maximum allowable time frame listed above, undergraduates must complete 21 credits (if full time), 14 credits (if 3/4 time), or 10 credits (if half time) each academic year.

At the end of semester Credit hours completed

1	6
2	14
3	22
4	32
5	42
6	52
7	64
8	76
9	88
10	100
11	113
12	126

3. Failure to Meet the Satisfactory Academic Progress Standards

A. Qualitative Standard

Students are reviewed and notified after each semester. Students will be warned at the end of the first semester if they are deficient in cumulative GPA. Failure to achieve the required GPA results in removal of financial aid for the next semester. Eligibility can be regained by achieving the required cumulative grade point average after one semester at their expense.

B. Quantitative Standard

Students are reviewed and notified after each semester. Students will be warned at the end of the first semester if they are deficient in cumulative hours. Failure to meet the required hours completed results in removal of financial aid for the next semester. Eligibility can be regained by completing the required hours after one semester at their expense.

A student must also be at least half-time status to qualify for financial aid. For purposes of financial aid, the academic year is broken into two six-month semesters or terms. The starting date for each student's term is determined by when he or she started the first class with REACH. From that point on, the status of the student is determined by how many credits he or she takes within each six-month term. Status is determined as follows:

part-time status if enrolled in at least one but less than six credit hours per six month term

half-time status if enrolled in at least six but less than twelve credit hours per six month term

full-time status if enrolled in twelve or more credit hours per six month term

Students must be enrolled in 6 credit hours per semester at a single institution to retain a prorated amount of financial aid awarded. Students must be enrolled in 12 credit hours per semester to retain the full amount of financial aid awarded for full-time status.

In order to qualify for the maximum financial aid for a given six-month term, it is essential that the student register prior to the beginning of the term for all the courses that he or she intends to take in that term.

Refund Policies

Refunds will be based on the date that written notification of withdrawal is received at the REACH office. There will be a 100 percent refund with no penalty for cancellations received at least seven days prior to the start of the class. If withdrawal is requested less than one week before the start of a course, the refund amount will be calculated as follows:

Less than seven days prior to first session.....100% refund minus \$25.00

Through 25% of the class.....75% refund minus \$25.00

Through 50% of the class.....25% refund minus \$25.00

After 50% of the classNo refund

Students who have enrolled in an entire semester will receive a full refund on all classes that have not started (unless they withdraw less than seven days prior to the beginning of the class—see above). Full refunds on textbooks and materials will be given if they are returned to MBS in an unused and unmarked condition. Books should be returned within one week of officially withdrawing from a class.

ACADEMICS

Accreditation

Trinity was accredited in 1969 by the North Central Association of Colleges and Schools.

North Central Association of Colleges and Schools

30 N. LaSalle Street, Suite 2400

Chicago IL 60602-2504

Phone: 312.263.0456

The Illinois State Board of Education has approved the REACH to Teach program of Trinity International University so that those who complete this program qualify for entitlement to an initial Illinois Teaching Certificate.

Illinois State Board of Education

100 N. First Street

Springfield IL 62777-0001

The College is approved by the **Department of Veterans Affairs State Approving Agency** for the training of qualified veterans under Title 38 of the U.S. Code.

Academic Information

Academic Load

The minimum full-time load is 12 hours per semester. Due to the accelerated format of REACH courses, students wishing to take more than 18 hours must receive written approval from the Associate Dean of Nontraditional Education.

Academic Year and Semester Hour of Credit

The regular academic year is divided into two six-month semesters.

Fall: August 1st – January 31st

Spring: February 1st – July 30th

A course beginning within that time frame will be considered part of that semester (regardless of the end date for the course).

Writing Placement

REACH is a writing-intensive program. Students are expected to achieve a level of writing competence early in their Trinity experience in order to excel in their studies. For this reason, all students entering the REACH program are required to take a writing placement test. The writing assessment, the ACT Compass/eWrite test. This test is proctored, takes up to 1 1/2 hours, and is administered on campus.

The results of the writing assessment will determine what, if any, writing course(s) students will be required to take within the first semester of their REACH experience. If a student has met all his or her writing general education requirements and achieves a satisfactory score on the assessment, no further writing courses will be required. If, however, the score is below the determined level on the assessment, the student will be required to take the course(s) most appropriate to his or her level, regardless of whether all general education requirements have been met.

James E. Roling Memorial Library

Students enrolled in REACH classes may use the University's James E. Roling Memorial Library located on the Deerfield campus. Its print, media, and electronic resources are tailored to the curriculum and information needs of the university community. The collection contains more than 233,000 bound volumes, 170,000 volumes on microform, and 2,000 current periodical subscriptions. If students need additional resources, the University also participates in a variety of local, regional, and national networks, including but not limited to ILLINET (Illinois Library and Information Network), LIBRAS (a consortium of 18 Chicago area liberal arts college libraries), OCLC (an international bibliographic utility which expedites interlibrary loan), ATLA (American Theological Library Association), and ACTS (Association of Chicago Theological Schools). Some university resources are also available at the South Chicago Regional Center.

The card catalog and many helpful links are available on the Internet. In particular, the University subscribes to numerous online computer databases, which can be accessed on the web. Enrolled students can obtain information on passwords and procedures by contacting Information Technology (877.339.9487).

Location: Roling Library (Deerfield) • **Phone:** 847.317.4000 • **Websites:** www.library.tiu.edu
(TrinCat: library.tiu.edu)

Grade Point Average

Academic grade point averages are computed from the following scale:

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

You can calculate your grade point average (GPA) by multiplying the point value of the grade earned in a course by the number of semester hours of the course, adding the resulting figure for each course completed, then dividing by the total number of credit hours of all those courses.

Only grade points earned for courses completed through Trinity International University are used in determining the grade point average unless the student is being considered for honors at graduation. (See Graduation Honors below for details.)

Grades

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

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 Associate Dean of Nontraditional Education. Grade automatically becomes "F" unless completed within five weeks from the due date of the last assignment.

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.

Retaking Courses

A student must retake courses in which he or she received a grade of "F" to receive credit for that course. To raise the REACH GPA, a student may also 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 both instances, the original grade will be retained on the transcript, but only the new grade will be counted toward graduation requirements and the cumulative GPA. A course for which credit has been earned, when repeated, may produce an improved grade but will not provide additional credit. A course in which credit is earned may be repeated only once.

Student Classification

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

Students enrolled in 12 or more semester credits during a given term are considered full-time (FT) status. Students who are enrolled for a minimum of 6 semester hours but less than 12 hours in a given term are considered half-time (HT) status. Other students are considered part time (PT). Extensions, credit by examination, and/or courses taken at other institutions are not eligible to be counted in the calculation of FT, PT, or HT status. Credit earned through prior learning assessment will count toward full-time status in the semester in which the credit is finally transcribed.

Scholastic Status

Academic Honors

Dean's List: Students who earn at least 12 credits and a grade point average of 3.50 or above in a given semester are awarded special recognition by being placed on the Dean's List.

Graduation Honors: Trinity awards honors to degree program graduates who have attained a cumulative grade point average of 3.50 or above at Trinity and meet the honor requirements. Graduation honors are calculated on the basis of all Trinity credits and credits appearing on transcripts of all other colleges attended. In no case, however, will the honors designation exceed that which would be granted on the basis of Trinity course hours alone.

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. 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.

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:

Hours Attempted*	Trinity Cumulative GPA
1-26	1.50
27-42	1.62
43-58	1.75
59-75	1.87
76+	2.00

**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 2.0 GPA has been attained.

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.

REACH Academic Policies

Academic Appeal Process: Students with concerns about course grades or the interpretation and/or implementation of academic policies may pursue resolution through the following appeal process. At each stage students should attempt to clearly articulate and document any unusual or extenuating circumstances that they feel have a bearing on the issue. Each stage of the process is essential, and every effort should be made to resolve concerns as early as possible in the process, making further appeals unnecessary.

1. First and foremost, the student should attempt resolution by discussing the issue with the faculty member involved.
2. Next, the student should appeal to the Associate Dean of Nontraditional Education to seek resolution. This will require submission of a written explanation of the issues and the evidence, which would support a change or exception. **The student must initiate this step no later than two months after the event in question.**
3. Failing resolution, the student may submit a written appeal to the University Registrar for consideration of the Academic Appeals Committee (a standing committee composed of the University Registrar and two full-time faculty members).

4. If the matter is still not resolved, the student has recourse to the Dean of the College and Graduate School.
5. Finally, the student may file a written appeal with the Academic Council of Schools by submitting to the chair of the Council. At any stage the student may be represented by counsel; however, the Dean of the College and Graduate School should be informed of this in advance to give the college the opportunity to obtain legal representation.

Any student who has an academic grievance will be expected to abide by these policies. Grievances not related to academic policies or activities will follow the process outlined later in this Handbook in the "Student Life Information" section.

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 authors' 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 your 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.

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. The student may receive an "F" for the course for a violation. 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 Associate Dean of Nontraditional Education 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 Associate Dean 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.

Add/Drop: To adjust course registration, students should follow the instructions on the registration form. The registration form is available online (<http://www.tiu.edu/reach/currentstudents/forms>). See "Refund Policies" in the Financial Aid section for specific information regarding refunds for dropped courses.

Administrative Withdrawal: In the event that a registered student does not attend the first two class sessions of a course and does not notify the university in writing of the intent to withdraw, he or she will be administratively withdrawn from the course and charged a withdrawal fee of \$200. Administrative withdrawal from two consecutive courses without contact with the REACH office will result in a student being dropped from the program and will necessitate reactivation.

Auditing: Admitted REACH students may audit any class in REACH or the traditional College if space is available. (Students pursuing a BA from Trinity may not audit courses in their chosen major.) An audit fee of \$195 per course is charged and the audit is noted on the transcript. Auditing entitles the student to sit in on class sessions and participate in discussions. 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. With the permission of the Associate Dean of Nontraditional Education, the spouse of a REACH student may, at no charge, sit in on REACH classes in which the husband or wife is enrolled. Although these individuals have the same responsibilities as an auditor, no record of the audits will appear on transcripts. All regular attendance policies apply to audited courses.

Class Attendance: Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of

the contact with the learning community has been lost. For this reason, in all REACH courses, any student missing more than 30 minutes of a course session will be considered absent for the full session. Participation points are earned and calculated in the final grade of a course based in part upon on-time attendance at each session.

Students missing one class session will have their course grade reduced between one-half and one full letter grade. Students missing more than one class period will receive no credit for the class and a grade of "F" will be recorded. The course must then be retaken in order to receive credit.

Confidentiality of Records: Trinity International University complies with the Family Education Rights and Privacy Act (FERPA) of 1974. A complete copy of this Act is available for inspection in the College Records Office and in the College Catalog (www.tiu.edu/catalogs/). This law gives students the right to access their permanent files. We encourage students to examine these records if you have reason.

Most information in the student files is inaccessible to others outside the University, including spouse and employers. If a student wishes another party to receive personal information from the file, he or she must personally request it in writing. Unless otherwise requested by the student however, basic directory information may be released by the University. This information includes:

Student's name, address, telephone, date and place of birth, sex, major field of study, academic classification, participation in school activities and related statistics, dates of attendance, degrees and awards, denominational preference, previous educational agencies or institutions attended, and career plans.

Extensions:

Catalog: A student who fails to complete graduation requirements by the expiration date will be inactivated automatically. A six-month extension beyond the expiration date may be granted if a student is within fifteen hours of graduation by the expiration date. Also, the student must inform the Associate Dean of Nontraditional Education in writing before the expiration date of their intentions and plans to complete requirements within the six-month extension. An extension fee will be charged when the extension is approved. If requirements are not completed during the extension, the student's file will become inactive. The reactivation process and fees described above will then apply.

Course: If a student is unable to complete all course assignments within the time allotted, the student receives a grade based upon work completed to that point. On rare occasions, a student may be granted an extension of the due dates and the instructor may record a grade of Incomplete ("I"). A grade of "I" for a course 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. It is granted only upon verification of a student's good standing in the course by the instructor and approval by the Associate Dean of Nontraditional Education. Before a grade of "I" is recorded, the faculty member must consult with the Associate Dean of Nontraditional Education and receive approval. The grade automatically becomes "F" unless all course requirements are satisfactorily completed and a grade is turned in to the office within five weeks from the due date of the last assignment.

Guided Study: A regular course listed in the college catalog may be offered on an individual basis to an enrolled Trinity student if the requirement in the academic program cannot be met in any other manner. Conditions for a guided study include the following: (a) the regular course is not offered such that it is possible for the student to attend; (b) the student has at least a 2.0 cumulative GPA and has completed 50 semester credits of course work. Prior to registration, written permission to enroll in the guided study must be secured from the instructor, Director of Adult Student Services, and Associate Dean of Nontraditional Education. All work for the guided study is due according to the schedule determined by the instructor and may not exceed a fifteen-week period. A student may earn a maximum of 21 credits by any combination of guided or independent studies.

Independent Study: A non-catalog course in which a faculty member and an advanced student design research on a topic of special interest that extends beyond the scope and depth of courses regularly offered in the curriculum may be pursued by an enrolled Trinity student with at least a 3.0 cumulative GPA and 50 semester credits of course work completed prior to starting the independent study. The topic or content must have the written approval of the instructor, the Director of Adult Student

Services, and the Associate Dean of Nontraditional Education. All work for the independent study is due according to the schedule determined by the instructor and may not exceed a fifteen-week period. A student may earn a maximum of 21 credits by any combination of guided or independent studies.

Late Assignments: All assignments are expected on or before the date 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.

Each course has specific requirements and penalties regarding late assignments. The student should read carefully each course syllabus before the first class session. In general, with prior approval, late assignments may be accepted by faculty at their discretion with a specified grade penalty.

Instructors are not authorized to receive final assignments after the date grades are to be turned in to the REACH office. If more time is needed, an incomplete must be approved by the Associate Dean of Nontraditional Education upon consultation with the faculty member (see below).

Reactivation: A student who discontinues attendance for two semesters or more must apply for reactivation by requesting and completing a Supplementary Application form. The student must pay a reactivation fee and complete the requirements for graduation under the catalog current at the time of reactivation. Records will be reassessed in light of any changes in requirements and will be granted seven additional years from the date of reactivation to complete all requirements.

Transcripts: All course grades appear on your transcript, which is available upon request from the Trinity International University Records Office. Transcripts must be requested in writing from the records office and should be mailed by Trinity directly to the recipient (e.g., graduate school, employer) to maintain the transcript's official status. Transcript requests must include the student's name (maiden name if appropriate), social security number, and names and addresses where transcripts are to be sent. If specific course grades for courses in progress are to be included, indicate that information on the request so that the transcript is not sent before the data are posted on the record. Transcript request forms are available in the Records Office. All balances owed Trinity International University **must** be paid in full prior to the release of transcripts and diploma.

Transfer Credit: Trinity accepts credit earned at other accredited institutions 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+). Students may contact the Director of Adult Student Services with specific questions concerning course transferability. A maximum of 64 semester hours from two-year-degree granting institutions are transferable. There is no maximum of allowable transfer semester hours from four-year degree-granting institutions. At least 30 of the last 45 hours must be taken at Trinity.

Students must submit a "Pre-Approval of Transfer Credit" form to their advisor prior to registering for a course at another institution. This step will ensure that the course will actually contribute to the student's academic progress. Nonaccredited course work (including vocational and technical) pursued following matriculation into the REACH program will not be accepted as transfer credit toward satisfaction of program requirements.

Weather-related Cancellations: The cancellation of REACH classes is not entered into lightly. Because each class represents a significant portion of a given course, class sessions cannot simply be skipped. Therefore, the daunting task of rescheduling classes for another time and location results from any cancellation. For this reason classes will be canceled only on rare occasions.

Any decision to cancel REACH classes due to weather will be made prior to 3:00 P.M. on the day of the weather problem or 6:30 A.M. for Saturday classes. If inclement weather should arise subsequent to that time, classes will still be held for those able to attend. Students should use their own discretion in determining whether to attend given travel conditions, keeping in mind that classes missed count as absences, unless the university cancels the class session.

Students will be notified of weather-related cancellations through a recording on the TIU weather voicemail (847.317.6700).

Withdrawal from University: If students should at any point wish to withdraw from the entire program, they must notify the Records office in writing. Otherwise, they will continue to be billed for the expenses of the class. This correspondence should take place as soon as possible in order to maximize any refund due (see “Refund Policies” in this Handbook) and minimize any additional charges. Written correspondence may take the form of letter, fax, or e-mail. Students must notify the office of withdrawal prior to the last class session. Withdrawal is not permitted after the last class session.

Email: reachrecords@tiu.edu

Registration: Students are encouraged to consult with their academic advisor on a regular basis to make sure the courses they plan to take are consistent with their degree requirements. Students should register for the desired courses before the beginning of that semester. As desired, students may also add or drop course(s). Registration for an entire semester at a time (i.e., six-month period) is highly encouraged in order to maximize financial aid eligibility. However, students may register for a course up to one week prior to the start of class.

Programs of Study

Planning an Academic Program

All nontraditional students are assigned an academic advisor who is available to help in planning during pursuit of a degree through the REACH program at Trinity. Students should work closely with their academic advisor to ensure that all graduation requirements are satisfied.

REACH students must complete 126 semester hours of credit prior to graduation. There are three categories of required course work: major, general education, and elective. The number of credits required for each major may vary. At least 45 credits are required to satisfy the general education requirements. In addition to the major and general education requirements, elective credits may be required to satisfy the 126-credit requirement.

Preparing for Classes

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

1. **Order early.** MBS 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 (but not earlier than six weeks) prior to the first session.
2. **Have the course number and start date available.** MBS 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 schedule page posted online (<http://www.tiu.edu/reach/currentstudents/courseschedules>).
3. **Use a credit card.** MBS will accept personal checks. However, they cannot ship your books until they have received payment. For this reason, it is much faster to use a credit card to pay for books.
4. **Order by Internet.** The MBS/TIU website makes ordering books much easier. Using MBS's secure server, students can find out the textbooks they need, select new or used, and indicate how they want them shipped. Although ordering can be done by phone, the website is available 24 hours a day. The phone service is only available Monday-Thursday, 7:00 A.M. to 10:00 P.M.; Friday, 7:00 A.M. to 6:00 P.M.; Saturday, 8:00 A.M.-5:00 P.M.; and Sunday, 12:00-4:00 P.M. CDT/CST.
5. **Buy used when available.** MBS carries a selection of used textbooks at any given time. Used books can save money.
6. **Take advantage of book buybacks.** MBS will send a letter before the end of the course offering to buy back textbooks. The letter will include a prepaid shipping label, as well as an indication of how much they will pay for the used texts. This benefit can reduce the cost of textbooks and a college education.

7. **Seek refunds within two weeks.** Books must be returned within **two weeks** after the original start date for the course in order to receive a refund. New books must be returned in new condition to receive full credit.
8. **Expect excellence.** MBS, in most cases, ships books within 24 hours of placing the order. If for any reason there is an error made or service is less than satisfactory, call an MBS customer service representative as soon as possible. In addition, notify the REACH office with any problems.

Phone: 800.325.3252 • **Fax:** 800.499.0143 • **Website:** www.mbsdirect.net

Student Manuals: No later than two weeks prior to the start of each course, students should secure a copy of the Student Manual for that course. This extended syllabus details all course objectives, materials, and requirements and may contain worksheets and reading material necessary for the course. Since most courses have assignments due prior to the first night of class, it is imperative that the student consults 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 <http://www.tiu.edu/reach/currentstudents/manuals> and click on the course number of the course you will be taking. Adobe® Acrobat® Reader® is required 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 Trinity website. If problems are encountered downloading a student manual, call the REACH office.

Phone: 847-317-6505

Planning for Graduation

Graduation Requirements: To be eligible to receive the Bachelor of Arts or Bachelor of Liberal Arts degree from Trinity International University through the REACH program, a student must meet the following requirements:

- At least 126 semester hours of credit. Included in this number are those hours required in general education and the student's major field of study.
- A cumulative Trinity grade point average of 2.00. Also, general education and major requirements must each be completed with a minimum of 2.00 GPA.
- Successful completion of the REACH general education requirements.
- Acceptance into a major and fulfillment of the requirements of that major.
- Demonstrate adequate skill in composition on a university-designated writing assessment or successfully complete ENG 111 Critical Thinking and Writing with a "C" or better.
- Complete at least 30 of the last 45 credits at Trinity. Hours completed through Credit by Examination do not count toward these 30 hours.
- A student may complete degree requirements and graduate from Trinity at the end of one of three different completion semesters: fall, spring, or summer. One calendar year prior to the date (semester) that a student intends to complete all degree requirements, the following documentation must be filed with the REACH Records Office for review and verification of degree completion. All of these documents are available online or at the REACH office:
 - Intent to Graduate Form
 - Degree Completion Plan
 - Six-Hour Plan, if applicable, for Commencement Participation

Commencement Participation: The College has an annual commencement ceremony in May. Graduates are strongly encouraged to attend. If circumstances prevent attendance you must write to the Dean of the College indicating your desire to graduate *in absentia*.

College policy permits participation in the ceremony for students who are within six hours of meeting graduation requirements. To qualify for the "six-hour plan" a student must be enrolled in courses yielding credits sufficient to be within six hours of graduation requirements during the spring semester. These

courses may be taken at Trinity or another accredited school whose spring term ends no later than Trinity's final exam day. Credit from Prior Learning Assessments, correspondence courses, CLEP tests, or other college credit by examination must be received in the REACH Office no later than the "Latest Completion Dates" stipulated below.

Time Frame: Students have seven years from the date of matriculation to complete a degree under the catalog current at the time of matriculation. Students who go beyond seven years must meet the requirements of the new catalog.

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

Degree Completion Plan:

Degree program requirements must be completed according to the following schedule to meet a given graduation date.

ACADEMIC TASK	GRADUATE SPRING	GRADUATE SUMMER	GRADUATE FALL
Intent to Graduate & Degree Completion Plan	Latest Submission Date		
	One calendar year prior to the intended graduation date (semester).		
	NOTE: Changing the graduation date after completing this form requires the submission of a new Intent to Graduate and Degree Completion Plan.		
Prior Learning Assessment (PLA)	Latest Submission Date		
	February 1	June 1	October 1
	NOTE: Students must consider that these due dates do not allow time for PLA rewrites or additional submissions if credit awarded is less than petitioned.		
Correspondence Course Work & Credit by Examination	Latest Completion Date		
	May 1	August 30	December 1

General Education

To guarantee a well-rounded liberal arts education, the college requires all REACH students to gain understanding in a variety of fields. These requirements can be met through transfer credit, credit for prior college-level learning, credit by examination, or by taking REACH general education courses. Before graduating, students must have accumulated 45 credit hours of general studies distributed in the following way:

IDS 105R Foundations for Adult Learning (3 hrs)*

Biblical Studies (6 hrs)

Old Testament (3 hrs)

New Testament (3 hrs)

Psychology (3 hrs)

General Psychology or Developmental Psychology

Social Sciences (6 hrs)

Choose at least two fields: Anthropology, Economics and Business, Education, Political Science, Psychology, Sociology, Health and Wellness.

Humanities (12 hrs)

Choose at least three fields: Art, English, Speech, Foreign Language, History, Literature, Music, Philosophy. May also be met through taking HI 101R, 102R, and 103R.

College Writing (6 hrs)**Science (3 hrs)**

Biology, Geology, Astronomy, Chemistry, Physics, or Earth Sciences
Must have significant lab or fieldwork component.

Math or Computer Science (3 hrs)

Math must be college algebra or above; Computer must be general introduction, not programming.

Intercultural Study (3 hrs)

Students must give evidence of exposure and sensitivity to diverse cultures. They may accomplish this through any of the following means. Choose one:

1. Travel or internship, with learning documented through a life learning paper
2. Domestic intercultural study or work, with learning documented through a life learning paper
3. One year of college-level foreign language study
4. Approved course emphasizing intercultural studies

***NOTE: IDS 105R must be completed as the first course in the REACH program for all incoming degree-seeking students. During the course, writing will be assessed and students will be directed as to which writing courses, if any, must be completed within the first 26 hours of their REACH experience. However, students are allowed to take up to 6 credits as a "visiting student" without taking IDS 105R.**

Satisfying General Education Requirements*

The following REACH courses can be used to satisfy general education requirements as follows:

Graduation Requirement (3 hrs)

IDS 105R	Foundations for Adult Learning	3 cr., 5 wks
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Biblical Studies (6 hrs)**Old Testament**

BI 110R	Understanding the Old Testament	3 cr., 5 wks
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New Testament

BI 120R	Understanding the New Testament	3 cr., 5 wks
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Psychology (3 hrs)

PSY 140R	Introduction to Psychology	3 cr., 5 wks
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Social Science (6 hrs)

HPW 200R	The Wellness Lifestyle	3 cr., 5 wks
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POL 250R	American Government	3 cr., 5 wks
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PSY 315R	Life Assessment	3 cr., 5 wks
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PSY 337R	Psychology of Adolescence	3 cr., 5 wks
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PSY 375R	Foundations of Christian Counseling	3 cr., 5 wks
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PSY 402R	Adult Development	3 cr., 5 wks
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SOC 221R	Marriage and Family	3 cr., 5 wks
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SOC 330R	Race and Ethnic Relations	3 cr., 5 wks
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SOC 335R	Urban Sociology	3 cr., 5 wks
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Humanities (12 hrs)

ENG 222R	Studies in Fiction	3 cr., 5 wks
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ENG 235R	Children's Literature	3 cr., 5 wks
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ENG 305R	Argumentation and Persuasive Speaking	3 cr., 5 wks
ENG 355R	Literature and Ideas	3 cr., 5 wks
HI 101R	History of Western Culture I	4 cr., 7 wks
HI 102R	History of Western Culture II	4 cr., 7 wks
HI 103R	History of Western Culture III	4 cr., 7 wks
HI 121R	U.S. History I	3 cr., 5 wks
HI 323R	The History of African American Religious Experience	3 cr., 5 wks
HI 340R	History of Christianity	3 cr., 5 wks
HI 362R	Contemporary World Affairs	3 cr., 5 wks
HI 375R	Topics in American History	3 cr., 5 wks
MUH 231R	Music Appreciation	3 cr., 5 wks
PH 350R	Asian Religious Thought	3 cr., 5 wks
English Composition (6 hrs)		
ENG 111R	Critical Thinking and Writing	3 cr., 5 wks
ENG 115R	Writing and Research	3 cr., 5 wks
Science (3 hrs)		
BIO 145R	Human Bio logy	4 cr., 7 wks
BIO 300R	Environmental Conservation	3 cr., 5 wks
PS 101R	Earth Science	4 cr., 7 wks
Math or Computer Science (3 hrs)		
CIS 230R	Applied Computer Technology	3 cr., 5 wks
Intercultural (3 hrs)		
PH 350R	Asian Religious Thought	3 cr., 5 wks
SOC 330R	Race and Ethnic Relations	3 cr., 5 wks
SOC 335R	Urban Sociology	3 cr., 5 wks
COM 335R	Intercultural Communication in a Global Context	4 cr., 7 wks

***Note:**

- Education majors may require specific courses to fulfill state standards. Consult general education requirements listed in the “School of Education” section of the catalog.
- For a complete listing of all REACH courses, see “Course Descriptions” below.

Electives

Elective credit may also be required in order to satisfy the 126-credit requirement for graduation. After completing all general education requirements and major requirements, elective credit may be needed to fulfill the outstanding credit requirement. Electives can be met through transfer credit, credit for prior college-level learning, credit by examination, or by taking REACH general education courses.

Academic Majors

Majors

Because of the integrated nature of the courses in each major and the elements that are built across the curriculum, students must take from Trinity all courses that constitute the major.

Organizational Leadership Major

PSY 371R	Dynamics of Group Behavior	4 cr.
COM 221R	Business and Professional Communication	4 cr.
COM 310R	Interpersonal Communication	4 cr.
BUS 300R	Ethical Leadership	4 cr.
BUS 346R	Organizational Behavior	4 cr.

BUS 328R	Quantitative Skills for Managers	4 cr.
BUS 440R	Leading and Managing	4 cr.
COM 335R	Intercultural Communication in a Global Context	4 cr.
BUS 446R	Applied Leadership Case Study	4 cr.
TOTAL		36 cr.

Christian Ministries Major

Biblical and Religious Studies (27 credits)

BI 210R	Biblical Interpretation	3 cr.
BI 275R	Teaching the Bible	3 cr.
BRS/BI 340R	History of Christianity	3 cr.
BRS 220R	Systematic Theology	3 cr.

Choose five of the following courses, with at least two courses from Old Testament and two from the New Testament.

Old Testament

BI 314R	Torah	3 cr.
BI 308R	Old Testament Historical Books	3 cr.
BI 305R	The Prophetic Voice	3 cr.
BI 306R	Old Testament Poetic Books	3 cr.

New Testament

BI 312R	Life of Christ	3 cr.
BI 430R	The Book of Acts	3 cr.
BI 316R	Pauline Epistles	3 cr.
BI 315R	General Epistles	3 cr.

Christian Ministries (27 credits)

Required (15 credits):

CM 181R	Spiritual Formation	3 cr.
CM 210R	Ministry in its Cultural Context	3 cr.
CM 321R	Theology and Practice of Evangelism	3 cr.
PSY/CM 375R	Foundations of Christian Counseling	3 cr.
CM 446R	Reflective Internship in Christian Ministries	3 cr.

Choose one of the following three concentrations (12 credits):

1. Pastoral Leadership

BUS 241R	Nonprofit Management	3 cr.
BUS 371R	Board Governance and Volunteer Management in Nonprofit Organizations	3 cr.
CM 211R	The Theology and Practice of Pastoral Ministry	3 cr.
CM 381R	Preaching the Bible	3 cr.

2. Nonprofit Administration

BUS 241R	Nonprofit Management	3 cr.
BUS 371R	Board Governance and Volunteer Management in Nonprofit Organizations	3 cr.
BUS 374R	Nonprofit Financial Management	3 cr.
BUS 376R	Nonprofit Marketing	3 cr.

3. Counseling

PSY 381R	Counseling Theories	3 cr.
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PSY 382R	Crisis Counseling	3 cr.
PSY 383R	Marital Counseling	3 cr.
PSY 384R	Parent Education	3 cr.

TOTAL **54 cr.**

*CM 446R is taken concurrently with other courses, typically in the second half of the major sequence.

Liberal Arts Major

Students must take a minimum of 9 credits in each of the following areas:

- History, Philosophy, Art, and Music
- English and Communication
- Biblical and Religious Studies
- Science and Mathematics
- Social Sciences

Students must take a minimum of 6 upper-level credits (i.e. 300-level or above) in at least four of the five areas, with a total of at least 30 credits being upper level.

Total Hours = 45

Psychology Major

Psychology Core (38 credits)

PSY 140R	Introduction to Psychology	3 cr.
PSY 220R	Interpersonal Skills Training	3 cr.
PSY 321R	Psychology of Learning	3 cr.
PSY 300R	Personality Theories	3 cr.
PSY 330R	Developmental Psychology	3 cr.
PSY 255R	Psychology of Addiction	3 cr.
PSY 310R	Abnormal Psychology	3 cr.
PSY 285X	Statistics	4 cr.
PSY 340R	Experimental Psychology	3 cr.
PSY 356R	Conflict Management	3 cr.
PSY 371R	Dynamics of Group Behavior	4 cr.
PSY 440R	Integration of Psychology and the Christian Faith	3 cr.

- PSY 140R is a prerequisite to all other psychology courses
- PSY 285X is a prerequisite to PSY 340R

Choose one of the following two concentrations (12 credits)

1. Counseling

PSY 381R	Counseling Theories	3 cr.
PSY 382R	Crisis Counseling	3 cr.
PSY 383R	Marital Counseling	3 cr.
PSY 384R	Parent Education	3 cr.

2. Nonprofit Administration

BUS 214R	Nonprofit Management	3 cr.
BUS 371R	Board Governance and Volunteer Management in Nonprofit Organizations	3 cr.
BUS 374R	Nonprofit Financial Management	3 cr.
BUS 376R	Nonprofit Marketing	3 cr.

TOTAL **50 cr.**

Elementary Education Major (Nontraditional Program)

See the School of Education section in this catalog.

Nontraditional Illinois Certification Program

See the School of Education section in this catalog.

Assessment of Prior Learning

Trinity College recognizes that adult students have had many learning experiences prior to their entrance into the REACH Program. REACH offers a variety of ways through which you may be able to earn college credit for learning acquired through these life experiences. This learning may have been acquired through your professional/job endeavors, ministry/church activities, personal or family events or education in unaccredited settings. You may receive credit for college level learning gained through these experiences, not for the experiences themselves. This learning may be demonstrated in a variety of ways:

- Credit by examination through CLEP and DSST
- ACE assessed credit for military training
- Life Learning Papers (LLP)
- Business and Professional Training (BPT)
- Advanced Placement (AP) credit

The following questions are designed to clarify how you might receive college credit through these options.

1. Who do I talk to about PLA at REACH?

The Director of Adult Student Development manages the PLA process. Talk to your advisor about your options. If you are a new student, talk to your admission representative about PLA.

2. What is the limit for PLA credit?

A maximum of 32 credits can be granted for prior learning. This includes credit awarded by CLEP/DSST, ACE credit, Life Learning Papers and Business and Professional Training.

Prior Learning credit is counted separately from credit transferred from an unaccredited institution. Theoretically a student could receive 32 credits of prior learning and up to two-thirds of credits earned at unaccredited institutions.

3. Can I use PLA to substitute for core requirements of a major?

No. Prior Learning credits may not be used for core requirements in a major. PLA credits may be applied to general education or general electives for the degree.

4. What is CLEP/DSST?

College-Level Examination Program (CLEP) is administered by the Educational Testing Service (ETS). ETS also administers the STA, ACT and other exams.

More information can be found at www.ets.org and www.collegeboard.org.

DSST (DANTES Standardized Tests, formerly known as Defense Activity for Non-Traditional Education Support) is administered by the military, but open to civilians.

More information can be found at www.getcollegecredit.com.

Both of these exams award credit based on receiving a passing score as determined by CLEP/DSST and Trinity College. The credit is not given a grade and does not count toward the GPA. Students can prepare for the exams through study guides and practice tests at the test websites.

These tests are available in many areas of Business, Composition, Literature, Foreign Language, History, Social Science, Science, and Mathematics. Contact your student advisor to see if such tests might be an option. The courses which REACH accepts are listed here: <http://www.tiu.edu/reach/transferecredit/>

5. Where can I take CLEP/DSST tests and how much do they cost?

Locations and costs vary but are available at the CLEP and DSST websites listed above.

6. What is ACE?

The *American College on Education* is composed of over fifteen hundred institutions of higher learning and national and regional education associations, and is the major non-governmental body concerned with postsecondary education. ACE evaluates military and professional training programs, determines the level of learning and recommends the amount of credit that should be granted.

At the present time, REACH accepts credit for military training through ACE.

More information can be found at www.acenet.edu.

7. What is a Life Learning Paper?

Life Learning Papers (LLPs) earn credit by demonstrating college-level learning acquired through life experience apart from formal training. This can include learning from a variety of settings including travel abroad, family, and work and ministry experiences. Learning is demonstrated through writing a paper clearly describing learning outcomes. Faculty evaluate the LLPs. Students must participate in a Prior Learning Assessment Workshop before they can pursue such credit. For planning purposes, an early start on this process is encouraged. Credit in this area is granted based on CAEL (*Council for Adult and Experiential Learning*) standards.

8. What is Business and Professional Training (BPT)?

Business and Professional Training (BPT) demonstrates college-level learning through nontranscribed training experiences such as workshops and conferences. The student documents learning through providing documentation regarding the curriculum, organization, trainers/teachers and hours. Faculty evaluate the BPTs. Students must participate in a Prior Learning Assessment Workshop before they can pursue such credit.

9. What is college-level learning?

- College-level learning must demonstrate the following characteristics:
- Be measurable through documentation
- Be at a level of achievement defined by faculty as university equivalent or consistent with the learning of other students in university studies
- Be applicable outside of the specific job or context in which it was learned
- Have a knowledge base
- Be reasonably current
- Imply a theoretical or conceptual as well as practical understanding
- Show some relationship to degree goals and/or lifelong learning goals
- Not repeat learning for which credit has already been earned

10. What is Advanced Placement (AP) credit?

Some students earn AP credit in their high schools studies. These credits were earned through having acceptable scores in the Advanced Placement Program of the *College Entrance Examination Board*. An acceptable score is a grade of 3 or better. The student should have the appropriate materials and scores submitted to REACH.

11. How much does PLA cost?

CLEP, DSST and ACE credits are paid to those organizations and are determined by those organizations. Trinity does not charge a transcription fee for these credits.

There is a \$60.00 application fee for each petition for credit for an LLP or a BPT. There is an additional \$60.00 fee for each credit petitioned through LLP or BPT. These fees cover the administrative and faculty expenses incurred in evaluating this learning. Fees are based on the number of credits petitioned, not the number of credits earned. There is no fee for the Prior Learning Assessment Workshop.

12. Does Financial Aid cover PLA?

No. Financial aid is not available for this type of evaluation.

13. How does PLA credit appear on the transcript?

PLA credit appears on the transcript in the semester in which it was earned. It is listed as a number of credits with no grade.

14. When can I start on PLA?

LLPs and BPTs may be petitioned anytime after you take the Prior Learning Assessment Workshop. This workshop is offered twice a year at each REACH location.

CLEP, DSST and ACE credits may be submitted at any time during the student's time in REACH.

AP credits should be submitted at the time of admission to Trinity along with other transcripts.

15. Is there an appeals process for Prior Learning Assessment?

Yes. Appeals regarding Prior Learning Assessment can be made through the regular REACH appeals process found in your REACH Handbook. The only difference is that your initial meeting will be with the Director of Adult Student Development rather than the faculty reader of the PLA.

STUDENT LIFE INFORMATION

Student Development

The REACH 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 seeking to achieve academic and educational goals, there is also the desire to help participants further develop in all areas of life, which include spiritual, emotional, physical, and social areas. As a result, student development emphasis seeks to affirm the uniqueness of each person and to 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 REACH program is designed to:

- Affirm qualities and behaviors that reflect the Biblical distinctive 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 REACH Student Development program is based on four guiding principles: love, relationship, community and justice. Each of the four principles is 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 REACH community:

I. Commitment to Love

Dedication to care for one another and to seek the best for each person is paramount in REACH. 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 mankind, 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 REACH program is a responsibility of each student, faculty member, and staff member, seeking to serve one another.

II. Commitment to Responsible Relationships

The commitment to responsible relationships in the REACH 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 REACH program and Trinity International University's community, reflecting on Biblical text, offer the following guidelines to promote our service to God, to each other, and to the wider community.

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

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

III. 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 REACH program to act as if the educational process were only about individual learning and not about the edification of the whole group.

Along these same lines, community involves mutual respect and courtesy. Civil language and consideration for others in the learning community are basic expectations. Angry outbursts and disrespect for others 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.

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

IV. Commitment to Justice

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

1. If a student, faculty member, or administrator identifies a violation of community expectations, the incident should be reported to the Director of Adult Student Services as soon as possible. An incident report will be completed identifying the issues involved in the alleged incident. A copy of that report will be given to the Dean of the College.
2. The Director of Adult Student Services will then meet with the individuals involved to seek resolution to the difficulty. This meeting may result in solution, disciplinary warning, or the recommendation that the situation be addressed by the Community Hearing Committee.
3. The Community Hearing Committee consists of the Associate Dean of Nontraditional Education, Director of REACH Academic Programs, Director of Adult Student Services, TIU Dean of Students, faculty representatives (at least one being of the individual's choice), and a REACH student representative. The action of the Community Hearing Committee could result in strong disciplinary action. If the individual is dismissed from the REACH program, he or she may appeal the decision of the committee by writing to the President of Trinity International University within 48 hours of the decision.

Note: If a grievance or complaint has been identified that implicates a REACH administrator, staff, or faculty member, similar steps may be taken. Trinity International University, in accordance with the Federal Compliance Policy, keeps a record of formal student complaints. REACH 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, Provost, Associate Dean, Sr. VP for Student Life, or Dean of Students. The complaint must be **dated, written, and signed.**

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

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

Computer Access Expectations

Computers

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. While computers and the Internet are available in computer labs in both Deerfield and South Chicago, students who choose to rely on this equipment will need to plan ahead and check on times and availability. Service hours and usage will vary throughout the year.

A \$25 computer fee will be charged for those classes that are conducted in a computer lab.

Locations: McLennan 215; Roling Library (Deerfield) • **Phone:** Computer lab, 847.317.8175 •

Website: <http://portal.tiu.edu/uportal/it/>

University Email Notifications

Official notifications made by University and REACH offices are distributed using email. Email used for such notifications will be delivered to the recipient's University email account. **Students are expected to read their University email and are required to use their University email accounts for all communication within the University to ensure reliable and secure delivery.**

If you need your GroupWise password reset or if you can not login, email or call the Information Technology Department.

Phone: 877-339-9487 • **Website:** www.tiunet.tiu.edu/it • **Email:** gwhelp@tiu.edu

Student Services

Advising

Academic program advising and general assistance in clarifying questions about your program and support services is available by phone, online, and in person by contacting the Director of Adult Student Services at 847.317.6982.

Alumni Relations Office and Trinity College Alumni Association

There are more than 18,000 alumni serving the Lord and the body of Christ today in 82 countries throughout the world. The Trinity College Alumni Association exists to keep these alumni connected to TIU. All alumni programs and events are guided by a board of volunteer representative from the Alumni Association. The Alumni Office provides such services as events, reunions, alumni chapter startups, conferences and seminars, the alumni web page and special campus, regional, and international alumni gatherings.

Location: Mansion (Deerfield) • **Phone:** 847.317.8145 • **Website:** www.tiu.edu/tiu/alumni/

Career Services

The Trinity International University Career Services Office is open and available to REACH students and alumni. This office offers career counseling, computerized career guidance and information, a career resource library, employment and internship listings, résumé assistance, a credential referral service (for education majors), job fairs, and interview opportunities. Most services are free, though a few have fees attached. Information about upcoming job fairs and interviews, as well as job postings, is available on the Career Services website.

Location: Lew Student Center (Deerfield) • **Phone:** 847.317.7120 • **Website:** www.tiu.edu/careers

Chapels

Both Trinity College and Trinity Evangelical Divinity School have regularly scheduled chapel services during the traditional school year. REACH students are welcomed to attend. The chapels may also be listened to on the Trinity website (www.tiu.edu/audio/index.html). Chapel schedules can also be found on the Trinity web.

Location: A. T. Olson Chapel (Deerfield) • **Phone:** Chaplain's office, 847.317.4195 •

Website: www.tiu.edu/chapel

Counseling Center

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

Staffed by professionally trained practitioners, the Trinity Counseling Center provides affordable, fully confidential services for students, their spouses, staff, and the community. Group therapy settings provide for mutual and cooperative discussions. Assessment services are available for personal, premarital, educational, and career direction. The Center is an approved site for the administration of the Miller Analogies Test (MAT) and Counselaid. Services are available at affordable costs.

Location: Owens Hall (Deerfield) • **Phone:** 847.317.4067 • **Website:** www.tiu.edu/counseling

Fine Arts

Frequently during the traditional school year Trinity hosts concerts, plays, and recitals on the Deerfield campus. These performances are available to REACH students usually at no cost or at reduced cost. Information concerning upcoming events can be accessed on Trinity's website by consulting the master calendar.

Website: www.tiu.edu/mastercalendar/

Food Services

On the Deerfield campus, complete evening meals are available at the Melton Dining Hall from 4:30 P.M. to 7:00 P.M., and limited hours over the weekend. In addition, FireSide Café (Snack Bar in the Lew Student Center) is open from 8:00 P.M. until Midnight Sunday through Thursday. Schedules may vary seasonally, based on traditional campus schedules. Vending is also available at the South Chicago and Deerfield campuses.

If students eat regularly on the Deerfield campus, they can purchase "points" to be used at the Melton Dining Hall, Fireside Café, Le Café, and White Horse Inn. Points may be purchased in increments of \$50 at the Student Accounting Office. For every \$50 that is purchased, an additional \$5 will be added to it. Points are good for both the fall and spring semesters but need to be used before the last day of the spring semester. After the spring semester, the unused points are forfeited.

Website: www.tiufoodservice.com

Health Services

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

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

Accepted students will receive further information and a proper form to be completed as part of the admissions process. **Do not** send immunization documentation before receiving the official form. Students taking less than 6 hours of credit or who were born prior to 1957 are exempt from this law.

Immunization forms are due two weeks before classes begin. A \$25 late fee is charged after that time.

Location: Owens Hall (Deerfield), • **Phone:** 847.317.7138 • **Email:** Health@tiu.edu

Students with Disabilities or Special Needs

In an effort to comply with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Trinity International University to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The Associate Dean of Students at Trinity College acts as the institution's ADA coordinator, assisting students with disabilities in obtaining auxiliary aids and services.

The Associate Dean of Students, in consultation with the Director of Adult Student Services and the Director of REACH Academic Programs 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 Academic Dean. Students who have special needs that require awareness or accommodation on the part of the University are asked to make those needs known in writing with appropriate documentation to the REACH Student Services office on entry to the program. Every attempt will be made to accommodate the need.

Location: Low Student Center (Deerfield) • **Phone:** 847.317.7115

Sports

The Deerfield campus has work-out and weight room facilities open to REACH students during times when classes in those facilities are not in session or are not being used by TIU intercollegiate sports teams. Due to the wide range of activities, events, and courses, call for availability.

In addition, Trinity fields teams in many intercollegiate sports and REACH students are welcomed to attend games. All sports events are posted on the Trinity master calendar on the TIU web site.

Location: Meyer Sports Complex and Low Student Center (Deerfield) • **Phone:** 847.317.7099 •

Website: www.tiu.edu/studentaffairs/athletics

Student Identification Cards

Trinity student ID cards are issued to each student upon entering the REACH program. These cards are necessary to check out books at the Rolfling Library, as well as other affiliated academic libraries around the region. They are also useful for receiving discounts at museums, bookstores, and Trinity's food service, as well as various other institutions and retail outlets.

Generally, on a student's first night of class with REACH, an ID photo will be taken. The ID card will either be delivered to class the next week or mailed out to the student. New ID cards are issued each fall. If an ID card is lost or destroyed, please call the Student Development office and arrange to have a new one sent.

Location: Low Student Center (Deerfield) • **Phone:** 847-317-7070

Trinity Bookstore

A wide selection of books, supplies, and Trinity paraphernalia to address both your academic and personal interests are available at the Trinity Bookstore. The bookstore, located near the entrance of the Deerfield campus, offers a discount for students on many items.

Location: Trinity Bookstore (Deerfield) • **Phone:** 847.317.6800 • **Website:** www.trinitybookstore.com

Tutoring Center

The Trinity International University Tutoring Center (*Footnotes*) is available to REACH students. Services provided include tutoring, a writing lab for assistance in writing skills and proofreading for papers, and seminars throughout the year on various study skills. Call for hours and specific help.

Location: Johnson Hall (Deerfield) • **Phone:** 847.317.8193

Security Services

Emergency Situations

If an emergency arises while at any Trinity facility involving fire, violence, or life-threatening illness, individuals are urged to immediately call 911. On the Deerfield campus it is necessary to dial 9-911 in order to get an outside line. After contacting the emergency personnel at 911, Trinity's security office should also be contacted at 847-317-6400 so that an incident report can be filled out.

Student Safety

Security Services personnel serve the university twenty-four hours a day to provide a safe and secure environment. Any emergency needs or suspicious activity, including items of concern, should be reported to Security immediately.

Vehicles

Any motor vehicle parked on campus during business hours must display a Trinity parking permit, available from Security Services.

Temporary permits are available free of charge for those who will have a vehicle on campus for less than one month total per semester, campus guests and for permit holders temporarily using a different vehicle. Parking permit restrictions are in effect for faculty/staff lots from 8:00 A.M. to 5:00 P.M., Monday through Friday, year round, except on official University holidays. Apartment lots are enforced 24/7, year round. Dorm lots, main road, and the commuter lot are enforced 24/7 during the academic year.

Vehicles parked on Trinity's campus are responsible to comply with the Trinity Motor Vehicle Regulations, a copy of which may be obtained at the Security gate office or viewed online at <http://www.tiu.edu/tiu/security/vehicleregulations>. Vehicles that have received three citations may be immobilized or towed off campus at the owner's expense.

Phone: 847.317.6400

COURSE DESCRIPTIONS

The first 2-3 alpha characters of a course number indicate the department of study, the first numeric character indicates the division level (1 and 2 are lower-division courses; 3 and 4 are upper-division courses) and the “R” prefix or suffix to the numeric characters indicates that the course is designed for nontraditional adult students and is taught in an accelerated format. An “XX” preceding the course number indicates that the appropriate academic department designation will be added to the transcript. Some courses that meet general education requirements are identified accordingly.

BI 110R Understanding the Old Testament

A survey of the various types of literature in the Old Testament, examining samples of each and applying methods of interpretation common to all Old Testament literature and specific to each genre. *Three hours.*

BI 120R Understanding the New Testament

An overview of the various types of literature in the New Testament (gospel, historical narrative [Acts], letter, and apocalypse), the methods of study appropriate to each with application to specific texts and to New Testament content. *Three hours.*

BI 199R Prior Learning Assessment

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

BI 210R 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. Prerequisites: BI 110 and BI 120. *Three hours..*

BI 275R Teaching the Bible

A study of the theories and methods of teaching the Bible utilizing instructional objectives. Students will prepare and present lesson plans to demonstrate their proficiency in the stating and accomplishing of appropriate educational objectives. Prerequisites: BI 110, BI 120, and BI 210. *Three hours*

BI 305R The Prophetic Voice

The prophetic books of the Old Testament along with the Revelation of St. John will be surveyed. Special attention will be given to the role and message of the prophets in ancient Israel as well as to the implications of that message to life today. Prerequisites: BI 110 and BI 120. *Three hours.*

BI 306R Old Testament Poetic Books

A study of the poetic books of the Old Testament: Psalms, Proverbs, Job, Ecclesiastes, Song of Solomon, and Lamentations. One book is studied in depth, while significant portions of the others are exegeted. Consideration is given to the question of what elements characterize Hebrew poetry. Prerequisites: BI 110 and BI 120. *Three hours.*

BI 308R Old Testament Historical Books

A study of the historical setting, authors, structure, contents, and theology of the books of Joshua through Esther (in the English book order). Prerequisites: BI 110 and BI 120. *Three hours.*

BI 312R Life of Christ

A study of the life of Jesus Christ, with emphasis on crisis events. Attention is given to the uniqueness of each of the four gospels, to the development in Jesus’ ministry, and to the topics of Messiahship, Kingdom of God, discipleship, and controversy. Prerequisites: BI 110 and BI 120. *Three hours.*

BI 314R Torah

A study of the first five books of the Old Testament with special attention given to the theology and typology implicit in the early narratives, the covenant, and the civil and cultic law of the Hebrew people. The beginnings of God’s redemptive plan will be explored. Prerequisites: BI 110 and BI 120. *Three hours.*

BI 315R General Epistles

A study of the historical setting, structure, contents, and doctrinal emphases of the non-Pauline epistles. Attention is given to matters of current application. Prerequisites: BI 110 and BI 120. *Three hours.*

BI 316R Pauline Epistles

A study of the historical setting, structure, contents, and doctrinal emphases of Paul's letters. Attention is given to matters of current application. Prerequisites: BI 110 and BI 120. *Three hours.*

BI 318R The Epistles and the Practical Christian Life

The practical outworking of Christian theology and piety in terms of character, ethics, worldview, and church community in contemporary society will be discussed in light of the Pauline and general epistles. Students will be challenged to come to terms with the consequences of belief in day-to-day life in the church and society, just as the early church was challenged by these great apostolic letters. *Three hours.*

BI 399R Prior Learning Assessment

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

BI 400R 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. *Three hours.*

BI 405R New Testament Theology

An in-depth study of the central tenets of the Christian faith with emphasis on the doctrines of God, the church, sin, and salvation. *Three hours.*

BI 415R Theological Issues

An examination of theological issues within selected categories of systematic theology with an emphasis on the key doctrines in each category as viewed from differing theological perspectives. *Three hours.*

BI 430R The Book of Acts

A study of the background, content, and theology of the early church as found in Acts. Emphasis is placed on the development of the early church, the missionary journeys, and the relationship of the gospels and epistles to the historical events in Acts. Prerequisites: BI 110 and BI 120. *Three hours.*

BIO 145R Human Biology

A study of basic principles of biology, cells, genetics, anatomy and physiology, and the human impact on the environment. Special emphasis will be given to understanding anatomy and physiology as it pertains to the workings of the human body and its response to disease. This course is suitable for nonscience majors and includes laboratory experience. Not for credit toward a major in biology. Laboratory fee. *Four hours.*

BIO 199R Prior Learning Assessment

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

BIO 300R Environmental Conservation

An ecological approach to the study of conservation of natural resources as related to current environmental problems. Significant fieldwork is required. *Three hours.*

BIO 399R Prior Learning Assessment

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

BRS 199R Prior Learning Assessment

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

BRS 220R Systematic Theology

This course covers the nature of systematic theology (as compared to related disciplines) and the doctrines of Scripture, the triune God, humanity, salvation, the Church, and the last things. Prerequisites: BI 110 and BI 120. *Three hours.*

BRS 325R Doctrine and Evidence

The major doctrines of the historic Christian faith are explored looking closely at their varied expressions in the diverse Christian communions. Critical examination of theological issues and supporting evidence will be central to the content. *Three hours.*

BRS 399R Prior Learning Assessment

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

BRS/BI 340R 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.*

BUS 199R Prior Learning Assessment

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

BUS/CM 214R 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/CM 371R Board Governance and Volunteer Management in Nonprofit Organizations

This course studies the selection, roles, and responsibilities of nonprofit boards. A particular emphasis will be given to understanding the relationship between the organizational executive and the board in addressing managerial challenges. It also addresses the theory and principles of the management of volunteers in a variety of nonprofit settings. *Three hours.*

BUS/CM 374R Nonprofit Financial Management

This course covers basic concepts in managing finances for nonprofit organizations. Basic accounting topics include budgeting, expense control, and income measurement. This course also covers basic fundraising practices. *Three hours.*

BUS/CM 376R Nonprofit Marketing

This course covers the basic processes and practices of marketing as applied to a variety of nonprofit settings. Topics include marketing planning, implementation, and evaluation. *Three hours.*

BUS 300R Ethical Leadership

A foundational course that explores leadership in the context of a Christian worldview. There will be an emphasis on the ethical decision making in organizational settings and on the development of character. *Four hours.*

BUS 328R 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 346R 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. *Four hours.*

BUS 399R Prior Learning Assessment

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

BUS 440R Leading & Managing

A study of leadership skills and organizational management. Emphasis will be placed on both visionary and situational leadership. Simulation activities will assist in learning about various topics such as leadership styles, management by objectives, appraisal of self and others, conflict resolution, and negotiation. *Four hours.*

BUS 446R Applied Leadership Case Study

A capstone course for the Organizational Leadership major designed to help students integrate organizational leadership principles, concepts, and skills and apply them to an actual organizational problem they are currently encountering. Case study principles will be utilized. *Four hours.*

CIS 199R Prior Learning Assessment

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

CIS 230R 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, spread sheets, word processing, databases, multimedia, and Internet design and research. Lab fee will be charged. *Three hours.*

CIS 399R Prior Learning Assessment

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

CM 199R Prior Learning Assessment

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

CM 181R 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 110 and BI 120. *Three hours.*

CM 210R Ministry in its Cultural Context

An introduction to the theology, purposes, challenges, and scope of various types of ministries in their current cultural context. A particular emphasis is given to understanding philosophical and theological pluralism. Prerequisites: BI 110 and BI 120. *Three hours.*

CM 211R 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 110 and BI 120. *Three hours.*

CM 321R 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 110 and BI 120. *Three hours.*

CM 330R Discipleship Across the Lifespan

The central church mission of "making disciples" will be analyzed in light of current trends in social and developmental psychology. Interpersonal communication and educational theory will also be examined and applied. *Three hours.*

CM 381R 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 110, BI 120, and BI 210. *Three hours*

CM 399R Prior Learning Assessment

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

CM 446R 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 110, BI 120, and BI 210 and (2) completion of a four-course concentration in Christian Ministries, and (3) permission from the REACH Office. *Three hours.*

COM 199R Prior Learning Assessment

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

COM 221R Business and Professional Communication

This course covers the fundamentals of both written and oral communication within organizations. It includes theory while emphasizing practical and varied applications simulating a broad range of professional and organizational situations. Particular attention is paid to persuasive writing, group presentations, and the appropriate use of technology. *Four hours.*

COM 310R Interpersonal Communication

An examination of the foundations of interpersonal skills. Relational skills, learning theory, conflict resolution, and personality styles will be studied. These concepts will be applied to leadership in a variety of organizational settings. *Four hours.*

COM 335R Intercultural Communication in a 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. *Four hours.*

COM 399R Prior Learning Assessment

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

ENG 111R Critical Thinking and Writing

Intensive practice in academic writing, with emphasis on the writing process. Students will enhance skills

in idea development and in the effective organization and expression of ideas in various expository contexts. Some grammar and word usage will be included. *Three hours.*

ENG 115R 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 199R Prior Learning Assessment

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

ENG 222R Studies in Fiction

Close analysis of short stories, novellas, and novels. Prerequisite: ENG 111R or equivalent. *Three hours.*

ENG 235R Children's Literature

A survey and critical study by genre of literature for children and adolescents. *Three hours.*

ENG 305R Argumentation and Persuasive Speaking

This course is designed for students who wish to improve their ability to structure analytical arguments and communicate persuasively. Students will examine major theories of argumentation and persuasion as related to oral communication in cultural, political, organizational, and interpersonal settings. Special attention is given to audience analysis, message structure, and effective delivery of student's speeches, as well as practical analysis of rhetorical discourse in popular culture. *Three hours.*

ENG 355R 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 399R Prior Learning Assessment

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

ENG 400R 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.*

ENG 441R Business Writing

A practice-oriented approach to contemporary business writing, with emphasis on case studies simulating a broad range of business settings. Attention will be given to topics such as current issues in intercultural communication. Does not satisfy College Writing requirement. Offered on demand. *Three hours.*

HI 101R 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 102R 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 103R 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 121R United States History I

A study of the political, social, and economic development of the United States from the discovery of America to Reconstruction. *Three hours.*

HI 199R Prior Learning Assessment

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

HI 323R 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 362R 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 375R 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.*

HI 399R Prior Learning Assessment

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

HPW 199R Prior Learning Assessment

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

HPW 200R The Wellness Lifestyle

A study of attitudes and behaviors that enhance the quality of life and maximize one’s potential for personal growth and health management. Topics include exercise, nutrition, stress, mental and emotional health, prevention and control of disease, substance use and abuse, accident prevention and safety, community health, environmental health, human sexuality, family life education, and the aging process. *Three hours.*

HPW 399R Prior Learning Assessment

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

IDS 100R Introduction to Christian Thinking and Living

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 105R 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. Required of all incoming degree seeking REACH students. *Three hours.*

MA 101R Mathematical Analysis

This course deals with concepts related to algebra, equations and inequalities, functions and graphs, systems of equations, and exponential and logarithmic functions as applied to practical life problems. Prerequisite: DS 100R or sufficient score on math placement test. Offered on demand. *Three hours.*

MA 199R Prior Learning Assessment

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

MA 399R Prior Learning Assessment

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

MUH 231R 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.*

PCS 100R Mathematical Foundations

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

PCS 105R 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 111 (Critical Thinking and Writing) depending on writing assessment score. May not be applied toward general education requirement. *Two hours.*

PH 199R Prior Learning Assessment

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

PH 350R Asian Religious Thought

Historical survey of the origins and growth of the major Asian religions. Beliefs, practices, and worldviews of the major traditions will be examined with attention given to understanding the underpinnings of the lifestyles, ideologies and communication patterns of various Asian peoples. Comparisons and contrasts with Western and Christian-based perspectives will be offered. *Three hours.*

PH 399R Prior Learning Assessment

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

POL 199R Prior Learning Assessment

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

POL 250R American Government

This course surveys the structure, function, and principles of federal, state, and local government. National and state constitutional principles are specifically considered. Special attention is also paid to the historical development of governmental institutions in America. *Three hours.*

POL 399R Prior Learning Assessment

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

PS 101R Earth Science

A basic course in concepts of astronomy, meteorology, and geology. Laboratory/field work is included. Satisfies Science general education requirement. *Four hours.*

PS 199R Prior Learning Assessment

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

PS 399R Prior Learning Assessment

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

PSY 199R Prior Learning Assessment

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

PSY 140R Introduction to Psychology

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

PSY 220R 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. Prerequisite: PSY 140R. *Three hours.*

PSY 255R 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 140R. *Three hours.*

PSY 285R Statistics

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

PSY 300R 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 140R. *Three hours.*

PSY 310R Abnormal Psychology

A study of history, definitions, and issues related to abnormal behavior. Major emphasis is on behavioral, existential, and physiological approaches. Prerequisite: PSY 140R. *Three hours.*

PSY 315R 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 321R Psychology of Learning

A study of the philosophy, history, methodology, theory, and research of learning. Applications of learning principles to Christian living, counseling, and education are also considered. Prerequisite: PSY 140R. *Three hours.*

PSY 330R Developmental Psychology

An interdisciplinary study of human development from childhood through adolescence. Physical, cognitive, and personality development will be examined. Prerequisite: PSY 140R. *Three hours.*

PSY 337R 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. *Three hours.*

PSY 340R Experimental Psychology

A study of psychology as a natural science. Experience is provided in planning experiments by forming hypotheses, selecting and controlling variables, and preparing materials for the experimental task. The student carries out a research project and reports the results in written or oral form. Prerequisites: PSY 140R and PSY 285R Statistics. *Three hours.*

PSY/CM 356R Conflict Management

This course surveys the dynamics of conflict from a variety of perspectives, emphasizing a Biblical understanding of interpersonal communication and conflict management. This course also addresses various theories of communication, verbal and non-verbal messages, and specific strategies to address conflicted situations, whether the conflict is interpersonal or organizational. *Three hours.*

PSY 371R Dynamics of Group Behavior

Students will examine small group behavior and how it affects organizational effectiveness. The structure and function of groups within various types of organizations, including businesses and churches will be considered. Group formation, teams, group roles, decision making, problem solving, conflict resolution, cohesion and disintegration are explored. *Four hours.*

PSY/CM 375R 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 110 and BI 120. *Three hours.*

PSY/CM 381R 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 140 and PSY 300. *Three hours.*

PSY/CM 382R 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 140. *Three hours.*

PSY/CM 383R 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 140. *Three hours.*

PSY/CM 384R 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 399R Prior Learning Assessment

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PSY 402R 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. *Three hours.*

PSY 440R Integration of Psychology and the Christian Faith

A discussion seminar on (1) foundational integrative methodologies regarding the discipline of psychology and the Christian faith, (2) topics of general interest such as lifestyle, counseling, parenting, and leadership. Emphasis will be on practical applications to situations confronting the Christian today. Prerequisites: PSY 140R and senior standing. *Three hours.*

SOC 199R Prior Learning Assessment

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SOC 221R Marriage and the 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 330R Race and Ethnic Relations

This course provides a sociological perspective on intergroup relations between different ethnic groups. Cultural-based differences regarding communication styles, lifestyles, and ideology are explored, as well as the mechanisms of discrimination as they influence power structures inhibiting equality. The history and current experiences of some of the ethnic groups represented in the United States are examined. *Three hours.*

SOC 335R 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 urban policies designed to address those problems are also considered. Students are given firsthand exposure to the urban environment. *Three hours.*

SOC 399R Prior Learning Assessment

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DIRECTORY

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When calling University offices, please indicate that you are a REACH student.