This catalog and handbook is published for the faculty and students of Trinity Christian College. The College reserves the right to make changes in any or all specifications contained herein and to apply such revisions to registered and accepted students.
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**Note:** Grades are posted to your Student Portal. If there is a business office hold, you will not receive your grades until the business hold is cleared.

**Career Counseling & Personal Counseling (The Cooper Center)**

(708) 239-4821 coopercenter@trnty.edu
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9:30 – 1:30 p.m.  
| | Monday-Friday  
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(708)239-3722 Security  
(708)718-6050 Cindy Sorice (Pager)  
(708)718-9555 Tim Timmons (Pager) | www.trnty.edu/library.html  
(708)293-4925 Circulation  
(708) 293-4926 Reference  
(708) 239-4795 Administrative Assistant |

Emergency Services  
Library
HISTORY OF TRINITY CHRISTIAN COLLEGE

Backstory
On April 5, 1956, a visionary group of young business leaders recognizing the need for a Christian college in the Chicagoland area proclaimed, “Now is the time to organize.” They then faced the questions of how, where, and when to begin. The answer:

“If we begin with Christ and continue with Christ, we have the assurance that we will be blessed.” (Junior College Society newsletter, 1956)

The founders began Trinity Christian College for many of the same reasons other colleges exist—but they envisioned an even deeper mission. What Trinity lives for is to be a place from which God can call followers who will do, not simply believe. Who will not just be Christians, but who will live their Christianity boldly.

From Golf Course to College Courses
The first board of trustees was elected in 1959, and they purchased the Navajo Hills Golf Course in suburban Palos Heights, Illinois, for the campus. After remodeling the former clubhouse and pro shop, the then two-year college opened that fall with a class of 37 students taught by five faculty members.

In 1966, the board initiated the process for the College to become a four-year, degree-granting institution. The first baccalaureate degrees were awarded in May 1971.

Building on the Foundation of Reformed Christianity
Trinity welcomes and serves students from a wide range of denominations and traditions. The College’s roots, however, are found in Reformed Christianity, a historical connection that is both foundational and pervasive today. “Our heritage is the historic Christian faith as it was reshaped in the Reformation, and our fundamental basis of governance and instruction is the infallible Word of God as interpreted by the Reformed standards.” (excerpt from the Mission Statement)

At the Core
The original curriculum of Trinity focused substantially on philosophy, history, English, and theology. While the core curricular requirements of Trinity have evolved over the years, a continuing focus on the liberal arts has been maintained. Moreover, areas of specialization have expanded to include over 40 programs and majors, including the professional areas of business, education, nursing, and criminal justice. From the beginning and continuing today, students learn from dedicated professors who integrate a Christian worldview into their pedagogy and the curriculum.

The Adult Studies Accelerated Program was added in 1999 and offers degrees in business, education, and special education. In addition to classes on the main Trinity campus, the program also has centers in Addison and downtown Chicago. The satellite locations reflect not only the College’s physical growth but also an expanding awareness of the role and responsibilities the College assumes in its service to the larger Chicago community and the world.
Growth of the Campus and Facilities
The College celebrated its 50th anniversary in October 2009. The College has been blessed with strong growth in the student body, curriculum, and buildings since 1959, as evidenced by the addition of these facilities in the past decade alone:

- 2001: The College dedicates the Martin and Janet Ozinga Chapel with the 46-rank pipe organ dominating the stage of the 1,189-seat auditorium.
- 2002: The Heritage Science Center opens, providing 38,000 square feet of classrooms, lab space, and a lecture hall.
- 2004: Trinity pauses to celebrate and give thanks for the completion of Alumni Hall.
- 2008: The Bootsma Bookstore Café is dedicated, honoring former College president Dr. Ken Bootsma (1984-1996) and Jan André Bootsma.
- 2008: The long-envisioned 44,000-square-foot Art and Communication Center is dedicated.
- 2011: The first phase of a gym expansion project is completed as the first stage of the Rt. 83 athletic fields emerge.
- 2013: The second phase of the gym expansion project (DeVos Athletics and Recreation Center) is completed, and the first stage of the Rt. 83 athletic fields (George and June Shaaf Athletics Complex) is completed.

The ever-changing face of Trinity’s campus will continue to expand and improve in the future, reflecting the heritage of its founders and the vision of its leaders.

MISSION OF TRINITY CHRISTIAN COLLEGE

The mission of Trinity Christian College is to provide biblically informed liberal arts education in the Reformed tradition. Our heritage is the historic Christian faith as it was reshaped in the Reformation, and our fundamental basis of governance and instruction is the infallible Word of God as interpreted by the Reformed standards. The Reformed worldview affirms the biblical truths that creation is the work of God, that our world has fallen into sin, and that redemption is possible only through the gracious work of Christ. From these beliefs arise the convictions that those who teach and learn are called to be co-workers with Christ in subjecting all cultural activities to the reign of God, and that genuine education must involve the whole person as a thinking, feeling, and believing creature.

In all programs, including the liberal arts and sciences, professional and pre-professional preparation, we strive to offer the highest quality of instruction to prepare students for excellence in further study and careers beyond Trinity. We seek to graduate students who are well-equipped to bring the discipline of rigorous academic work into their chosen vocations and the practice of Christ like service toward others into their personal and public lives. All programs are grounded on a core of foundational studies that address the enduring issues and questions of human experience and teach students to explore and apply the implications of a Reformed world-and-life view to all areas of learning, living, and working. Students are encouraged to evaluate their lives in relationship to God, to others, and to all of creation. Since we view vocation as a divine calling, we offer, in addition to traditional liberal arts and sciences, a variety of professional majors, and all professional programs include experiential application in off-campus field education or internships. We actively encourage students to take advantage of the cultural and professional opportunities of the Chicago area and to gain a better understanding of contemporary urban issues.

Our focus is upon those students whose needs, strengths, and goals correlate with Trinity’s strengths as an independent Christian liberal arts college of Reformed character. Our principal student population will be those of traditional college age, with a large proportion living on campus. A secondary population will be served by programs designed for non-
traditional adult learners and graduate students. Although we expect to grow in numbers, we also seek growth in pursuit of academic quality and not simply growth for its own sake.

In keeping with a philosophy of education that is based on these principles, all members of the academic community—faculty, staff, and students—endeavor to provide an educational environment of Christian integrity and love that enhances and supports the entire learning experience. We seek committed Christian faculty members who strive to grow continuously in their faith and Christian perspective on learning, who demonstrate effective teaching skills, who commit themselves to foster the total development of students as individuals, and who practice scholarship as a contribution to the education of a larger constituency.

Because our mission in Christian higher education is not limited by ethnic or cultural differences, we consciously seek to develop a multiethnic, multinational, and multi-denominational student body. The major criteria for admission are academic potential, an explicit desire to participate in the unique Trinity experience, and a readiness to be an active member of a community based on the biblical requirements of justice, humility, and love.

COMMITMENT TO CAMPUS DIVERSITY

adapted by the Board of Trustees May 2002

At Trinity Christian College, our very name celebrates the triune nature of God. Diversity is ultimately ground in Him—one being, three persons, submitting to one another in love. Because our Mission in Christian higher education is not limited by ethnic or cultural differences, we consciously seek to develop a multiracial, multinational, and multi-denominational community. We affirm our commitment to work toward greater diversity not only in regard to our racial, ethnic, and cultural demographic but also in regard to acceptance, appreciation, honor, and equality within our campus climate. We welcome, encourage, and support all those who wish to contribute to and benefit from this commitment as members of a community that is rooted in a Reformed worldview and that affirms these Biblical truths:

- God created humans in his image to represent him on earth. These diverse humans were created to live in loving community with him.
- We grieve that the fall into sin distorts each person and results in broken communities within a broken world.
- Christ’s redemptive ministry breaks the barriers that isolate men from women, rich from poor, Jews from non-Jews, persons from one culture from all those from every other culture. He calls his people to be peacemakers and to make every effort to keep the unity of the Spirit in the bond of peace. (Ephesians 4:3) For Christ “himself is our peace... and has destroyed the barrier, the dividing wall of hostility...” among people. (Eph. 2:14-15)
- The vision of the new creation is that of “…a great multitude that no one can count, from every nation, tribe, people and language standing before the throne and in front of the Lamb” (Rev. 7:9). We educate in the hope of the final restoration of all things. The scene from Revelation 7 shapes our community, teaching, research, and influence. Trinity Christian College seeks diversity to reflect God’s creation, to demonstrate his reign, and to anticipate his new creation.

In fulfilling our mission and in preparing people to live in a radically diverse world, Trinity Christian College actively seeks to recruit and include a variety of people in all aspects of our life together: the board of trustees, the administration, the faculty and staff, and the student body.

COMPLIANCE OF LEGAL REQUIREMENTS

Trinity Christian College, in accordance with Title VI of the Civil Rights Act of 1964, operates in a non-discriminatory manner with regard to race, color, age, or national origin. Furthermore, as required by Title IX of the 1972 Education
Amendments, Trinity Christian College does not discriminate on the basis of sex in its educational programs, activities, or employment policies. Trinity Christian College also provides equal opportunity for qualified handicapped persons in accordance with the requirements of Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Inquiries and appeals regarding compliance with these federal requirements should be directed to the Vice President for Business and Finance as Civil Rights, Title IX, as Section 504 Coordinator.

Trinity Christian College supports the Family Educational Rights and Privacy Act (FERPA) of 1974 and the rights accorded and the privacy guaranteed the student by this Act. Students who are currently enrolled at Trinity or formerly enrolled students, regardless of their age or status in regard to parental dependency, are protected under FERPA. Inquiries regarding FERPA compliance should be directed to the Registrar.

ACCREDITATION AND MEMBERSHIPS

Trinity Christian College is an undergraduate and graduate degree-granting institution operating under a charter granted by the state of Illinois in 1959.

Trinity Christian College is accredited by The Higher Learning Commission and a member of the North Central Association (www.ncahlc.org or 800.621.7440). Trinity’s Teacher Education Programs are accredited by the Illinois State Board of Education for elementary, K-12, and secondary licensure. The nursing baccalaureate program at Trinity Christian College is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, 202.887.6791. The business program is accredited by the Accreditation Council of Business Schools and Programs. The bachelor of social work (BSW) program is accredited by the Council on Social Work Education (CSWE). The College is approved by the state of Illinois for state scholarships, grants, and loans. Trinity is approved for all federal educational aid programs, including the education of veterans under Title 38, U.S. Code; and it is approved for the education of international students by the U.S. Department of Justice, Immigration, and Naturalization Services.

ASSESSMENT OF STUDENT LEARNING

Assessment of student learning is a crucial part of Trinity Christian College’s efforts to develop and maintain excellence in its educational programming. These efforts are based on the mission of the College which states, “In all programs, including the liberal arts and sciences, professional and pre-professional preparation, we strive to offer the highest quality of instruction to prepare students for excellence in further study and careers beyond Trinity.”

The process of assessment of student learning at Trinity Christian College is a collaborative process driven by faculty, staff, students, and administration and is overseen by the Assessment Committee. Academic departments, co-curricular areas, and the general education program all contribute to assessment of student learning.

Student participation in assessment activities at the department level, in co-curricular programs, and in assessment of general education is necessary. Data collected assist each of these areas in making improvements that benefit a student’s education.

CALENDAR

The Adult Studies program operates on a semester system, fall, spring and summer. The program has breaks during the week Thanksgiving, and the weeks between Christmas and New Year’s.

Academic calendars are unique to each cohort and are available through the Adult Studies Office.
ADULT STUDIES ADMISSIONS

PROCEDURE FOR ADMISSION

Trinity Christian College seeks applicants who want to attend a Christian college who have demonstrated the desire to learn. Applicants will be notified concerning admission when the following items have been received/completed:

1. Complete and turn in an application form along with the $25 application fee.
2. Have official grade transcripts sent directly to Adult Studies at Trinity from each college or university previously attended. Check with the registrar from each institution for the appropriate transcript fee.
3. Schedule an appointment with a program representative after official grade transcripts have been received and evaluated by the Registrar’s Office.
4. Successfully complete a writing sample on campus.
5. Complete an interview with an adult studies program director/faculty representative
6. Education only: Present documentation of passing the Illinois Test of Academic Proficiency (formerly Basic Skills Test) or evidence of registration for taking the test at the first testing date following the beginning of the program.
7. Education only: Submit results from a fingerprint-based criminal background check (CBC).
8. Pay the non-refundable enrollment deposit of $300.
9. Attend orientation/convocation night.

REQUIREMENTS FOR ADMISSION

Bachelor of Science: Business

- Completion of 45 or more transferable semester hours of credit from a regionally accredited college/post-secondary institution
- Age of 23 or older
- Cumulative grade point average of 2.0 (on 4.0 scale) or better on all prior transferable academic work

Bachelor of Arts: Education/Licensure

- Completion of 65 or more semester hours of credit from a regionally accredited college/post-secondary institution
- Age of 23 or older
- No grade below a C will be accepted for transfer and a 2.7 minimum GPA with no grade below a C will be accepted in major/minor

RN to Bachelor of Science in Nursing

- Completion of either an Associate of Applied Science in Nursing (AAS) or an Associate Degree in Nursing (ADN) or nursing diploma
- Cumulative grade point average of 2.5 (on 4.0 scale) or better on all prior transferable academic work
**English as a Second Language (ESL) or Bilingual Endorsement**

- A valid Illinois teacher license (or concurrent enrollment in a teaching license program for undergraduate level work)

**Special Education Endorsement or License**

- A valid Illinois teacher license

**CONDITIONAL ADMISSION**

Students who meet the requirements for admission but have general education, major, or minor credit hour deficiencies may begin the program but must complete requirements before a degree is conferred. Maximum credit hour deficiencies vary by program.

**TEACHING LICENSURE**

Students who have earned a bachelor’s degree may enroll at Trinity to obtain a teaching license for the state of Illinois. Any interested person must complete the application for admission, pay the $25 application fee, and submit official transcripts from all colleges attended. Transcripts will be evaluated to determine which courses are needed for the license. Students seeking their teaching license may apply for a limited amount of financial aid through the financial aid office if they plan to enroll for at least six semester hours of credit.

Students who have earned a bachelor’s degree may enroll at Trinity to obtain teaching licensure. Students in this classification are unclassified, non-degree seeking students.

**READMISSION**

Students who have interrupted their studies at Trinity for one semester or more, but wish to continue their studies with a new cohort, must observe the following process:

1. Notify the Adult Studies Office of their desire to return.
2. Provide evidence that:
   - previous balance is paid in full
   - all work is up to date
   - incompletes are removed
   - financial arrangements have been made
   - an Application for Return to Active Status has been submitted
   - the required fee of $100 has been paid

The adult student can return to class when the application has been approved and signed by the program director.

If there have been changes to the major program during the student’s absence, the student is responsible for fulfilling the requirements in place at the time of re-entry. **Note: The student will be charged the current tuition rate.**

Students who have interrupted their studies at Trinity for one semester or more must complete an application for readmission and provide official transcripts from any schools attended since leaving Trinity. Students who have been absent for more than three years will be asked to complete the regular application form.
Students who were academically dismissed and are re-admitted to the College are placed on academic probation during the semester of readmission. Students will be subject to the conditions of probation and the probationary semester GPA in the Academic Policies section of this catalog.

TUITION DEPOSIT

Applicants who have been accepted as students must deposit $300 toward their first semester’s tuition. The deposit serves as a declaration of intent to enroll and is deducted from the first semester’s tuition.

Payment for the tuition deposit may be made by mail, phone or online at www.trnty.edu. Checks should be mailed to the Adult Studies office (payable to Trinity Christian College). To pay by phone, contact Trinity’s business office at 708.239.4717 with a valid credit card. To make a secure payment online, students must have their five-digit student ID number as well as a valid credit card or pay directly from a current bank account.

NEW STUDENT REGISTRATION

New students will be registered for their first semester of courses by the registrar’s office. After the first semester, it is the student’s responsibility to register for all subsequent semester within the time period. Additional registration information for subsequent semesters is located in the Academic Policies section of the catalog.

For new students, the institutional policy is that verification of enrollment will be available after the first class has been held. After a student registers, a class schedule is available through the student portal and should be an adequate document as proof of enrollment for any professional organization.
PROCEDURE FOR ADMISSION

Students who have become familiar with the program and have decided to apply should take the following steps:

1. Complete and turn in an application form along with the $50 application fee.
2. *Education only:* Submit a copy of teaching license.
3. Have official grade transcripts sent directly to Graduate Studies office at Trinity from each college or university previously attended. Check with the registrar from each institution for the appropriate transcript fee.
4. Submit letters of recommendation.
5. Successfully complete an on-campus writing sample.
6. Complete an interview with program faculty.
7. Pay the non-refundable enrollment deposit of $300.
8. Attend orientation.

REQUIREMENTS FOR ADMISSION

**Master of Arts: Counseling Psychology**

- Completion of a bachelor's degree from a regionally accredited college/post-secondary institution.
- Coursework in *Introduction to Psychology*, *Research Design*, *Lifespan Development*, and *Abnormal Psychology*.
- Two letters of recommendation.
- Cumulative grade point average of 3.0 (on 4.0 scale) or better on all prior transferable academic work.
- A writing sample (completed on campus).
- An interview with Counseling Psychology Graduate Faculty.

**Master of Arts: Special Education (LBS1)**

- Completion of a bachelor’s degree from an accredited college.
- A valid teaching license.
- Completion of an *Introduction to Special Education* course and six credits in middle grades coursework. Trinity students who have graduated after 1997 will have satisfied this requirement.
- A writing sample (completed on campus).
- Two letters of recommendation including one from a principal or supervisor.
- A personal interview with the Director of the Special Education Graduate Studies program or one of the program’s faculty members.
READMISSION

Students who have interrupted their studies at Trinity for one semester or more, but wish to continue their studies with a new cohort, must observe the following process:

3. Notify the Graduate Studies Office of their desire to return.
4. Provide evidence that:
   • previous balance is paid in full
   • all work is up to date
   • incompletes are removed
   • financial arrangements have been made
   • an Application for Return to Active Status has been submitted
   • the required fee of $100 has been paid

The graduate student can return to class when the application has been approved and signed by the program director.

If there have been changes to the program during the student’s absence, the student is responsible for fulfilling the requirements in place at the time of re-entry. **Note: The student will be charged the current tuition rate.**

Students who have interrupted their studies at Trinity for one semester or more must complete an application for readmission and provide official transcripts from any schools attended since leaving Trinity. Students who have been absent for more than three years will be asked to complete the regular application form.

TUITION DEPOSIT

Applicants who have been accepted as students must deposit $300 toward their first semester’s tuition. The deposit serves as a declaration of intent to enroll and is deducted from the first semester’s tuition.

Payment for the tuition deposit may be made by mail, phone or online at www.trnty.edu. Checks should be mailed to the Graduate Studies office (payable to Trinity Christian College). To pay by phone, contact Trinity’s business office at 708.239.4717 with a valid credit card. To make a secure payment online, students must have their five-digit student ID number as well as a valid credit card or pay directly from a current bank account.

NEW STUDENT REGISTRATION

New students will be registered for their first semester of courses by the registrar’s office. After the first semester, it is the student’s responsibility to register for all subsequent semesters within the time period. Additional registration information for subsequent semesters is located in the Academic Policies section of the catalog.

For new students, the institutional policy is that verification of enrollment will be available after the first class has been held. After a student registers, a class schedule is available through the student portal and should be an adequate document as proof of enrollment for any professional organization.
ADULT STUDIES AND GRADUATE FINANCIAL AID

FINANCIAL AID OFFICE

The Financial Aid Office at Trinity Christian College is available to all adult students. Any person wishing to apply for financial assistance should contact the financial aid office at 708-239-4559 or 708-239-4835. Office hours are Monday, Tuesday, Wednesday and Friday, 8 a.m. to 4:30 p.m., Thursday 8:00 a.m. – 6:00 p.m. Other hours are available by appointment.

APPLYING FOR FINANCIAL AID

The first step in applying for financial aid is to fill out a Free Application for Federal Student Aid (FAFSA), the standard federal application used to determine a student’s eligibility for all federal and state financial aid. The FAFSA may be completed on-line by visiting www.fafsa.ed.gov or by filing the paper copy. Regardless of which way the FAFSA is submitted, the results will be processed and the student will receive a Student Aid Report (SAR) generated from the information supplied on the application. When submitting the FAFSA, the student should make sure to include Trinity’s school code (001771) so that the financial aid office will receive the student’s SAR electronically.

A financial aid package will be completed and sent to the student after Trinity receives the SAR and the student has officially been accepted into the Adult Studies programs. When the information provided by the student on the FAFSA is processed, the student’s Expected Family Contribution (EFC) is established. The financial aid office will use the EFC to determine what type of financial aid the student is eligible for. Note that re-application for financial aid is necessary by March 1 each year.

AID FOR ADULT STUDIES STUDENTS

Grants

- **Federal Pell Grants** are made available by the U.S. government. Awards for 2013/14 vary from $191 to $5,645. Pell grants are awarded only to students who qualify according to strict rules of family income and assets. In general, lower income families are eligible to receive Pell grants.

- **Illinois Student Assistance Commission, Monetary Award Program** (MAP) funds are awarded by the state to needy Illinois students. Students from both low and middle income families are eligible to receive Monetary Award Program grants. Amounts vary from $472 to $4,720 depending on the number of credit hours the student is registered for.

- **Teach Grants** are available through the College Cost Reduction Act of 2007. Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to $3,716 per year to students who intend to teach in a high-need field at a public or private elementary or
secondary school that serves students from low-income families. To be eligible, students must complete the FAFSA (although they do not need to demonstrate need), be enrolled in coursework that is necessary to begin a career in teaching, and maintain a cumulative GPA of 3.25 or greater. For more details, check Trinity's Financial Aid website and click on “Types of Scholarships.”

Note: Most grant funds are available only to students who do not have a bachelor's degree. Students holding a bachelor's degree will only be eligible for loan funds. Also, adult students in the Adult Studies programs are not eligible for Trinity-funded aid.

Loans

- **Subsidized Stafford Loans** are the most common government loans available to Trinity students. Amounts are limited; sophomores are able to borrow a maximum of $4,500 per year, and upperclassmen $5,500 per year. Stafford Loan eligibility is determined by credit hours earned and students will be informed of their eligibility on their financial aid package. Stafford Loans are made available by the Department of Education, which holds the Master Promissory Note and provides the loan. No interest is charged on a Subsidized Stafford Loan for as long as the student remains in college. Six months after leaving school, the student will receive payment instructions from the bank or its loan servicer, at which time a variable interest rate is charged, not to exceed 8.25 percent, or a fixed rate of 3.4 percent.

- **Unsubsidized Stafford Loans** are also awarded to students. All terms of this loan concerning grace period and interest rate are similar to the Subsidized Stafford Loan with one exception. The interest on an Unsubsidized Stafford Loan will accrue while the student is enrolled in school. The student is responsible for the interest that accrues and has two payment options. Either out-of-pocket monthly interest payments may be made or the interest payments may be deferred, in which case the amount that is deferred will be added to the principle of the loan. Additional Unsubsidized Loans ($6,000 for sophomores, $7,000 for juniors and seniors) may be available for independent students. The interest rate is fixed at 6.8%.

Scholarships

Contact the Adult Studies office for more information regarding these two scholarships:

- **Audrey Kooyenga Special Ed Scholarship** is available to Adult Studies or Graduate Studies students in senior status in a Special Education program.

- **Returning Student Scholarship** was established to assist current Trinity Adult Studies students who may be unable to continue their education at Trinity due to economic challenges.

Employee Reimbursement Program

Adult Studies students should contact their company’s personnel office to investigate this source of financial assistance.

AID FOR GRADUATE STUDENTS

Loans

- **Unsubsidized Stafford Loans** are awarded to students. Amounts are limited to $20,500. The interest on an Unsubsidized Stafford Loan will accrue while the student is enrolled in school. The student is responsible for the interest that accrues and has two payment options. Either out-of-pocket monthly interest payments may be
made or the interest payments may be deferred, in which case the amount that is deferred will be added to the principle of the loans. The interest rate is fixed at 6.8%. Rates readjust July 1, 2013.

- **Federal Graduate Student Plus Loans** may also be taken by students. Similar to the Parent Plus loan, a credit check will determine your eligibility. The interest rate is fixed at 8.5%.

**Scholarships**

Contact the Graduate Studies department for requirements and application.

**Counseling Psychology**

- **Academic Achievement Scholarships**
  - First year students must apply for the scholarship prior to the term in which they begin graduate study at Trinity.
  - Students may renew if minimum requirements are met

- **Graduate Education Honors Scholarship**
  - First year students must apply for the scholarship prior to the term in which they begin graduate study at Trinity.
  - Students may renew if minimum requirements are met

- **Counseling Psychology Research Fellowship**
  - Graduate students who demonstrated potential for engagement in research related to professional counseling.
  - The Research Fellowship requires a commitment of approximately 10 hours per week. Hours are flexible depending on research activities. The recipient of the Research Fellowship will work collaboratively with graduate faculty on research projects of mutual interest.

**Special Education**

- **Roger & Gerrie Triemstra Center for Special Education Graduate Scholarship**
  - Two awards are presented annually to graduate students who are enrolled in the Special Education Graduate Program.

- **Audrey H. Kooyenga Adult Education Special Education Scholarship**
  - Students with senior status in a Special Education program are invited to apply.

**Employee Reimbursement Program**

Graduate students should contact their company’s personnel office to investigate this source of financial assistance.
STUDENT LIFE

ACCIDENT AND HEALTH INSURANCE

Students who are not covered under a personal family accident and health insurance plan may enroll in Trinity’s student plan. Coverage is also available for spouses and/or dependent children. Details can be obtained by contacting the Business Office at 708-239-4719.

All accidents and health problems requiring medical attention are referred to the student’s family physician or to a physician of the student’s choice. The College is not liable for injuries sustained by students in their activities as students, even if such injuries occur on campus premises. The College does not undertake to be the insurer of its students, and its liability under law must be based on fault. It is necessary, in order to establish the liability of the College for such injuries, to show that the student was free from any negligence or carelessness that may have contributed to the injuries. Accordingly, students are advised to be certain that they are covered by personal accident and health insurance.

BOOKSTORE

The bookstore is located in the Bootsma Bookstore Café (affectionately known as the BBC) and provides most on-campus needs of students. Items include the necessities such as required textbooks suggested by the professors, general reading books, study aids, school supplies, art supplies, as well as basic toiletries. Trinity sportswear, greeting cards, gift items, and candy are also available.

The bookstore is generally open Mondays through Fridays, 9:00 a.m. until 4:30 p.m. However, hours vary through the year. Check the website or call for more information: bbc.trnty.edu or (708) 239-4702.

BUSINESS OFFICE

The business office is located on the main floor of the administration building. All billing statements are generated from this office. Here, students also may do the following: pay tuition, pay parking fines, sign loan checks, and have documents notarized.

CHILDREN IN CLASS

Students who are parents or caregivers are responsible to make necessary provisions for their children to be cared for off campus. Students who bring children to class will be asked to leave the classroom so not to disrupt the learning environment.

THE COOPER CENTER FOR CAREER GUIDANCE AND PERSONAL COUNSELING

Obtaining your degree is one part of your education at Trinity Christian College. As you probably already know, pursuing a career involves more challenges that will ultimately lead toward your future. The Cooper Career Center can provide the services and resources you’ll need to get there. Let us help you.

• identify and define your goals.
• assess how your interests and a career goal fit together.
• showcase your career-related experiences on your resume.
• provide and generate potential employment opportunities.
The Career Center is here to help you with your career-related needs during and following your time here. Be sure to take advantage of our services while at Trinity!

Personal Counseling is also available during the fall and spring semesters to all Trinity students at no cost.

Contact the Cooper Center at 708-239-4853 or coopercenter@trnty.edu.

**ELECTRONIC MAIL**

Students are given campus e-mail accounts when they enroll at the College. Official notifications made by campus offices generally use e-mail. Students are expected to read their campus e-mail and must use their campus e-mail accounts in official correspondence with campus offices, to ensure proper identification.

**EMERGENCY CLOSINGS**

In the event classes are cancelled because of weather or other emergencies, the college will submit information to the web-based clearinghouse in the Chicago area: www.emergencyclosings.com. Students and staff members are encouraged to access this site for up-to-date information. Posting on this web site also transmits the information to major radio and TV stations in the Chicago area that will include Trinity in their emergency closing lists. Update information will also be posted to the college web site as it becomes available. You may also call the Emergency Closing Center hotline (1-900-407-7669), but be aware that it will cost $0.95 per call.

**ENROLLMENT VERIFICATION**

If you need proof of enrollment or assistance with student loan deferment forms, please contact the Registrar’s Office. New proof of enrollment will be available after the first day of class. For current students, enrollment verifications are made available during regular business hours.

**LIBRARY**

The library reference staff, in cooperation with the instructors in the Adult Studies and Graduate programs, will provide instruction in basic information gathering, including learning the basics of database searching and critical thinking skills. These life-long learning skills are essential to effectively function in this “information society.” Students in the Adult Studies and Graduate programs are encouraged to use the services and resources of the library.

The Jennie Huizenga Memorial Library provides information resources and assistance to the Trinity Christian College community. Reference librarians are available to help with research needs or to answer questions about library resources. Users may telephone, fax, e-mail, IM, or drop by for assistance. General library instruction is offered in general education courses; many other courses include instruction in advanced research skills and provide information on specialized subject materials. The Access Librarian is available to help users procure items from the Huizenga Library or from other library collections.

The Library houses a collection of over 80,000 items, including books, journals, music scores, posters, software, video and audio recordings. Numerous subject-specific databases, full-text electronic resources, and streaming media are available through the library’s web pages. The online catalog, I-Share, provides access to materials from academic libraries throughout Illinois. Students also have on-site access to most other libraries in the Chicago area, both public and academic.

The library is typically open over 80 hours per week, with computers, seating at study tables and carrels, group study and listening/viewing rooms available.
The Jennie Huizenga Memorial Library is a member of:
- American Library Association
- Association of College and Research Libraries
- Consortium of Academic and Research Libraries in Illinois
- Illinois Library Association
- LIBRAS
- Reaching Across Illinois Library System

More information is available on the College Website, www.trnty.edu/Library/library.html or look for the Library’s Facebook page.

THE OFFICE OF LEARNING SERVICES (OLS)

At some point in your Trinity Career, you just might need a helping hand. All academic services offered through the OLS are confidential and free of charge. Contact the OLS Director, Nancy Kwasteniet at 708-239-4765 or Nancy.Kwasteniet@trnty.edu.
- Accommodation plans and services for students with verified disabilities
- Peer tutoring and peer mentoring services, individual and group
- The Writing Center is located in Molenhouse Student Center and is staffed during the fall and spring semesters by trained students. Hours are posted on the Trollweb. For students who don’t have access to internet and need to make a Writing Center reservation, call 708-293-2143.
- Academic counseling to help determine why expected progress is not being realized.
- Referrals for diagnostic testing – it’s not unusual for students with learning disabilities to be identified for the first time at the college level.

DISABILITY STATEMENT

Trinity Christian College will make reasonable accommodations for students with documented disabilities through the Office of Learning Services (OLS), located in the Molenhouse Student Center. A confidential meeting to discuss an individualized accommodation plan should be scheduled with Nancy Kwasteniet, the director of Trinity’s OLS at 708-239-4765; nancy.kwasteniet@trnty.edu. Students who are dissatisfied with their academic progress or who wonder if a disability may be present are also encouraged to schedule an appointment.

Tutoring services are available for Trinity students for all courses at no charge. In addition, organizational mentoring services are offered. Tutor and mentor request forms can be obtained in the Cooper Center/Office of Learning Services offices, located in the Molenhouse Student Center and also on Trollweb under Academic Support Services. Contact Samantha Kroese at 708-293-4587, or samantha.kroese@trnty.edu for more information regarding tutoring.

Students who need assistance in an emergency may register as such in the Personal Information/Emergency Contact section of the student portal.

PROFESSIONAL COURTESY

Students are expected to exercise professional courtesy to their cohort and their instructor(s). While in the classroom all electronic communication devices such as cell phones, iPads and similar communication devices should be turned off.
SEXUAL HARRASSMENT AND ABUSE

Both sexual harassment and sexual abuse are examples of distortions of God’s gift of sexuality and should not be part of the Christian community. Unfortunately, harassment and sexism exist, and some members of the Trinity community have been or are being abused. It is the College’s responsibility to promote relationships that glorify God and build each other up, and to provide protection and opportunities for healing in the event of distortion. The Trinity community must model examples of appropriate relationships. It also must offer the means by which victims of harassment and abuse may find healing, reconciliation, and redress for wrongs done to them, in the hope that Christ’s redemption and forgiveness may bring peace.

DEFINITION

Sexual harassment is defined here as unwelcome sexual advances, requests to engage in sexual conduct, and other physical and expressive behavior of a sexual nature where submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment or education; submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual. Such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating an intimidating, hostile, or demeaning employment or educational environment.

Examples include, but are not limited to, unwelcome sexual advances; repeated sexually-oriented kidding, teasing, joking, or flirting; verbal abuse of a sexual nature; graphic commentary about an individual’s body, sexual prowess, sexual proficiencies, or sexual orientation; derogatory or demeaning comments about women or men in general, whether sexual or not; leering, whistling, touching, pinching, or brushing against another’s body; offensive crude language; or displaying objects or pictures that are sexual in nature and would create hostile or offensive work or living environments. Such conduct is coercive and threatening and creates an atmosphere that is not conducive to teaching, learning, living, and working.

Sexual abuse may be described as any sexual intimacy forced on one person by another. Sexual abuse may or may not involve contact between people, and at times the definitions and examples may overlap with descriptions of sexual harassment. Sexual abuse as it manifests itself at the College may involve physical contact, as is the case with rape, date rape, or non-contact abuse such as indecent exposure, obscene telephone calls, or “peeping Toms.”

SEXUAL ASSAULT/ABUSE/DATE RAPE

The commission of any sexual misconduct prohibited by State or federal law is a violation of Trinity’s sexual assault policy. Any violation of this policy may lead to criminal prosecution or discipline up to and including suspension or expulsion as applicable.

State law, in regard to sexual misconduct, is broken down into two categories: criminal sexual abuse (720ILCS 5/12-15) and criminal sexual assault (720 ILCS 5/12-13). Criminal sexual abuse occurs when there is sexual conduct by touching or fondling by force or threat of force on another without mutual consent; criminal sexual assault occurs when there is an act of sexual penetration by force or threat of force on another without mutual consent. Within these two categories there are many variables in regard to the ages of the victim and offender, the ability of the victim to give consent, and other aggravating factors. Penalties can range from up to one year in prison for misdemeanor offenses to life imprisonment for felony offenses with aggravating factors.

Trinity Christian College encourages all victims of sexual assault to report such incidents to a member of the student development staff or resident director. Offenses occurring on campus should also be reported to the department of safety and security at ext. 3722. The decision to file a report with the student development office or any local, county, or State law enforcement agency is to be made by the victim. Staff personnel will assist the victim in contacting the appropriate police department if the victim so desires. While the department of safety and security will advise all victims of sexual assault to report the incident to local police, the reporting of the incident to the police does not obligate the
victim to press charges. All reported incidents occurring on campus will become part of the campus crime report
statistics.

Any victim of sexual assault is encouraged to get to a safe place as soon as possible and proceed with the following:
1. It is of utmost importance to preserve physical evidence in a sexual assault investigation. Do not bathe, shower,
douche, use the toilet, or change clothing. If the assault occurred on a bed or other area with bed clothes or
loose fabrics, do not discard or wash them.
2. Call a close friend, residence hall director, or other trusted person who can be with you for support. You do
not need to go through this alone.
3. Seek medical attention as soon as possible. If you go to a hospital emergency room you will undergo a physical
examination for your protection and health to determine the presence of physical injury, sexually transmitted
diseases, or pregnancy. They also are equipped to collect physical evidence.
4. Use the support and expertise of security and student development staff for referrals to confidential crisis
   counseling, assistance with medical treatment, safe-shelter options, and assistance with legal issues.

SEXUAL ASSAULT RESPONSE RESOURCES

708-748-5672  Y W Cares (YWCA South Suburbs)
217-753-4117  I.C.A.S.A. (Illinois Coalition Against Sexual Assault)
800-656-4673  R.A.I.N. (Rape And Incest Network)

WEAPONS

The possession or storage of any weapon on campus or in any vehicle on campus is strictly prohibited. Weapons include
but are not limited to firearms, “look alike”/replica firearm (including any CO2 or other gas powered, spring powered or
battery powered BB, “air soft”, or paint ball gun), ammunition, sword, knife, and/or any explosive material. Possession
or use of fireworks, bottle rockets, or “bottle bombs” is also prohibited. Students in violation may be assessed a fine(s)
or face sanctions that include police intervention, suspension, or dismissal.

VEHICLE REGISTRATION

All students, commuters and residents, with vehicles parked on campus must register their vehicle(s) each school year.
The registration process can be completed on-line at the Campus Safety and Security website.
THE ALEXANDER DE JONG CENTER FOR SPECIAL EDUCATION

The Alexander De Jong Center for Special Education is a joint venture of Trinity Christian College and Elim Christian Services that began in 2004. Its mission is to prepare current and future teachers with the highest quality instruction and training to develop fully the God-given potential of individuals with special needs.

It was named in May 2005 in honor of Dr. Alexander De Jong, Trinity’s first president (1966-68) and pastoral consultant at Elim. The Center initiated its Summer Institute of Discovery in the summer of 2004 to give students firsthand classroom experience as teacher assistants in Elim classrooms.

Trinity and Elim are two unique Christian educational institutions whose mission statements reflect a shared heritage and Reformed faith. Both offer the highest quality instruction to prepare students for their future lives, callings, and careers by developing their potential in the context of their relationships to God, others, and all of creation.

The Center for Special Education has identified three major challenges to educating students with special needs:

- There is an acute shortage of qualified special education professionals who are academically qualified and prepared with practical experience and share the heritage of Reformed education
- Current special education teachers require additional resources to empower them in promoting academic excellence
- There is a need for more research-based methods for teaching and learning in the special education classroom

By working together purposefully, Trinity and Elim can inspire, nurture, and train special education teachers for lives of Christlike service while enabling students with special needs to grow and thrive as children of God.

VAN NAMEN DUTCH HERITAGE CENTER

G. Marcille Frederick, director of library

The Dutch Heritage Center

- provides a place for the preservation of materials of historical value related to the culture, customs and institutions of Dutch heritage in the greater Chicago area.
- offers a research base for the scholar interested in the history of Dutch immigration to Chicago and cultural institutions founded by persons of Dutch background in Chicago.
- offers exhibits for those interested in Dutch origins and development in the Chicago area.
- promotes a better understanding of the history of Dutch-American history in the Chicago area.

The collection is free and open for public use, by appointment only. To set up an appointment, please contact the library director at 708.239.4797 or send a message to marci.frederick@trnty.edu.
The collection contains:

- family histories
- early letters
- society minutes, records
- anniversary booklets
- photographs
- scrap books
- business records
- church and school records
- immigrant newspapers
- journals
- newsletters or publications
- articles and books authored by Dutch immigrants to Chicago

The Dutch Heritage Center is located on the upper level of the library. It has temperature and humidity control to ensure the preservation of its holdings. A program of digitization is underway to make the materials more accessible.
# EXPENSES

## TUITION AND RELATED FEES, 2013-2014

Tuition charges per credit hour:

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition per credit hour</th>
<th>Total program tuition</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Program</td>
<td>$490</td>
<td>$24,990 (51 credit hours)</td>
<td></td>
</tr>
<tr>
<td>Education Program</td>
<td>$570</td>
<td>$25,650 (45 credit hours)</td>
<td></td>
</tr>
<tr>
<td>ESL/Bilingual Endorsement--Adult Studies</td>
<td>$499</td>
<td>$8,982 (18 credit hours)</td>
<td></td>
</tr>
<tr>
<td>ESL/Bilingual Endorsement--Graduate</td>
<td>$605</td>
<td>$10,890 (18 credit hours)</td>
<td></td>
</tr>
<tr>
<td>Special Education Endorsement/Licensure</td>
<td>$499</td>
<td>$6,986 (14 credit hours)</td>
<td></td>
</tr>
<tr>
<td>Special Education Dual Major</td>
<td>$38,760 (68 credit hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RN to BSN</td>
<td>$525</td>
<td>$20,475 (39 credit hours)</td>
<td></td>
</tr>
<tr>
<td>ACOR general education/program pre-requisite courses</td>
<td>$133</td>
<td>$800</td>
<td></td>
</tr>
<tr>
<td>Master of Arts in Counseling Psychology</td>
<td>$624</td>
<td>$29,952 (48 credit hours)</td>
<td></td>
</tr>
<tr>
<td>Master of Arts in Special Education (LBS1)</td>
<td>$415</td>
<td>$14,940 (36 credit hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$11,205 (27 credit hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$7,470 (18 credit hours)</td>
<td></td>
</tr>
</tbody>
</table>

The tuition rate remains in effect as long as the student continues in the program. If a student breaks enrollment for one or more semesters and returns to Trinity in a future semester, the student will be charged the current program rate upon return.
MISCELLANEOUS CHARGES

Enrollment Deposit (paid prior to registration) $300
Returned Check $ 30
Change in cohort fee $100
Change in registration $ 5
Deferred payment fee (per semester) $ 30
Late registration fee $ 50
Graduation fee—adult studies (robes, diplomas) $ 50
Graduation fee—graduate (robes, diplomas, hood) $100
Electronic portfolio fee (Education program) $100
Student Transcripts $ 5
Re-entry fee $100
Accident/Health Insurance $808

TUITION PAYMENT SCHEDULE

A signed promissory letter will be required after acceptance. Billing statements will be sent to all students in a timely manner with information regarding the amount due and the payment due dates. All grants, loans, and other financial aid awards are taken into consideration each semester, which will reduce the overall balance due. This overall balance is to be paid in full each semester. Students may choose the deferred payment plan and pay their overall balance in three equal payments for an additional fee of $30 each semester. If students choose to pay in full by the first class session of a semester, they will not be assessed this deferred fee. Students with delinquent accounts will not be allowed to register for the following semester, and all requests to release grade reports and official transcripts will be denied.

If an employer will be paying for tuition, the Adult Studies student must still follow Trinity’s payment schedule and meet all payment due dates. The student will be reimbursed by his/her employer.

American Express, MasterCard and Discover are also accepted for payment of tuition and fees online.

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1 The non-refundable enrollment deposit reserves a place in a particular cohort. Enrollment deposits are accepted until a cohort size of 20 has been reached. The enrollment deposit is deducted from the total amount due in the first semester.

2 Trinity accepts personal checks for the convenience of students. Any check negotiated with the College that is not honored by the individual's bank shall be subject to the penalty charge. The student is held responsible for payment of the unredeemed check.

3 The change of registration fee is charged after the first day of class each time a student adds or drops a class. Before the change is issued, the student must secure approval from the registrar.

4 If a student does not register for classes during the assigned two-week period, a late registration charge will be added to the student’s account.

5 Graduation fee is required for all students who graduate, whether they participate in the commencement ceremonies or not. Fee applies to both adult studies and graduate students.

6 Requests for transcripts must be in writing and cannot be honored unless payment accompanies the written request. No transcripts are issued for students with outstanding balances.

7 A basic accident and health plan may be purchased through the College.
REFUNDS AND RETURN OF FUNDS

Students may drop a course by consulting their advisor and completing the Graduate and Adult Studies DROP FORM. It is the sole responsibility of the student to complete and sign the form and submit it to the Registrar’s office.

Courses will not be dropped until the Registrar’s office has been notified by the student via the drop form. The date this written notification is received by the Registrar’s office will be used to calculate financial charges and assign an appropriate grade. Unless a course is officially dropped, charges will continue to accrue because the student remains enrolled, and a grade of F will be assigned. Deadlines for adding and dropping courses are listed below.

15 WEEK COURSE (COURSE MEETS ONCE A WEEK)

<table>
<thead>
<tr>
<th>Drop Deadline</th>
<th>Grade Received</th>
<th>Refund Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before end of 2nd Friday</td>
<td>No Grade</td>
<td>100%</td>
</tr>
<tr>
<td>Before end of 3rd Friday</td>
<td>W</td>
<td>80%</td>
</tr>
<tr>
<td>Before end of 4th Friday</td>
<td>W</td>
<td>60%</td>
</tr>
<tr>
<td>Before end of 5th Friday</td>
<td>W</td>
<td>40%</td>
</tr>
<tr>
<td>Before end of 6th Friday</td>
<td>W</td>
<td>20%</td>
</tr>
<tr>
<td>Thereafter</td>
<td>WP/WF</td>
<td>No Refund</td>
</tr>
<tr>
<td>Before end of eleventh Friday</td>
<td>Grade Earned</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

8 OR 9 WEEK COURSE (COURSE MEETS ONCE A WEEK)

<table>
<thead>
<tr>
<th>Drop Deadline</th>
<th>Grade Received</th>
<th>Refund Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first class</td>
<td>No Grade</td>
<td>100%</td>
</tr>
<tr>
<td>Before the second class</td>
<td>No Grade</td>
<td>100%</td>
</tr>
<tr>
<td>Before the third class</td>
<td>W</td>
<td>50%</td>
</tr>
<tr>
<td>Before the fourth class</td>
<td>W</td>
<td>No Refund</td>
</tr>
<tr>
<td>Before the fifth class</td>
<td>W</td>
<td>No Refund</td>
</tr>
<tr>
<td>Fifth class or later</td>
<td>Grade Earned</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

6 OR 7 WEEK COURSE (COURSE MEETS ONCE A WEEK)

<table>
<thead>
<tr>
<th>Drop Deadline</th>
<th>Grade Received</th>
<th>Refund Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first class</td>
<td>No Grade</td>
<td>100%</td>
</tr>
<tr>
<td>Before the second class</td>
<td>No Grade</td>
<td>100%</td>
</tr>
<tr>
<td>Before the third class</td>
<td>W</td>
<td>50%</td>
</tr>
<tr>
<td>Before the fourth class</td>
<td>W</td>
<td>No Refund</td>
</tr>
<tr>
<td>Fourth class or later</td>
<td>Grade Earned</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

5 WEEK COURSE (COURSE MEETS ONCE A WEEK)

<table>
<thead>
<tr>
<th>Drop Deadline</th>
<th>Grade Received</th>
<th>Refund Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first class</td>
<td>No Grade</td>
<td>100%</td>
</tr>
<tr>
<td>Before the second class</td>
<td>W</td>
<td>50%</td>
</tr>
<tr>
<td>Before the third class</td>
<td>W</td>
<td>No Refund</td>
</tr>
<tr>
<td>Before the fourth class</td>
<td>W</td>
<td>No Refund</td>
</tr>
</tbody>
</table>
Fourth class or later  Grade Earned  No Refund

**3 OR 4 WEEK COURSE (COURSE MEETS ONCE A WEEK)**

<table>
<thead>
<tr>
<th>Drop Deadline</th>
<th>Grade Received</th>
<th>Refund Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first class</td>
<td>No Grade</td>
<td>100%</td>
</tr>
<tr>
<td>Before the second class</td>
<td>W</td>
<td>50%</td>
</tr>
<tr>
<td>Before the third class</td>
<td>W</td>
<td>No Refund</td>
</tr>
<tr>
<td>Third class or later</td>
<td>Grade Earned</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

**2 WEEK COURSE (COURSE MEETS ONCE A WEEK)**

<table>
<thead>
<tr>
<th>Drop Deadline</th>
<th>Grade Received</th>
<th>Refund Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first class</td>
<td>No Grade</td>
<td>100%</td>
</tr>
<tr>
<td>Before the second class</td>
<td>W</td>
<td>No Refund</td>
</tr>
<tr>
<td>Second class or later</td>
<td>Grade Earned</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

A five dollar fee is assessed each time a new schedule change is requested.

The date of withdrawal shall be the date which the student completes and turns in the appropriate college forms to the Registrar’s office.

If a student fails a course, the tuition shall be assessed again for the course when having repeated it. Students dropping back to a later cohort will be assessed current tuition charges at the time of re-entry only for those courses needed and enrolled in at that time.

If a student withdraws from Trinity Christian College before 60% of the semester has passed, Trinity Christian College or the student may be required to return some of the federal funds awarded to the student. If a student will be withdrawing, the student must notify the dean’s office to begin the withdrawal process and contact the Financial Aid office.

The federal return of Title IV Funds formula dictates the amount of federal Title IV aid that must be returned to the federal government by the school and the graduate student. Federal formulas may require a return of funds if the student received assistance in the form of a federal Stafford Loan and withdrew on or before completing 60% of the semester. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Some scheduled breaks may be excluded. If funds were released to the student because of a credit balance on the student’s account, then the student may be required to repay some of the federal grants if the student withdraws.
ADULT STUDIES ACADEMIC POLICIES

CLASSIFICATIONS AND CREDITS

STUDENT CLASSIFICATION

Adult Studies students who have been admitted to the College are classified according to the number of semester hours of credit they have earned as follows:

- Freshman: fewer than 30 hours
- Sophomore: at least 30 but fewer than 60 hours
- Junior: at least 60 but fewer than 90 hours
- Senior: 90 hours or more

Students are unclassified if they have not been admitted as degree-seeking students but are enrolled on a limited basis.

PROGRAM CREDIT REQUIREMENTS

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum hours earned by transfer</th>
<th>Hours earned in Adult Studies program</th>
<th>Minimum total hours needed to graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science: Business</td>
<td>45 minimum</td>
<td>+ 51</td>
<td>= 120</td>
</tr>
<tr>
<td>Bachelor of Arts: Education and Special Education Licensure</td>
<td>65 minimum</td>
<td>+ 46-68</td>
<td>= 125</td>
</tr>
<tr>
<td>RN to BSN program</td>
<td>65 minimum</td>
<td>+ 39 + 6 add'l to meet residency requirement</td>
<td>= 125</td>
</tr>
</tbody>
</table>

For detailed information, please refer to individual departments under Academic Programs.

TRANSFER CREDIT

Students must provide official transcripts from every college attended.

Trinity Christian College awards transfer credit for work successfully completed at accredited institutions. To receive credit for coursework earned at other accredited institutions, students should request that official transcripts be sent to Trinity. The registrar evaluates courses for course equivalencies at Trinity; course descriptions and syllabi may be required in order to evaluate courses.

Trinity reserves the right to accept or reject courses for transfer credit. Remedial or vocational courses are not transferable. Only college-level coursework with a grade of C (2.0) or better is accepted. Although a minimum grade is required, grades do not transfer. The grade-point average is computed only on work offered by or through Trinity Christian College.

Accepting courses for transfer and applying them toward degree requirements are separate considerations. Courses that transfer as elective credits may not be applicable to specific requirements.
NON-TRADITIONAL CREDIT

Trinity does not award academic credit for life experiences.

A maximum of 32 semester hours may be obtained through the transfer of non-classroom or test-based credit, of which 8 hours can be applied to a major for credit by examination. Additionally, a student may not obtain credit by examination after auditing or receiving a failing grade in the corresponding course. Some students are able to earn college credit in certain subjects. This may be earned in any of the following ways:

- **Advanced Placement** – At the time of admission, first-year students may submit scores from an Advanced Placement (AP) examination conducted by the College Board. A score of 3 or better is required to receive college credit. English, Mathematics and Physics require a score of 4 or better to receive credit. The amount of credit granted depends on the test score.

- **College Level Examination Program (CLEP)** – A satisfactory score as determined by the American Council on Education (ACE) is required to receive credit through CLEP. The amount of credit granted depends on the particular test taken. No credit will be awarded for science CLEP exams. A lab is required by the College for students to receive credit for a science course.

- **International Baccalaureate (IB)** – IB credit is granted to students who receive a grade of 5 or greater on higher-level classes. No credit is given for subsidiary-level work.

- **Military service** – Trinity awards credit for educational experiences during military service according to the recommendations of the American Council on Education (ACE) as published in “The Guide to the Evaluation of Military Experiences in the Armed Services.” The amount and type of credit awarded is dependent upon the training completed and the compatibility of the credit recommendations with other Trinity transfer credit policies.

- **Ontario Academic Courses (OAC)** – Credit is granted for courses that have appropriate Trinity equivalents and in which the student has earned a grade of 75 or higher. General education requirements may be waived in cases where the student has earned a grade of 60 to 74.

GENERAL EDUCATION OUTCOMES

The General Education requirements at Trinity Christian College are rooted in the College mission statement, which states that Trinity Christian College “is to provide biblically informed liberal arts education in the Reformed tradition.” As God’s creation, we were made to know God’s world and serve Him and one another in every area of human culture.

The following six General Education Learning Outcomes are designed to assess how well our students “are grounded on a core of foundational studies that address the enduring issues and questions of human experience and teach students to explore and apply the implications of a Reformed world-and-life view to all areas of learning, living, and working.”

1. Articulate and apply the biblical framework of creation-fall-redemption-new creation.
2. Discern and evaluate historical and contemporary worldviews.
3. Communicate effectively in written and oral formats.
4. Demonstrate knowledge of diverse cultures and apply that knowledge to cross-cultural engagement.
5. Reason skillfully and analyze the validity of arguments critically.
6. Integrate theory and practice in one’s discipline and life.

GENERAL EDUCATIONAL CURRICULUM

- **Theology**—2 hours in ATHL 103. This course studies the central themes of Scripture, which are foundational to Christian academic work, and examine the major Christian traditions.
• **Philosophy**—3 hours in APHL 104. This course treats foundational questions in a systematic manner and examines Western philosophical perspectives pertaining to God, reality, and humanity.

• **History**—6 hours in American history and western civilization.

• **English**—6 hours in English composition and literature.

• **Mathematics**—3-4 hours selected in college mathematics. Requirements vary by program.

• **Biology**—3-4 hours in a biological science with a lab

• **Physical Science**—3-4 hours in chemistry or physics with a lab

• **Social Science**—3 hours from macroeconomics, lifespan development, introduction to psychology, or general sociology

• **Fine Arts**—3 hours in fine arts courses selected from art appreciation, music appreciation, aesthetics of film, introduction to theatre, fine arts in education; OR 6 hours from the following:
  - 6 hours in music choir or ensembles
  - 6 hours in art studio
  - 6 hours in theatre.

• **Cross-Cultural Studies**—6 hours courses that are not fundamentally western (e.g., world geography, global business) or one of the following options:
  - One year of a foreign language
  - Study abroad

• **Communication**—fulfilled by taking a public speaking course or an alternate course in the major

• **Capstone**—provides a context to engage in summative reflection upon a Christian worldview from the perspective of a specific discipline or professional program. This requirement is directed toward integration and synthesis of knowledge and perspective acquired through the various learning experiences in general education and specific majors and programs. The capstone requirement may be met through a specific course or as part of an internship or field education course.

• **Field Education**—provides students with a professional application of their chosen field of study. This vocationally oriented experience enables students to deepen the knowledge, skills, and Christian perspective acquired in their academic field of study.

**GENERAL EDUCATION REQUIREMENTS FOR TRANSFER STUDENTS**

Transfer students must meet all of the general requirements stated above. Depending on the major, waivers are granted. Specific information is provided with each program elsewhere in this catalog.

**MAJORS**

General requirements for each major include a minimum of 30 credit hours, a capstone experience, a field education experience, and either a course or an acceptable alternate experience that satisfies the communications requirement of the general education program. Specific requirements for each major can be found elsewhere in the catalog in the each department’s program. Major programs offered through the adult studies program include:

- Business
- Nursing
- Elementary Education
- K-12 Specialist: Art, Music, Physical Education, Spanish
- Secondary Education: Biology, Business, Chemistry, English, History, Mathematics
- Special Education
MINORS

Students earning a Bachelor of Arts must complete an academic minor. A minor is not required for students majoring in business or nursing. Academic minors cannot be pursued independent of an academic major. A minor must be in a different academic discipline from the major and requires a minimum of 18 distinct credit hours from the major. At least six hours of a minor must be taken at Trinity. Minor programs include the following:

- Accountancy
- Art History
- Art Studio
- Biology
- Biopsychology
- Black Studies
- Business
- Business and Spanish
- Chemistry
- Church Music
- Church/Ministry Leadership
- Coaching
- Communication Arts
- Computer Science
- Criminal Justice
- Economic Studies
- Education
- English
- Entrepreneurship
- ESL/Bilingual
- Finance
- Graphic Design
- Health Education
- History
- Marketing
- Mathematics
- Mathematics Education
- Music
- Philosophy
- Physical Education
- Politics
- Political Science
- Psychology
- Science
- Sociology
- Spanish
- Special Education
- Speech and Communication
- Sciences
- Theatre
- Theology
- Urban Studies
- Writing

STUDENT LOAD

The average adult studies student load is 6-9 hours per semester. Twelve hours is the minimum number for classification as a full-time student.

CREDITS

Credits at Trinity are given in semester hours. Courses numbered 100 and above count toward graduation. Upper division courses number for the major and/or minor are 200-level or higher

INDEPENDENT STUDY

Independent study offers students the opportunity to explore a selected topic when the academic interests cannot be met by regular curricular offerings. Students must be matriculated to the College, and in good academic standing to enroll in an independent study. Credit earned through an independent study is determined by the supervising faculty member and the registrar. A form is initiated by the Adult Studies office and should be submitted by the student to the Registrar's Office. Instructors are not obligated to offer independent study courses.
REGISTRATION AND ATTENDANCE

ORIENTATION AND CONVOCATION NIGHT

Orientation is required and is normally held the week before the first class. Curriculum materials for the first course and assignments for the next week are provided. Adult students in the cohort will have the opportunity to become acquainted with one another, receive a student I.D., books and study materials. Orientation/Convocation is mandatory.

ACADEMIC ADVISOR

When a student begins an Adult Studies program, a faculty advisor is assigned to the student's cohort. The faculty advisor can be a resource for students about College policies, procedures and program requirements. While an advising appointment is not required for Adult Studies students to register, a faculty advisor can provide assistance to help monitor a student's progress toward completion of the program. Ultimately, however, a student's educational program is his/her own responsibility.

REGISTRATION PROCEDURE

The following registration procedure has been established for students in an Adult Studies program at Trinity.

1. Students are registered by the registrar’s office for the first semester of courses and student-teaching. It is the student’s responsibility to register for all other semesters.
2. After the mid-point of each semester, online registration for courses will take place.
3. Registration and schedule information is sent to students through e-mail.
4. Students will have two weeks to register online through the student portal. Note: Students with financial holds on their accounts cannot complete the registration process until the holds are cleared and should contact the Business Office for payment arrangements.
5. After the registration is completed, students may print a copy of their course schedules online through the student portal.
6. After the online registration period is over, students may still register for classes but will be assessed a late registration fee.
7. Billing statements are mailed to each student on dates established by the Business Office.

CHANGES IN REGISTRATION

It is the student’s responsibility to contact the Adult Studies and the Registrar’s Office for any changes in registration, such as adding a course, or withdrawing from a course. The appropriate ADD or DROP form must be used. It is the sole responsibility of the student to complete and sign the form and submit it to the Registrar’s office.

Appropriate tuition charges will apply for changes to a student's registration. Students should contact the Financial Aid office before making a decision to add or drop a course.

PROGRAM WITHDRAWAL FROM THE COLLEGE

To withdraw from the program, the adult studies or graduate student must notify the appropriate program director and the Registrar’s Office in writing. Students will receive credit for courses completed. Withdrawal from the program will jeopardize any financial aid for the rest of that academic year. (These regulations have been set by the federal and state governments.)
Withdrawals are processed and effective the day they are received by the Registrar’s Office from the student. A student receiving financial aid who anticipates stopping should contact the financial aid office regarding the implications of such action. The adult studies or graduate student has a grace period of six months after the last day of class before repayment of loans must begin.

When a student withdraws from a cohort, the charge must be prorated and refunds given either to the student or the government as determined by government regulations. Contact the Financial Aid office for examples and refund detail.

**ATTENDANCE**

Class attendance is required to complete each course. Adult Studies courses rely heavily on the dynamics of cohort interaction and group processes to integrate and apply the learning of academic content. The cohort model also emphasizes the development and practice of interpersonal communication skills and teamwork (e.g., group problem solving and negotiation). The format, therefore, necessitates class attendance. In practical terms, one class session is equivalent to three weeks of traditional semester course work.

- **If a student misses more than ONE CLASS SESSION of any course, the student must contact the Registrar’s Office to withdraw from the course as soon as possible; otherwise a failing grade will be assigned.**
  - Absenteeism and tardiness will be a determining factor in the adult student’s final grade.
- The adult student’s overall grade will be affected for each class period missed. See each course’s Adult Studies Student Guide for particulars. Consistently leaving early or coming late will affect the adult student’s grade. The instructor will reduce the attendance grade for lost contact hours.

General guidelines for absences and make-up work:
- Contact the instructor ahead of time for known schedule conflicts and make-up arrangements.
- For an emergency in the immediate family or for a serious illness that requires missing class, the adult student should contact the instructor immediately. The adult student will be responsible for completing missed work, with the approval of the instructor.
- If it is the adult student’s responsibility to switch with another participant if the adult student has a conflict on a presentation date. Both adult students should verify the change with the instructor.
- The adult student will be responsible for material missed and should plan to call a class member for that information. All assignments must be completed and submitted on time unless previous arrangements have been made with the instructor. There will be a reduction in the grade for assignments submitted late.

The Adult Studies program office will monitor attendance records. Attendance records are essential to comply with regulations established by the Veterans’ Administration and Health and Human Relations for recipients of VA benefits or federally insured student loans.

If long-term medical, family or employment concerns develop, the adult student should contact the director or coordinator of his/her specific program immediately. The Adult Studies program office will assist the adult student in addressing matters related to the program both academically and financially. If choosing to withdraw from a course, the adult student must provide a written request to withdraw to the Adult Studies program office and Registrar’s Office. Failure to do so may result in a failing grade. Arrangements to make up the course with a different cohort must be made.
# GRADES AND GRADING

## GRADING SYSTEM

One of the following grades will be issued for each course taken at Trinity and will appear on the official transcript:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>INTERPRETATION</th>
<th>GRADE POINTS PER SEM HR</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Unsatisfactory</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>P/F</td>
<td>Pass/Fail (used for internship courses)</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (hours included in GPA calculation)</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew</td>
<td>0</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrew passing</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrew failing</td>
<td>0</td>
</tr>
<tr>
<td>R</td>
<td>Repeated course</td>
<td>0</td>
</tr>
</tbody>
</table>

Plus (+) grades add 0.3 grade points per hour and minus (-) grades subtract 0.3 grade points per hour.

Grade-point average is determined by dividing the number of grade points earned by the number of semester hours attempted. To meet graduation requirements, a student must earn at the required number of hours for the major, with a minimum cumulative grade-point average of 2.0.

## GRADES

Letter grades are given for all coursework in the Adult Studies programs. See particulars on grading policies in each course’s Student Guide. Grades for the student teaching internship are pass/fail.

## INCOMPLETE GRADES

The incomplete grade “I” is a temporary grade indicating that work for the course is not complete. Instructors may assign an incomplete “I” grade in a course that the student cannot complete on time due to extenuating circumstances, such as major illness or a death in the family, by filing an Incomplete Grade Request form with the Registrar’s Office prior to the end of the current grading period. The date by which a student must complete a course is determined by the course instructor, but may not be more than 30 days after the last day of the course in which the “I” grade was awarded.

In extenuating circumstances, requests for an extension beyond 30 days should be made, in writing, to the Registrar prior to the previously approved deadline. Both the instructor and student must agree to the extension. Students with incomplete grades, whose GPAs are below good standing, are not eligible to enroll in the following semester until the incomplete grades are finished.

## COURSE GRADE CHANGES

A student’s course grade, after having been submitted by the instructor, shall not be changed unless an incorrect grade, by reason of clerical error or miscalculation, has been submitted for the student. All exceptions to the above policy must
receive the approval of the Registrar and the Provost. Instructors may pick up a Grade Change form at the Registrar’s Office.

GRADE REPORTS

Grades are posted to your online student account (student portal) at the end of each course. Questions about accessing your student portal account should be directed to Computer Services at help.desk@trnty.edu. An official transcript (including those grades and all previous courses and grades) is available from the Registrar’s Office and sent upon request. Transcript requests must be made as described at http://www.trnty.edu/transcripts.html

DEAN’S LIST

The Adult Studies Dean’s List at Trinity Christian College recognizes students at the end of each fall and spring semester who have achieved academic distinction in their course work during the semester. To be named to the Dean's List, an Adult Studies student must have completed at least six semester credit hours with an overall semester grade point average of 3.8 or higher.

FAILED COURSES

If an adult student fails a course, that course must be repeated in order to graduate. If a course is failed twice, the adult student will not be permitted to continue in the Adult Studies programs.

REPEATED COURSES

The policy for repeating a course to improve a previously earned grade includes the following provisions:

- The repeated course is subject to regular registration and financial policies.
- The higher grade earned will be used to determine the student’s GPA and academic status. The lower grade will still appear on the transcript with a notation indicating that it is a repeated course, which will no longer affect the calculation of the cumulative GPA.

Adult Studies students may transfer credit for some courses failed at Trinity with the approval of the appropriate program director if no other options are available at Trinity for repeating the course; however, the transfer grade does not replace the failing grade on the official transcript. How the transfer grade is applied to program admission requirements is determined by the department.

PROBATION AND DISMISSAL

ACADEMIC PROBATION

The records of all undergraduate students are reviewed after each semester, and the academic status of full-time students is determined using the following schedule:

1. A student will be placed on academic probation if either of the following conditions occurs:
   - Cumulative grade point average (GPA) meets minimum GPA needed for continuation but falls below the minimum cumulative GPA required for good standing.
   - Cumulative completion rate falls below the minimum standards for academic progression.
### Cumulative Hours Attempted (includes transfer credit) vs. Minimum Current Semester GPA Required to Avoid Dismissal

<table>
<thead>
<tr>
<th>Cumulative Hours Attempted (includes transfer credit)</th>
<th>Minimum Current Semester GPA Required to Avoid Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>1.70</td>
</tr>
<tr>
<td>16-29</td>
<td>1.80</td>
</tr>
<tr>
<td>30-45</td>
<td>1.90</td>
</tr>
<tr>
<td>46 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

If students meet or exceed the minimum current GPA requirement during a probationary semester yet their cumulative GPA has not reached the level of academic good-standing, they may continue their studies the subsequent semester while remaining on academic probation with a new current GPA goal for the subsequent semester.

### ACADEMIC DISMISSAL

At the end of a semester, a student will be subject to academic dismissal if any of the following conditions occur:

- Failure to achieve the minimum cumulative GPA needed for continuation.
- If on academic probation, failure to achieve the minimum current semester GPA required to avoid dismissal.
- Failure to achieve the minimum academic progression standard.

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The minimum standards for academic progression at the end of a semester are based on the number of cumulative semester hours earned as a percentage of the cumulative semester hours attempted. **This calculation includes all courses with a W, WP, or WF grade. Repeated courses count towards cumulative hours attempted.**

2. Students placed on academic probation will be notified of their probationary status by electronic mail sent to the student's Trinity account and by regular mail to the student's home address.

3. Students on academic probation will be required to meet a number of conditions outlined by the Academic Performance Review Committee. Conditions will include—but are not limited to—a reduced number of semester hours, faithful class attendance, an accountability mentor, and a meeting with the director of the Office of Learning Services.

4. During a probationary semester, failure to meet the specified conditions of probation could subject students to academic dismissal during that semester, a decision which will be made by the Academic Performance Review Committee.

5. At the end of a probationary semester, the student must have achieved a current semester GPA as defined below and the minimum completion rate. Failure to meet this current semester goal will subject the student to academic dismissal at that time.

<table>
<thead>
<tr>
<th>Cumulative total hours attempted (includes transfer credit)</th>
<th>Minimum cumulative GPA needed for continuation</th>
<th>Minimum cumulative GPA needed for good standing</th>
<th>Minimum percent of successful completion required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>1.00</td>
<td>1.50</td>
<td>67%</td>
</tr>
<tr>
<td>16-29</td>
<td>1.10</td>
<td>1.60</td>
<td>67%</td>
</tr>
<tr>
<td>30-45</td>
<td>1.20</td>
<td>1.70</td>
<td>67%</td>
</tr>
<tr>
<td>46-59</td>
<td>1.30</td>
<td>1.80</td>
<td>67%</td>
</tr>
<tr>
<td>60-75</td>
<td>1.40</td>
<td>1.90</td>
<td>67%</td>
</tr>
<tr>
<td>76-89</td>
<td>1.50</td>
<td>2.00</td>
<td>67%</td>
</tr>
<tr>
<td>90-105</td>
<td>1.70</td>
<td>2.00</td>
<td>67%</td>
</tr>
<tr>
<td>106-119</td>
<td>1.90</td>
<td>2.00</td>
<td>67%</td>
</tr>
<tr>
<td>120 or more</td>
<td>2.00</td>
<td>2.00</td>
<td>67%</td>
</tr>
</tbody>
</table>
Communication of academic dismissal is sent by electronic mail to the student’s Trinity account and by regular mail to the student’s home address.

A student who wants to appeal an academic dismissal decision must observe the following procedures:

- Submit an appeal in writing to the Registrar within five days after receiving notice of dismissal. The appeal should explain previous academic difficulties and outline a detailed plan for improved academic performance. The Registrar will refer the appeal to the Academic Performance Review Committee for disposition (or in the cases where an Academic Performance Review Committee has made the decision to dismiss, then a subsequent appeal is submitted to the Provost, whose decision is final).
- The basis of the appeal must be based on truly extraordinary circumstances such as serious and documented illness or injury, family crisis, or unique academic difficulty for which a specific remedy plan has been included in the appeal letter. The decision of the Academic Performance Review Committee will be announced to the student in writing within two weeks of receipt of the appeal.
- Students readmitted on the basis of an appeal will be placed on academic probation and subject to the probation policy stated above.

**READMISSION AFTER DISMISSAL**

Students who were academically dismissed and are re-admitted to the College are placed on academic probation during the semester of readmission. Students are subject to the conditions of probation and the probationary semester GPA requirement.

**ACADEMIC FORGIVENESS**

A student seeking readmission to the College after an absence of four or more years may petition for academic forgiveness. The request must be made to the Registrar within six months after the student’s re-entry to the College. Students may request academic forgiveness with one of the following options: up to eight courses or two full semesters of Trinity coursework. Only courses with grades of D (or lower) and taken eight semesters (excluding summer sessions) or more before readmission may be dropped. If approved, the original Trinity grades will be shown on the transcript, but a notation will be made that these grades are part of academic forgiveness and are no longer be used in the calculation of grade point averages or the satisfaction of degree requirements. This policy can be used once in the student’s academic career. Per the re-admission policy, students are required to meet the degree requirements under the catalog in the year of re-admission. Academic forgiveness does not guarantee admission or continuation in a specific major program. Further information, including the full policy, may be obtained from the Registrar’s Office.

**GRADUATION**

Trinity Christian College offers a variety of majors and programs rooted in biblically informed liberal arts education for students who desire to earn a bachelor’s degree. For the Adult Studies program, Trinity grants three types of Bachelor’s Degrees:

- **Bachelor of Arts (BA)** for those completing requirements in traditional liberal arts disciplines (Elementary Education, Special Education, and Secondary Education). Except for students in the dual teaching license program, students who have already earned a bachelor’s degree do not earn a second one.
- **Bachelor of Science (BS)** for those completing the requirements in business.
- **Bachelor of Science in Nursing (BSN)** for those completing the requirements in the RN to BSN program.
GRADUATION REQUIREMENTS

The formal requirements for graduation with a bachelor’s degree are the following:

- **125 total credits for the BA or BSN or 120 credits for the BS.** These credits consist of courses fulfilling major, minor, and general education requirements, as well as electives.
- **A minimum grade-point average (GPA) of 2.0.** This GPA is required in all courses taken and in all courses within the major, unless specified by the department. Please refer to the department’s section of the catalog for program requirements.
- **All of the requirements for an academic major and minor.** A minor is not required for students who major in programs that lead to a BS or BSN degree.
- **The general education curriculum requirements.** These vary slightly by the type of major.
- **Completing a senior college assessment of student learning outcomes.** These include the major and general education.
- **The residency requirement for the adult studies program.** Students must complete at least 45 hours of the total credits required for graduation at Trinity.
- **Trinity graduates who desire to earn a second bachelor’s degree** must complete the major program requirements of a different type of baccalaureate degree.

GRADUATION APPLICATION

All students wishing to earn a degree from Trinity must complete a graduation application the semester prior to their graduation. Graduation applications are available from the Registrar’s Office and online. **Students seeking to graduate must submit an application even if they do not plan to participate in commencement ceremonies.**

COMMENCEMENT AND DEGREE CONFERRAL

Trinity holds two commencement ceremonies each year: in December and May. If students are unable to attend, they may graduation in absentia. Students can participate in the commencement ceremony with the expected graduation term of the cohort, even with general education program requirements still to be fulfilled.

All academic requirements and financial obligations must be met to receive a diploma. The Registrar’s Office posts degrees four times a year (at the end of each term): December, January, May, and August.

ACADEMIC HONORS

Academic achievement upon completion of a degree program is recognized at graduation and on the final transcript in the following categories:

- Graduating with honors, GPA of 3.500 to 3.699
- Graduating with high honors, GPA of 3.700 to 3.849
- Graduating with highest honors, GPA of 3.850 or higher

Academic honors will be reflected on the transcript when all requirements are completed at the next regularly scheduled date for conferral of degrees.

To qualify for one of these honors, the graduating student must have completed a minimum of 60 semester hours at Trinity.
GRADUATE ACADEMIC POLICIES

REGISTRATION AND ATTENDANCE

ORIENTATION AND CONVOCATION NIGHT

Orientation is required and is normally held the week before the first class. Curriculum materials for the first course and assignments for the next week are provided. Adult students in the cohort will have the opportunity to become acquainted with one another, receive a student I.D., books and study materials. Orientation/Convocation is mandatory.

ACADEMIC ADVISOR

When a student begins a Graduate program, a faculty advisor is assigned to the student's cohort. The faculty advisor can be a resource for students about College policies, procedures and program requirements. While an advising appointment is not required for Graduate Studies students to register, a faculty advisor can provide assistance to help monitor a student’s progress toward completion of the program. Ultimately, however, a student's educational program is his/her own responsibility.

REGISTRATION PROCEDURE

The following registration procedure has been established for students in a Graduate program at Trinity.

1. Students are registered by the registrar’s office for the first semester of courses and student-teaching. It is the student’s responsibility to register for all other semesters.
2. After the mid-point of each semester, online registration for courses will take place.
3. Registration and schedule information is sent to students through e-mail.
4. Students will have two weeks to register online through the student portal. Note: Students with financial holds on their accounts cannot complete the registration process until the holds are cleared and should contact the Business Office for payment arrangements.
5. After the registration is completed, students may print a copy of their course schedules online through the student portal.
6. After the online registration period is over, students may still register for classes but will be assessed a late registration fee.
7. Billing statements are mailed to each student on dates established by the Business Office.

CHANGES IN REGISTRATION

It is the student’s responsibility to contact the Graduate Office and the Registrar’s Office for any changes in registration, such as adding a course, or withdrawing from a course. The appropriate ADD or DROP form must be used. It is the sole responsibility of the student to complete and sign the form and submit it to the Registrar’s office.
Appropriate tuition charges will apply for changes to a student's registration. Students should contact the Financial Aid office before making a decision to add or drop a course.

PROGRAM WITHDRAWAL FROM THE COLLEGE

To withdraw from the program, the graduate student must notify the appropriate program director and the Registrar’s Office in writing. Students will receive credit for courses completed. Withdrawal from the program will jeopardize any financial aid for the rest of that academic year. (These regulations have been set by the federal and state governments.)

Withdrawals are processed and effective the day they are received by the Registrar’s Office from the student. A student receiving financial aid who anticipates stopping should contact the financial aid office regarding the implications of such action. The adult studies or graduate student has a grace period of six months after the last day of class before repayment of loans must begin.

When a student withdraws from a cohort, the charge must be prorated and refunds given either to the student or the government as determined by government regulations. Contact the Financial Aid office for examples and refund detail.

ATTENDANCE

Class attendance is required to complete each course. Graduate courses rely heavily on the dynamics of cohort interaction and group processes to integrate and apply the learning of academic content. The cohort model also emphasizes the development and practice of interpersonal communication skills and teamwork (e.g., group problem solving and negotiation). The format, therefore, necessitates class attendance. In practical terms, one class session is equivalent to one week of course work.

▪ If a student misses more than TWO CLASS SESSIONS of any course during the Fall and Spring terms or ONE CLASS SESSION of any course during the Winter and Summer terms, the student must contact the professor of that class to determine whether to withdraw from the course; otherwise a failing grade may be assigned.
  
  Absenteeism and tardiness will be a determining factor in the graduate student's final grade.

▪ The graduate student’s attendance grade will be affected for each class period missed. See each course’s Graduate Studies Student Guide for particulars.

▪ Consistently leaving early or coming late will affect the graduate student’s grade. The instructor will reduce the attendance grade for lost contact hours.

▪ Students are expected to explain absences to their instructor.

General guidelines for absences and make-up work:

- Contact the instructor ahead of time for known schedule conflicts and make-up arrangements.
- For an emergency in the immediate family or for a serious illness that requires missing class, the graduate student should contact the instructor immediately. The graduate student will be responsible for completing missed work, with the approval of the instructor.
- It is the graduate student’s responsibility to switch with another participant if the graduate student has a conflict on a presentation date. Both graduate students should verify the change with the instructor.
- The graduate student will be responsible for material missed and should plan to call a class member for that information. All assignments must be completed and submitted on time unless previous arrangements have been made with the instructor. There will be a reduction in the grade for assignments submitted late.
- The course instructor and Graduate Studies office will monitor attendance records.
If long-term medical, family or employment concerns develop, the graduate student should contact the director or coordinator of his/her specific program immediately. The Graduate Studies office will assist the graduate student in addressing matters related to the program both academically and financially. If choosing to withdraw from a course, the graduate student must provide a written request to withdraw to the Graduate Studies office and Registrar’s office. Failure to do so may result in a failing grade. Arrangements to make up the course with a different cohort must be made.

**GRADES AND GRADING**

**GRADING SYSTEM**

One of the following grades will be issued for each course taken at Trinity and will appear on the official transcript:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>INTERPRETATION</th>
<th>GRADE POINTS PER SEMESTER-HOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Unsatisfactory</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>P/F</td>
<td>Pass/Fail (used for internship courses)</td>
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<td>Incomplete (hours included in GPA calculation)</td>
<td>0</td>
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<tr>
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<td>0</td>
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</table>

Plus (+) grades add 0.3 grade points per hour and minus (-) grades subtract 0.3 grade points per hour.

Grade-point average is determined by dividing the number of grade points earned by the number of semester hours attempted.

**GRADES**

Letter grades are given for all coursework in the Graduate programs. See particulars on grading policies in each course’s Student Guide.

**INCOMPLETE GRADES**

The incomplete grade “I” is a temporary grade indicating that work for the course is not complete. Instructors may assign an incomplete “I” grade in a course that the student cannot complete on time due to extenuating circumstances, such as major illness or a death in the family, by filing an Incomplete Grade Request form with the Registrar’s Office prior to the end of the current grading period. The date by which a student must complete a course is determined by the course instructor, but may not be more than 30 days after the last day of the term in which the “I” grade was awarded.

In extenuating circumstances, requests for an extension beyond one semester should be made, in writing, to the Registrar prior to the previously approved deadline. Both the instructor and student must agree to the extension.
Students with incomplete grades, whose GPAs are below good standing, are not eligible to enroll in the following semester until the incomplete grades are finished.

**COURSE GRADE CHANGES**

A student’s course grade, after having been submitted by the instructor, shall not be changed unless an incorrect grade, by reason of clerical error or miscalculation, has been submitted for the student. All exceptions to the above policy must receive the approval of the Registrar and the Provost. Instructors may pick up a Grade Change form at the Registrar’s Office.

**GRADE REPORTS**

Grades are posted to your online student account (student portal) at the end of each course. Questions about accessing your student portal account should be directed to Computer Services at help.desk@trnty.edu. An official transcript (including those grades and all previous courses and grades) is available from the Registrar’s Office and sent upon request. Transcript requests must be made as described at [http://www.trnty.edu/transcripts.html](http://www.trnty.edu/transcripts.html)

**GRADUATE DISMISSAL, STOP-OUT, AND READMISSION**

**MINIMUM GPA AND ACADEMIC DISMISSAL**

Students must achieve a GPA of 3.0 in order to earn their master’s degree.

**REPEATED COURSES**

A student receiving more than one grade of C or below may request to retake one course. This must be approved by the professor of the course and the Director of the Graduate Studies Program, and the student must achieve a 3.0 or better in that course in order to stay in the program.

**ACADEMIC DISMISSAL**

At the end of a semester, a student will be subject to academic dismissal if either of the following conditions is present:

- Cumulative GPA falls below 3.0, the minimum cumulative GPA needed for continuation
- Cumulative completion rate falls below 67%, the minimum pace of completion

Communication of academic dismissal is sent by electronic mail to the student’s Trinity account and by regular mail to the student’s home address.

A student who wants to appeal an academic dismissal decision must observe the following procedures:

- Submit an appeal in writing to the Registrar within five days after receiving notice of dismissal. The appeal should explain previous academic difficulties and outline a detailed plan for improved academic performance. If a student has not previously requested to retake one course, such a request could be part of the plan.
- The Registrar will refer the appeal to the Academic Performance Review Committee for disposition (or in the cases where an Academic Performance Review Committee has made the decision to dismiss, then a subsequent appeal is submitted to the Provost, whose decision is final).
• The basis of the appeal must be based on truly extraordinary circumstances such as serious and documented illness or injury, family crisis, or unique academic difficulty for which a specific remedy plan has been included in the appeal letter. The decision of the Academic Performance Review committee will be announced to the student in writing within two weeks of receipt of the appeal.

• Students readmitted on the basis of an appeal will be placed on academic probation.

**SPECIAL EDUCATION ONE (1) YEAR STOP-OUT/COMPLETION POLICY**

Students who stop-out, graduate students who choose not to complete the graduate program, graduates who fail to pass all required state tests, and students in similar cases will remain students in Trinity’s master’s degree program for one year. After one year, they must consult with the Director of the special education master’s degree program and appeal in writing to the Graduate Studies Advisory Committee to return to coursework, re-apply to the practicum, or apply for entitlement for licensure.

**Rationale:**

• In the past three years, the Illinois State Board of Education (ISBE) has made numerous changes to teacher preparation programs (new Illinois Professional Teaching Standards, implementation of the Teacher Performance Assessment, requirement for reading content and methods), as well as the licensure structure (content tests only valid for 5 years, entitlement only valid for one year); some were implemented with very little notice. We want to ensure that students meet the requirements for licensure in the current milieu of rapid change.

• We want to address several kinds of issues. Some students have completed coursework and the practicum and actually graduate from Trinity but have not submitted paperwork for licensure. Other students stop-out for various reasons, delay their practicum, or do not pass all of the required state tests. It is difficult to continue to track these students year after year. A one-year limitation would put the onus on the students to complete the program within a year or to appeal.

• This policy aligns with the one-year limitation for entitlement. (Part 25 Certification: Section 25.427 One-Year Limitation: A recommendation for certification of a candidate by entitlement shall be valid for only one year after its issuance by the institution.)

• The Director of the special education master’s degree program in conjunction with the Dean of Graduate Studies will review appeals and determine whether the students must meet new ISBE rules and/or changes implemented in Trinity’s special education master’s degree program. Changes include, but are not limited to, new requirements in admission policies; new courses or course content; number of credit hours; and/or new ISBE tests or test deadlines.

The one-year window for completion of all remaining coursework and paperwork is computed using a 365-day calendar year. For students who stop-out, days are counted from the last day of the final course which students complete or, for a partial class completed, the last day the student attended class. For teacher candidates, days are counted from the last day of the semester or the last day of student teaching.

**RE-ADMISSION TO THE GRADUATE STUDIES PROGRAM**

Graduate students who have withdrawn from their cohort, but wish to return to a new cohort must:

1. Notify the Graduate Studies office of their desire to return.
2. Provide evidence that:
   - previous balance is paid in full
   - all work is up to date
   - incompletes are removed
   - financial arrangements have been made
- an Application for Return to Active Status has been submitted
- the required fee of $100 has been paid

The graduate student can return to class when the application has been approved and signed by the program director. \textit{Note that the student will be charged the current tuition rate.}

GRADUATION

Trinity Christian College offers the following graduate degrees:
- Master of Arts in Counseling Psychology
- Master of Arts in Special Education (LBS1)

GRADUATION REQUIREMENTS

The formal requirements for graduation with a master’s degree are the following:
- 36 credits for the MA in Special Education or 48 credits for the MA in Counseling Psychology
- Cumulative grade point average of 3.0
- Successful completion of all program requirements

GRADUATION APPLICATION

All students wishing to earn a degree from Trinity must complete a graduation application the semester prior to their graduation. Graduation applications are available from the Registrar’s Office and online. \textit{Students seeking to graduate must submit an application even if they do not plan to participate in commencement ceremonies.}

COMMENCEMENT AND DEGREE CONFERRAL

Trinity holds two commencement ceremonies each year: in December and May. If students are unable to attend, they may graduation in absentia. Students can participate in the commencement ceremony with the expected graduation term of the cohort, even with general education program requirements still to be fulfilled.

All academic requirements and financial obligations must be met to receive a diploma. The Registrar’s Office posts degrees four times a year (at the end of each term): December, January, May, and August.
GENERAL ACADEMIC POLICIES

ACADEMIC GRIEVANCE

To ensure an atmosphere of free expression and fair treatment, the following procedures are set forth as an appeal process when students feel they have received unfair treatment in an academic matter. It is our hope that every member of the Trinity community will approach personal disagreements in a spirit of Christian love and support for one another.

An academic grievance is defined here as a disagreement between a student and a faculty member in matters of grading, course expectations, accusations of cheating, and related aspects of completing the academic work required in a course. The student should make every attempt to resolve the disagreement by personal conference with the faculty member involved. Faculty members are pledged to honest reconsideration of their decisions when appeals are brought in a spirit of honest questioning.

If a student feels that s/he has received unfair treatment that cannot be resolved in a personal conference with the faculty member, the following steps shall be the required course of appeal:

1. If no resolution is accomplished at this point, the student may appeal the faculty member’s decision to the Provost’s office. The Provost, or a designated academic dean, will hear the complaint and discuss it with the faculty member within one week, with the purpose of clarifying the issues and suggesting a resolution. If no resolution is accomplished at this point, the Provost (or designated academic dean) will ask the student to draft a written statement of the grievance.

2. The Provost (or designated academic dean) will then refer the written statement to an advisory committee made up of the chairperson of the relevant department, the faculty curriculum committee chairperson, one faculty member chosen by the student, and the chairperson of the Student Association’s Academic Affairs Initiative Committee (Adult Studies) or a representative from the Graduate Student Advisory Council (Graduate Studies). Variation in advisory committee composition may occur due to conflicts of interest. Mutual agreement between the Provost (or designated academic dean), the student making the complaint, and the faculty member involved is required for variation in composition.

3. The advisory committee will hold the hearing(s) within two weeks for the purpose of gathering information and formulating an advisory recommendation for the Provost. The student will have ample opportunity to present the substance of the grievance to the committee, and to have as counsel any member of the college community willing to serve in this capacity. The faculty member will be given the same opportunity to present information and be assisted by counsel from the college staff.

4. The advisory committee will deliver its findings to the Provost within one week after concluding its hearings. Its findings will be advisory to the Provost, who will render a judgment as to the validity of the grievance within one week of receiving the committee’s findings.

5. Either party may appeal the decision of the Provost to the President of the College, who will review decisions at each level in the process and render an opinion within one week, which will be final.

6. This appeal process must be initiated by contacting the Provost’s office no later than 30 business days after final course grade submission for the term when the alleged offense occurred. Students with financial holds...
preventing viewing of course grades may ask the Provost for an extension of up to three months on this timeline.

**ACADEMIC INTEGRITY**

The mission of Trinity Christian College states that, “All members of the academic community – faculty, staff, and students – endeavor to provide an educational environment of Christian integrity and love that enhances and supports the learning experience.” Essential to creating this type of educational environment is a commitment to the principles of academic integrity. Every member of the college community is responsible for upholding the highest standards of integrity at all times. Students, as members of this community, are also responsible for adhering to the principles and spirit of academic honesty. In *Doing Honest Work in College* (University of Chicago Press, 2004), Charles Lipson identifies three principles of academic honesty:

1. When you say you did the work yourself, you actually did it.
2. When you rely on others’ work, you cite it. When you use their works, you quote them openly and accurately, and you cite them, too.
3. When you present research materials, you present them fairly and truthfully. That’s true whether the research involves data, documents, or the writings of scholars.

The College works to promote an environment of academic integrity by providing students with the tools to act with integrity. These tools include materials on how to present work honestly and assistance in the form of academic support services.

When the standards of academic integrity are compromised, the entire academic community suffers. Therefore, student violations of academic integrity are considered a serious breach of behavior and can result in assignment or course failure as well as dismissal from the College.

**EXAMPLES OF ACADEMIC INTEGRITY VIOLATIONS**

**Cheating**
- Copying answers from fellow students and representing them as your own work.
- Obtaining questions from an exam, quiz or assignment beforehand.
- Using answers gained through unauthorized materials or technologies and representing them as your own work.

**Misrepresentation or falsification**
- Deliberately representing the work of others as your own, such as failing to cite the words or ideas of others and cutting and pasting the work of others without acknowledging the source.
- Failing to properly identify the contribution of others to your work, such as using incomplete or incorrect citations.
- Fabricating academic resources such as falsified citations or sources.
- Submitting work for credit in a class that is being or has already been used to fulfill requirements for another course without first obtaining permission of the instructor.
- Presenting false credentials or grades in the form of falsified transcripts or diplomas.
- Forging or altering official academic documents.
- Turning in the product of a collaborative group effort as your own work, the work of an individual.

**Unauthorized group effort**
- Working collaboratively without the instructor’s knowledge or permission.
Facilitating the academic dishonesty of others
• Providing answers to other students without the knowledge and permission of the instructor.
• Providing information (for example, questions) to other students that would give them an undeserved advantage over other students.

LEVELS OF ACADEMIC INTEGRITY VIOLATIONS

Minor Offense: This is a less serious breach of integrity with one or more of the following characteristics:
• limited in size relative to the scope of the assignment, including the submission of an assignment only a fraction of which contains plagiarized material.
• has minimal impact on the student’s grade in the course
• does not involve others
• does not involve planning or premeditation

Sanctions for a minor offense range from a formal warning to zero credit for the work with respect to which the violation occurred.

Major Offense: This is a more serious breach of integrity with one or more of the following characteristics:
• substantial in size relative to the scope of the assignment, including plagiarism of a significant portion of a document submitted
• has major impact on the student’s grade in the course
• involves others
• involves planning or premeditation
• represents the second time a student is cited for a similar minor breach of integrity

Sanctions for a major offense ranges from zero credit for the work involved to a permanent final grade of “F” for the course in which the violation occurred. The student may repeat the course for credit, however, the initial course grade of F will remain on the student’s transcript and will be included in the calculation of the student’s GPA.

Flagrant Offense: This is the most serious breach of integrity. It includes some or all of the characteristics of a major offense plus at least one additional feature which indicates the flagrant nature of the offense. These additional features may include, but are not limited to, the following:
• a one-time offense of a deliberate and egregious nature
• represents a pattern of dishonesty evident across two or more courses
• involves encouraging others to engage in dishonest behavior
• has the potential to have a major impact on the student’s academic progress

The sanction for a flagrant offense is permanent dismissal from the College, if recommended by an official Academic Integrity Review Committee.

PROCEDURES FOR RESPONDING TO ALLEGED VIOLATIONS OF ACADEMIC INTEGRITY

The College has established a set of procedures for responding to alleged violations of academic integrity. The primary authority and obligation rests with the course instructor to determine how specific violations of academic integrity relate to these procedures.

1. The course instructor notifies the student of a suspected breach of academic integrity. Depending on the nature and evidence of the offense, the instructor may choose to first discuss the issue with the student. No additional action is
needed if, as a result of this discussion, the faculty member considers the initial suspicion unjustified. If, based on
discussion or evidence, the course instructor believes s/he has grounds to suspect a violation of academic integrity, s/he
will notify the student and Provost in writing of violation. This notification will include the:

- specific nature of the offense
- evidence of the offense
- course instructor’s assessment of the level of the offense (minor, major, or flagrant)
- intended sanction

2. Prior to implementation of a sanction more severe than zero credit for the work involved, the instructor must consult
with the Provost (or Provost’s designated academic dean) to confirm that the sanction matches the violation.

3. The student has the right to appeal the instructor’s decision by requesting that the Provost establish an official review
committee. This appeal must be in writing to the Provost and must be received by the Provost’s office within one week
of the instructor’s initial written notification to the student. The course instructor may also ask the Provost to appoint an
official review committee to review the instructor’s assessment of the offense and sanctions.

4. The course instructor provides the Provost’s office with a copy of the written notification provided to the student.
This will be placed in the student’s academic integrity violation file, maintained in the Provost’s office, to be used for
internal college purposes only.

5. If the student’s file includes previous violations of academic integrity that would change the level of violation and/or
the sanctions to be assessed, the Provost will appoint an official review committee to recommend the appropriate course
of action. The student will be notified that the review process has been initiated. The outcome of the review committee
will be final.

OFFICIAL ACADEMIC INTEGRITY REVIEW COMMITTEE PROCESS

At the request of the student, course instructor, upon notification of a flagrant offense or upon review of the student’s
academic integrity violation file, the Provost will appoint an official academic integrity review committee. The committee
will include two full-time faculty members, named by the Provost, and two full-time students, named by the Vice
President for Student Development and Retention. One of the faculty members will serve as committee chair.

The committee will hold a hearing to review the case within one week of the notification from the Provost. The student
and instructor will be notified in writing of the hearing and invited to present their case to the committee. The student
and instructor must notify the committee in advance of any witnesses or evidence they wish to present. The meetings
and decisions of the official academic integrity review committees are administrative in nature and address internal
college affairs only. No one outside of the College may be present. The meeting is not open to general members of the
College community and is not subject to formal rules of civil procedure or evidence. The hearing will proceed using the
following format.

1. The chair will summarize the alleged violation and proposed sanctions.
2. The instructor will present evidence of the alleged violation. The committee and the student may question the
instructor or other witnesses concerning the evidence. Witnesses will testify individually and will not be
present during the testimony of others.
3. The student will present evidence concerning the alleged violation. The committee and the instructor may
question the student or other witnesses concerning the evidence. Witnesses will testify individually and will not
be present during the testimony of others.
4. The instructor will be excused, and the student will be given the opportunity to present a final statement to the
committee.
5. The student will be excused, and the committee will deliberate the merits of the case. The committee will decide, by majority vote, if the information presented supports the alleged violation. The committee will also decide, by majority vote, the appropriate sanction. In the case of a deadlock, both sides of the committee must present their positions and rationale to the Provost and/or President for decision. Within 24 hours of completing the hearing, the committee chair will notify the student, instructor, and Provost of the committee’s decision. In cases where the committee assesses a sanction at the level of a minor offense or a major offense, the decision of the committee will be final. There is no further appeal, except an appeal to the Provost regarding violations of process. In cases where the committee assesses a flagrant offense resulting in permanent dismissal, the student may appeal the decision to the President.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974 helps protect the privacy of student records. The act provides for the right of the student to inspect and review education records, to seek to amend those records, and to limit disclosure of information from the records. Students who are currently enrolled at Trinity Christian College (Trinity) or formerly enrolled students, regardless of their age or status in regard to parental dependency, are protected under FERPA. Parents of students termed dependent for income tax purposes may have access to the students’ educational records.

With certain exceptions, a student has rights of access to those records that are directly related to him or her and that are maintained by Trinity. Educational Records include any records in the possession of an employee that are shared with or accessible to another individual. The records may be handwritten or in the form of print, magnetic tape, film, electronic image, computer storage, or some other medium. This would include transcripts or other records obtained from a school in which a student was previously enrolled.

Official Trinity Christian College transcripts are released only when requested in writing by the student. The fee is $5 per copy. Transcripts will not be released to students who have failed to meet their financial obligations to the College.

Trinity may disclose information about a student without violating FERPA through what is known as directory information. This generally includes a student’s name, address, telephone number, electronic e-mail address, photograph, date and place of birth, major field of study, participation in officially recognized sports and activities, weight and height of athletes, dates of attendance, grade level, enrollment status (e.g., full- or part-time), degrees, honors, and awards received, and other similar information. A student may restrict the release of his/her directory information by submitting a signed authorization form to the Registrar’s Office.

In certain other situations, a student’s consent is not required to disclose the educational information. Those situations are:

1. to school officials who have “legitimate educational interests”;
2. to schools in which a student seeks to enroll;
3. to Federal, State, and local authorities involving an audit or evaluation of compliance with education programs;
4. in connection with financial aid;
5. to State and local authorities pursuant to a State law adopted before November 1974 requiring the disclosure;
6. to organizations conducting studies for or on behalf of educational institutions;
7. to accrediting organizations;
8. to parents of a dependent student;
9. to parents of students under 21 for violations of any law or institutional rule related to the possession of alcohol or controlled substance;
10. to comply with judicial order of subpoena;
11. health or safety emergency;
12. directory information;
13. to the student;
14. results of disciplinary hearing to an alleged victim of a crime of violence;
15. to the Attorney General of the United States in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes.

Requests to disclose educational information will always be handled with caution and approached on a case-by-case basis.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy should discuss their problems informally with the person in charge of the records involved. If the problems cannot be resolved, the student may request a formal hearing by the Registrar. The request must be made in writing to the Registrar who, within seven days after receiving the request, will inform the student of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised. The hearing officer who will adjudicate such challenges will be the Registrar or a person designated by the Registrar who does not have a direct interest in the outcome of the hearing. The educational records will be corrected or amended in accordance with the decisions of the hearing officer, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place with the educational records statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing officer. The statements will be placed in the educational records, maintained as part of the student’s records, and released whenever the records in question are disclosed.

Students will be notified each year of their rights under FERPA through the annual edition of the College’s catalog. Further information regarding the Family Educational Rights and Privacy Act of 1974 may be obtained from the Registrar’s Office.

FERPA rights end upon a student’s death. In these cases, educational information (such as a transcript) will be released only to the family members of the student.
BACHELOR OF SCIENCE: BUSINESS

Adult Studies Business is an accelerated program serving adults age 23 and older who have already completed a minimum of 45 semester credit hours with a cumulative 2.0 GPA or better, and who now would like to complete their Bachelor of Science in Business. The program is offered in the evening, one night per week, over an approximate 24-month period and provides the adult student with the opportunity to earn 51 semester hours of credit. Classes are taught in a manner that is conducive to adult learning. Inevitably, an atmosphere of shared family, career, and age interests develops among the adult students.

While in the Business program, adult students are expected to spend 15-20 hours in preparation for each weekly class meeting. Adult students who succeed in this program are self-directed and goal-oriented individuals.

The Business program enables adult students to develop:

- interpersonal skills
- written and oral communication skills
- problem-solving and decision-making skills
- understanding of research techniques and applications
- self-knowledge and self-image growth
- self-reliance and leadership skills

ACADEMIC CALENDAR

The Business program operates on a semester-hour basis with cohorts of adult students beginning each spring and fall semester. Each cohort takes approximately 24 months to complete the program and operates on a year-round basis. Each cohort is given a definite schedule that indicates on which dates the cohort will meet over the 24-month period of enrollment. A complete calendar for each cohort is included in the acceptance packet.

COURSE OF STUDY

The Business Major consists of 51 hours. Order of courses listed below is subject to change.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABUS 301</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>ABUS 302</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ATHL 103</td>
<td>Biblical Perspectives</td>
<td>2</td>
</tr>
<tr>
<td>ABUS 304</td>
<td>Contemporary Economic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ABUS 305</td>
<td>Management Planning and Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>APHL 104</td>
<td>Christian Worldview</td>
<td>3</td>
</tr>
<tr>
<td>ABUS 308</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>ABUS 310</td>
<td>Collection, Analysis and Interpretation of Quantitative Data</td>
<td>4</td>
</tr>
<tr>
<td>ABUS 311</td>
<td>Global Business</td>
<td>3</td>
</tr>
<tr>
<td>ABUS 313</td>
<td>Financial Planning, Analysis and Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>ABUS 314</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>ABUS 315*</td>
<td>Strategic Management and Decision-Making</td>
<td>4</td>
</tr>
<tr>
<td>ABUS 316</td>
<td>Business Ethics and Society</td>
<td>3</td>
</tr>
</tbody>
</table>
ABUS 317 Information Technology Management 3
ABUS 383 Negotiations 3
ABUS 417* Comprehensive Senior Capstone Assessment 5

*Prerequisite: Completion of all previously scheduled ABUS courses as intended for the cohort.

GENERAL EDUCATION AND BUSINESS REQUIREMENTS

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Western Civilization</td>
<td>3 semester hours (waived with AA or AS degree)</td>
</tr>
<tr>
<td>English Composition</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Literature</td>
<td>3 semester hours (waived with AA or AS degree)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3 semester hours (waived with AA or AS degree)</td>
</tr>
<tr>
<td>Biological Science, with lab</td>
<td>3 semester hours (waived with AA or AS degree)</td>
</tr>
<tr>
<td>Physical Science (Chemistry or Physics), with lab</td>
<td>3 semester hours (waived with AA or AS degree)</td>
</tr>
<tr>
<td>Cross-Cultural Studies</td>
<td>3 semester hours (waived with AA or AS degree)</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Finite Mathematics</td>
<td>3 semester hours (must be taken prior to ABUS 310)</td>
</tr>
<tr>
<td>Accounting Principles I (Financial)</td>
<td>3 semester hours (must be taken prior to ABUS 313)</td>
</tr>
<tr>
<td>Accounting Principles II (Managerial)</td>
<td>3 semester hours (must be taken prior to ABUS 313)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36 without A.A. or A.S. degree</td>
</tr>
<tr>
<td></td>
<td>18 with A.A. or A.S. degree</td>
</tr>
</tbody>
</table>

NOTE: Associate of Applied Science (AAS) degree does not waive any course requirements

ADULT STUDIES BUSINESS COURSE DESCRIPTIONS

ABUS 301 Professional Communication (3)
The focus of this course will be on providing the adult learner with an opportunity to develop her/his professional writing skills and professional business presentation techniques and research skills. The primary objective of this course is to provide the adult learner with an opportunity to integrate these skills so they will be prepared to meet the demands of their professional career.

ABUS 302 Organizational Behavior (3)
This course is the study of group behavior and how group functioning effects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Adult learners develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals.

ABUS 304 Contemporary Economic Analysis (3)
This course seeks to (1) articulate and apply economic theory in contemporary situations, (2) understand the basic principles and analytical concepts necessary to think intelligently about economic behavior, (3) examine the behavior of consumers, firms, and government in the market economy and evaluate those behaviors in light of the Christian faith, and (4) view economic activity as a means of exercising dominion over God’s creation with the goal of being responsible stewards.
ABUS 305 Management Planning and Decision Making (3)
An analysis and application of the management functions of planning, organizing, staffing, leading, directing, and controlling. Incorporated within the presentation of these functions is a discussion of our responsibilities as Christians.

ABUS 308 Marketing Management (3)
An introduction to the marketing decisions faced by marketing and business managers in both business and non-business organizational situations. Emphasis will be placed on the basic understanding of the principles of marketing, marketing research, environmental analysis, competitive analysis, developing marketing strategy and developing effective supporting marketing mix strategies for a product or service. A summary marketing plan will be developed as the course's integrative team project.

ABUS 310 Collection, Analysis, and Interpretation of Quantitative Data (4)
This course offers an introduction to research and addresses adult learners as both consumers and producers of statistical data. The course covers measures of central tendency and variability, sampling, estimation, hypothesis testing, regression, and correlation. The calculations associated with these topics will be found both manually and via Excel. Prerequisite: Finite Mathematics.

ABUS 311 Global Business (3)
This course is designed to provide adult learners with an opportunity to acquire an understanding of how a U.S.-based organization can successfully transact business with its customers, suppliers, vendors and resources providers located in foreign countries. Students will be given the opportunity to explore cultural environments, global politics, economic systems and diversity from an international, regional and global perspective.

ABUS 313 Financial Planning, Analysis, and Decision Making (4)
A study of the financial decision making in the areas of financial statement analysis, risk assessment, leverage, debt financing, equity financing, asset management, and long-term financial planning. Relevant discussion of personal financial management from a Christian perspective will be incorporated when appropriate. Prerequisite: Accounting Principles I.

ABUS 314 Legal Environment of Business (3)
An introduction to the rapidly changing legal environment of business through: (1) an explanation of the nature and functions of our legal system, (2) an integrated approach to ethics and global issues and (3) a practical group of cases designed to assure that students understand legal issues in a manner that will be useful to them as Christian citizens and employees.

ABUS 315 Strategic Management and Decision Making (3)
An examination of the strategic management process using the SWOT analysis format. This course will emphasize long-term planning and strategy formulation for organizational success. Integrating knowledge from all of the previous courses in the Adult Studies program, students will participate and compete individually and as teams in the operations management of a computer simulated business. Decisions will be made in all the functional areas of business operations: marketing, management, finance, accounting, research and development, human relations, and information systems. Prerequisite: Completion of all previously scheduled ABUS courses as intended for the cohort.

ABUS 316 Business Ethics and Society (3)
This course examines theories of ethical behavior, explores their influence on contemporary business practice, and develops a Biblically-based framework within which to address the moral issues inherent in business life.
ABUS 317 Information Technology Management (3)
An analysis of how today’s business enterprises use information technologies and systems to improve management decision-making in order to achieve the goals of the organization. Information systems are a significant tool for attaining operational effectiveness, creating new products and services, and enjoying a competitive advantage in the marketplace.

ABUS 383 Negotiations (3)
This course is experiential in nature and focuses on enhancing each student’s ability to negotiate effective. This skill building course is designed to help students become more persuasive both personally and professionally. Using lecture, discussion, experiential negotiation assignments, and a major bargaining exercise, the course builds upon failures as well as successes, which enables students to identify their personal negotiations style. Upon completion, students will have the ability to compete successfully in future negotiation situations and to refine tools and techniques learned during the course. Prerequisite: ABUS 305.

ABUS 417 Comprehensive Senior Capstone Project (5)
Students will participate individually and as teams in the operations management of a computer-simulated business similar to the one in ABUS 315, but with additional comprehensive decision-making responsibilities. Competing against one another in their industry, students will be assessed collectively and individually. Upon conclusion of the course, students will be required to complete the Major Field Test in Business. Prerequisite: Successful completion of ABUS 315

ATHL 103 Biblical Perspectives (2)
This course explores the Biblical themes (such as: creation, sin, redemption, calling) that shape a Christian worldview. These are treated in the context of a brief survey of the Old and New Testaments. Attention will be given to how these Biblical themes relate to practice and public life.

APHL 104 Christian Worldview (3)
This course introduces the adult learner to themselves, the worldviews that have shaped them and an alternative: a Biblical world and life view. This course involves self-examination, a study of worldviews that have dominated Western culture (both past and present) and an introduction to a Biblical framework that answers life’s basic questions. Specific applications of this Biblical worldview will be an important part of this course.
BACHELOR OF ARTS: EDUCATION AND SPECIAL EDUCATION

Patricia Griffith, Kelly Lenarz, Mary Webster Moore, Jacqueline Moses, Pete Post, Trina Vallone, Robert Wennberg

The Adult Studies Education program is an accelerated program serving adults age 23 and older who have already completed a minimum of 65 semester hours, with a cumulative 2.0 GPA or better, 2.7 minimum GPA in major/minor and who would now like to complete their bachelor's degree and be licensed to teach in an elementary, secondary, K-12 or special education setting.

This program is also for adults who already have their Bachelor's or Master's Degree and want to become certified to teach. Those students will not earn a degree from Trinity Christian College. Students who finish the dual teaching license program in regular and special education cohorts will earn Professional Educator License and a BA degree.

The program is offered during the evening, one night per week, except for student teaching, over approximately 22 months, and provides the adult student with the opportunity to earn 45 semester hours. The special education program also meets one night per week, except for student teaching, for just under three years where students earn 68 semester hours. Classes are taught in a manner that is conducive to learning for adults.

While in the adult studies programs, adult students are expected to spend 15-20 hours in preparation for each weekly class meeting. Adults who succeed in the adult studies programs are self-directed and goal orientated individuals.

ACADEMIC CALENDAR

The Adult Studies Education program operates on a semester-hour basis with two cohorts beginning each spring, summer and fall to earn elementary/secondary/K-12 license at our main campus in Palos Heights and two cohorts each January and September at our off-campus locations in Addison and Chicago. Our special education dual teaching license program is offered twice a year, each September and January in Palos Heights. Each cohort takes about 22 months to complete the program, approximately 32 months for our special education program, and operates on a year round basis. Each cohort is given a definite schedule that indicates on which dates the cohort will meet over the duration of enrollment.

TYPES OF LICENSURE

Trinity offers teacher education programs leading to the following teaching licensures in the state of Illinois:

- Elementary
- Special education (K-12)
- Secondary in biology education, business education, chemistry education, English education, history education, and mathematics education
- Special programs (K-12) in art education, music education, physical education, and Spanish education

ADULT STUDIES EDUCATION PROGRAM

To earn the Bachelor of Arts Degree and/or recommendation for licensure, each adult student must meet the following criteria:

1. **For admission to the teacher education program.** Formal application for admission to the teacher education program is required. Application forms are distributed by, or may be obtained from, the director of the teacher education program. The standards for admission to the program are described in The Teacher Education Program Handbook.
• 2.5 cumulative TCC GPA
• 2.5 GPA in completed professional education courses:
  - AEDU 203 – Introduction to Education
  - AEDU 209 – Technology in Education
  - AEDU 303 – Educational Psychology
  - AEDU 380 – General Methods
  - AEDU 310/311 – Elementary Literacy/Secondary Literacy in the Disciplines
  - AEDU 216 – Introduction to Exceptional Children
  - AEDU 312 – Middle Grades Philosophy and Literacy
  - AEDU 454 – Contemporary Issues Seminar
• 2.5 GPA in English composition and literature
• Pass Illinois Test of Academic Proficiency (formerly Basic Skills Test) (should be done before starting the program)
• Fingerprint-based Criminal Background Check (CBC) must be on file
• Recommendation of education department based on course work
• Professional Disposition Assessment completed by the student in AEDU 203
• Electronic Portfolio

2. For admission into the Clinical Experience (student teaching).
• Admission to the teacher education program
• 2.5 cumulative TCC GPA
• 2.5 GPA in completed professional education courses (see course list above)
• Pass Content Area Test. The appropriate content area test must be passed well ahead of the beginning of student teaching. Students acquiring dual licensure must also pass the LBS-1 (#155) and the General Curricular Test for Special Education (#163) before student teaching. The timeline for the completion of this requirement is found in the Education Handbook given at Orientation.
• Complete all Adult Studies Education program coursework
• 200 hours of Field Experience (teacher aiding), 105 of which you will earn during your first three weeks of your student teaching semester
• 2.7 GPA in major/minor and have no courses with a grade lower than C
• Positive assessment of Professional Dispositions completed by the Adult Studies Education Department
• Electronic portfolio

3. For successful program completion.
• Successfully complete student teaching internship
• Successfully complete all Digital Portfolio requirements
• Successful completion of all course requirements
• Pay all fees and tuition charges

The Assessment of Professional Teaching (APT Test) must be taken prior to applying for a teaching license. This test can be taken during or following student teaching. The K-12 test #104 is required for SPE&;D; for elementary licensure only, the K-9 test #102 is acceptable. It is recommended that all students take the K-12 test.
COURSE OF STUDY: ADULT STUDIES EDUCATION—SECONDARY AND K-12

The program consists of 45 credit hours.

<table>
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<tr>
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<td>Secondary Literacy in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 202</td>
<td>Fine Arts and PE in Education</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 216</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>AEDU320-329</td>
<td>Secondary Methods/Content (Students take the Methods/ Content course for their major)</td>
<td>3</td>
</tr>
<tr>
<td>APHL 104</td>
<td>Christian Worldview</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 312</td>
<td>Middle Grades Philosophy and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 450</td>
<td>Student Teaching</td>
<td>10</td>
</tr>
<tr>
<td>AEDU 454</td>
<td>Contemporary Issues Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

COURSE OF STUDY: ADULT STUDIES EDUCATION—ELEMENTARY

The program consists of 45 credit hours.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>AEDU 203</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 209</td>
<td>Technology in Education</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 303</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>AEDU/ASPED 380</td>
<td>General Methods</td>
<td>3</td>
</tr>
<tr>
<td>ATHL 103</td>
<td>Biblical Perspectives</td>
<td>2</td>
</tr>
<tr>
<td>AEDU 310</td>
<td>Elementary Literacy</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 202</td>
<td>Fine Arts and P.E. in Education</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 216</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>APHL 104</td>
<td>Christian Worldview</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 315</td>
<td>Math Methods</td>
<td>1</td>
</tr>
<tr>
<td>AEDU 316</td>
<td>Social Studies Methods</td>
<td>1</td>
</tr>
<tr>
<td>AEDU 318</td>
<td>Science Methods</td>
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<tr>
<td>AEDU 312</td>
<td>Middle Grades Philosophy and Literacy</td>
<td>3</td>
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<tr>
<td>AEDU 450</td>
<td>Student Teaching</td>
<td>10</td>
</tr>
<tr>
<td>AEDU 454</td>
<td>Contemporary Issues Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

COURSE OF STUDY: ADULT STUDIES EDUCATION—SPECIAL EDUCATION

The program consists of 23 credit hours in addition to the above coursework for Elementary or Secondary/K-12 teaching license.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ASPED 217</td>
<td>Psychological Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>ASPED 324</td>
<td>Teaching Students with High Incidence Disabilities, Age 3-22</td>
<td>4</td>
</tr>
<tr>
<td>ASPED 319</td>
<td>Remediation of Language and Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>ASPED 325</td>
<td>Teaching Students with Low Incidence Disabilities, Age 2-22</td>
<td>4</td>
</tr>
<tr>
<td>AEDU 310 or 311</td>
<td>Elementary Literacy/Secondary Literacy in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>ASPED 330</td>
<td>Communication and Collaboration</td>
<td>3</td>
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<tr>
<td>ASPED 420</td>
<td>Critical Issues in Special Education</td>
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<tr>
<td>ASPED 450</td>
<td>Student Teaching</td>
<td>5</td>
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<tr>
<td>ASPED 455</td>
<td>Student Teaching – Special Ed</td>
<td>5</td>
</tr>
<tr>
<td>ASPED 454</td>
<td>Contemporary Issues Seminar</td>
<td>3</td>
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</table>

**GENERAL EDUCATION AND EDUCATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Elementary</th>
<th>Secondary</th>
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<tbody>
<tr>
<td>Communication Skills</td>
<td></td>
<td></td>
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<tr>
<td>Communication Skills</td>
<td>3 Credits Public Speaking</td>
<td>3 Credits Public Speaking</td>
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<tr>
<td>Content Area</td>
<td>5 Credits English Composition</td>
<td>3 Credits English Composition</td>
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<tr>
<td>Minor or Major</td>
<td>Minimum 18 credit hours in a minor (Min. 2.7 GPA in minor)</td>
<td>Minimum 36 credit hours in a major (Min. 2.7 GPA in major)</td>
</tr>
<tr>
<td>Humanities</td>
<td>3 Credits American History</td>
<td>3 Credits American History</td>
</tr>
<tr>
<td>Humanities</td>
<td>3 Credits Literature (must include a range of genres)</td>
<td>3 Credits Literature (must include a range of genres)</td>
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<tr>
<td>Humanities</td>
<td>3 Credits Western Civilization*#</td>
<td>3 Credits Western Civilization*#</td>
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<tr>
<td>Humanities</td>
<td>3 Credits Children’s Literature</td>
<td></td>
</tr>
<tr>
<td>Mathematics and Science</td>
<td>9 Credits Mathematics (MUST include Math Concepts for Teachers I, Math Concepts for Teachers II, and an additional math course at least Intermediate/College Algebra or higher)</td>
<td>3 Credits Mathematics (must be higher than Pre-Calculus)</td>
</tr>
<tr>
<td>Mathematics and Science</td>
<td>12 Credits Science (MUST include Earth Science, Intro to Biology, and Intro to Physical Science – must include labs)</td>
<td>6 Credits Science* (must include both biological and physical science – must include labs)</td>
</tr>
<tr>
<td>Social Science</td>
<td>3 Credits American Government</td>
<td>3 Credits Lifespan/Developmental Psychology</td>
</tr>
<tr>
<td>Social Science</td>
<td>3 Credits Lifespan/Developmental Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Cross Cultural</td>
<td>3 Credits Cross Cultural Course (any course in which the primary focus is on cultures that are not fundamentally western)</td>
<td>6 Credits Cross Cultural (3 hours may be waived with AA, AS, BA, BS) any course in which the primary focus is on cultures that are not fundamentally western</td>
</tr>
</tbody>
</table>

*Not required if student has AA, AS, BA or BS degree

# Elementary Education and Special Education double-majors must take western civilization; Secondary/K-12 Special Program and Special Education double-majors must take western civilization

**NOTE**: Associate of Applied Science (AAS) degree does not waive any course requirements
ADULT STUDIES EDUCATION & SPECIAL EDUCATION COURSE DESCRIPTIONS

AEDU 202 Fine Arts in Education and Physical Education (3)
This course examines the educational, communicative, and aesthetic value of dance, music, drama, and art. Students will consider the role fine arts play in reflecting history and culture, and how to promote all students’ abilities to express themselves creatively. Topics include concepts, techniques, materials, cultural dimensions, and interrelationships of the visual arts, music, drama, and dance. This course also examines movement and physical activity as it relates to children.

AEDU 203 Introduction to Education (3)
This course is a broad-based introduction to the role of schooling in society and the profession of teaching. It includes an overview of the history of education from pre-literate societies to the present, an examination of various philosophical perspectives or schools of thought, and a discussion of several of the issues facing educators today.

AEDU 209 Technology in Education (3)
This course examines the role of technology within the field of education. Topics include integration of productivity and learning; enhancing software; use of imaging, presentation, and telecommunication equipment; evaluation of computer resources; design of student activities that integrate computer resources; and current instructional principles and research through the use of professional journals.

AEDU 216 Introduction to Exceptional Children (3)
This course is an introduction to the characteristics of students with special needs and their education. Course topics include learning disabilities, giftedness, mainstreaming, and inclusion.

AEDU 303 Educational Psychology (3)
One main focus of this course is the psychology of learning. Topics include human development, differences in learning abilities, the impact of culture, and theoretical approaches to the process of learning. Another main focus is the psychology of teaching. Topics include understanding motivation, classroom management, creating a conducive learning environment, and classroom assessment. These topics are presented from elementary, middle grades, and secondary education perspectives.

AEDU 310 Elementary Literacy (3)
Students examine approaches and methods in teaching reading. Course content includes emphasis on reading skills, assessment of pupil progress, and classroom organization for the teaching of reading.

AEDU 311 Secondary Literacy in the Disciplines (3)
This course focuses on teaching reading in various subject areas. Students will learn reading strategies specific to each particular discipline at the 6th - 12th grade levels. The course emphasizes current theory and techniques for the teaching of disciplinary reading. Students will design lessons and learn to develop skills in improving reading specific to their content area.

AEDU 312 Middle Grades Philosophy and Literacy (3)
This course focuses on literacy in the middle grades and includes an examination of the middle school movement and philosophy in the US. Emphasis includes the impact of second language acquisition on literacy for middle grades students, media literacy, disciplinary literacy, and assessment as a guide for literacy instruction.

AEDU 315 Elementary Methods – Math (1)
This course is a workshop in activities and materials for teaching mathematics at the elementary level. The course
compares various approaches of teaching mathematics. The emphasis is upon workshop activities and experiences in teaching specific mathematics concepts.

**AEDU 316 Elementary Methods – Social Studies (1)**
This course helps students understand the place of social studies within the curriculum and to become familiar with its scope and sequence. Students learn to identify, design, and use a wide variety of concepts, activities, resources, and techniques relevant to elementary and middle school social studies education.

**AEDU 318 Elementary Methods – Science (1)**
This course is a workshop in methods and materials for teaching science at the elementary and middle school levels. It emphasizes the constructivist teaching and inquiry teaching.

**AEDU 320 Teaching Biology (3)**
Students obtain experience in preparing and teaching laboratories and in facilities management.

**AEDU 321 Teaching Business (3)**
Students explore the educational parameters specifically related to teaching business related courses in the high school environment. Students will be asked to acquire, evaluate, and implement the resources available for a typical business education course, and to use these resources within a structured educational environment.

**AEDU 322 Teaching Chemistry (3)**
Students obtain experience in preparing and teaching laboratories and in facilities management.

**AEDU 323 Teaching English (3)**
Methods and techniques of teaching English in grades 6-12.

**AEDU 324 Teaching History (3)**
In this course, students will consider the importance of history in the secondary curriculum; develop materials to teach American history, Illinois history, and the history of global cultures; and experiment with alternative teaching strategies.

**AEDU 325 Teaching Math (3)**
This course deals with methods and materials of teaching mathematics in grades 6-12. Students study topics such as instructional strategies, objectives and planning, individual difference, problem-solving, content and organization, curriculum trends, teaching aids, evaluating, and professional organizations.

**AEDU 326 Teaching Spanish (3)**
This course involves study, discussion, and application of theories, methods, and techniques of teaching Spanish in grades K-12. Specific topics include instructional strategies, objectives and planning, content and organization, methods of instruction, curriculum trends, teaching aids, and assessment.

**AEDU 327 Teaching Art (3)**
This is an art education methods course. The content of this course includes methods and theories of art education for grades K-8, their implications for curriculum design, producing subsequent lesson, unit, and curriculum plans. This course links curriculum planning to budget preparation, ordering, and distributing materials.

**AEDU 328 Teaching Music (3)**
This course gives an overview of the objectives, content, and methodology of vocal and instrumental music programs at
the elementary and secondary level. Topics include rehearsal techniques, music selection, music budgets and program administration, and vocal and instrumental methods.

**AEDU 329 Teaching PE (3)**  
This course examines various teaching methods and classroom management in grades 6-12.

**AEDU 380 General Methods (3)**  
A study and discussion of theories and techniques of teaching. Specific topics include planning, organizing, methods of instruction, and assessment.

**AEDU 450 Student Teaching: Elementary (5-10)**  
Student teacher interns may choose one 17-week placement or a 7-week placement AND a 10-week placement. During the student teaching internship, the intern gradually assumes the full responsibilities of the cooperating teacher. Student teaching requires a fulltime commitment for the entire semester. Student teachers may not be excused from student teaching except in the case of illnesses or death in the immediate family. Student teachers follow the calendar of the cooperating school for vacation and other days off. Double majors will complete five hours of student teaching in a special education setting in ASPED 455. Prerequisite: Acceptance into the Internship and concurrent enrollment in AEDU 454.

**AEDU 454 Contemporary Issues Seminar (3)**  
This course meets weekly during the semester of student teaching. Discussion topics include contemporary issues, worldview implications for teaching, and preparation for teaching.

**AEDU 455 Student Teaching: Secondary (5-10)**  
Student teacher interns may choose one 17-week placement or a 7-week placement AND a 10-week placement. During the student teaching internship, the intern gradually assumes the full responsibilities of the cooperating teacher. Student teaching requires a fulltime commitment for the entire semester. Student teachers may not be excused from student teaching except in the case of illnesses or death in the immediate family. Student teachers follow the calendar of the cooperating school for vacation and other days off. Double majors will complete five hours of student teaching in a special education setting in ASPED 455. Prerequisite: Acceptance into the Internship and concurrent enrollment in AEDU 454.

**APHL 104 Christian Worldview (3)**  
This course introduces the adult learner to themselves, the worldviews that have shaped them and an alternative: a Biblical world and life view. This course involves self-examination, a study of worldviews that have dominated Western culture (both past and present) and an introduction to a Biblical framework that answers life’s basic questions. Specific applications of this Biblical worldview will be an important part of this course.

**ASPED 217 Psychological Diagnosis (3)**  
An introduction to the procedures for educational assessment of exceptional children. Emphasis will be placed upon informal assessment, observation, and criterion-referenced tests as well as norm-referenced tests designed for exceptional children.

**ASPED 319 Remediation of Language and Communication Disorders (3)**  
This course is designed to address the unique characteristics of students ages 3 through 21 with language and communication disorders and devise teaching strategies to meet their needs. The normal role and development of language, along with the implications for teaching students with impairments in these areas, will be included.
ASPED 324 Teaching Students with High Incidence Disabilities, Age 3-22 (4)
This course is designed to incorporate characteristics of students from age 3 through age 22 with “high incidence”
disabilities and methodologies for teaching them. “High incidence” refers to disabilities that occur most often. Included
in this category are learning disabilities, mild social/emotional disorders, and mild mental retardation.

ASPED 325 Teaching Students with Low Incidence Disabilities, Age 3-22 (4)
This course is designed to incorporate characteristics of students from age 3 through age 22 with “low incidence”
disabilities and methodologies for teaching them. “Low incidence” refers to disabilities that occur least often. Included
in this category are moderate to severe mental impairments, social/emotional disorders, autism, traumatic brain injury,
and physical and other health impairments.

ASPED 330 Communication and Collaboration (3)
This course explores the interpersonal and collaborative skills necessary for today’s educators in both regular education
and special education settings, and for communication between the two disciplines. The course also helps equip students
with specific special educations methods of instruction. Topics include interpersonal work relationships among school
professionals, models and strategies for co-teaching, relationships with parents, principles of effective verbal and
nonverbal communication, conflict resolution, differentiation of instruction, accommodations, and modifications.

ASPED 420 Critical Issues in Special Education (3)
This course explores current trends and practices in the field of special education, as well as the changing roles and
responsibilities of the special educator.

ASPED 445 Practicum (3)
Currently licensed teachers will be placed in one low incidence placement or one high incidence placement for a total 7
weeks.

ASPED 450 Student Teaching: Special Education (5)
Special education student teachers will be placed in one low incidence placement or one high incidence placement for a
total 7 weeks. During the student teaching internship, the intern gradually assumes the full responsibilities of the
cooperating teacher. Student teaching requires a fulltime commitment for the entire semester. Student teachers may not
be excused from student teaching except in the case of illnesses or death in the immediate family. Student teachers
follow the calendar of the cooperating school for vacation and other days off. Students in the dual licensure program
must complete two internships (one seven-week internship and one 10-week internship) in both low incidence special
education setting and a high incidence general education setting. Prerequisite: Acceptance into the Internship and
concurrent enrollment in Education 454.

ATHL 103 Biblical Perspectives (2)
This course explores the Biblical themes (such as creation, sin, redemption, calling) that shape a Christian worldview.
These are treated in the context of a brief survey of the Old and New Testaments. Attention will be given to how these
Biblical themes relate to practice and public life.
PROGRAMS FOR LICENSED TEACHERS: ESL/BILINGUAL AND SPECIAL EDUCATION

For current teachers, Trinity offers teacher education programs leading to the following teaching endorsements in the state of Illinois:

- English as a Second Language (ESL) / Bilingual Endorsement
- Special Education Endorsement

ESL OR BILINGUAL ENDORSEMENT

The Adult Studies ESL or BL (English as a Second Language or Bilingual) program is an accelerated program serving adults age 23 and older who are already certified teachers (or are concurrently enrolled in a teaching license program for undergraduate level work).

The program is offered during the evening, one night per week, for approximately one year and is also offered as a fully online program. The coursework is designed to complement your life experience and deepen your understanding of classroom methods.

While in the Adult Studies programs, adult students are expected to spend 15-20 hours in preparation for each weekly class meeting. Adults who succeed in the Adult Studies programs are self-directed and goal orientated individuals.

ACADEMIC CALENDAR

The Adult Studies ESL or Bilingual program operates on a semester hour basis with cohorts beginning each fall. The program is approximately one year in length and operates on a year-round basis. Each cohort is given a definite schedule that indicates the schedule of courses over the one year period of enrollment.

PROGRAM REQUIREMENTS

In addition to the admissions criteria above, approval to teach ESL or Bilingual in the context of a state-approved bilingual education program may be obtained by meeting the following requirements:

For ESL
- ESL clinical experience equal to 100 clock hours or three months teaching experience with ESL students.
- Credits totaling 18 semester hours through the Adult Studies program.

For Bilingual
- Bilingual clinical experience totaling 100 clock hours or three months teaching experience in bilingual programs.
- Successful completion of a language examination in the non-English language to be taught.
- Credits totaling 18 semester hours through the Adult Studies program.
COURSE OF STUDY: ADULT STUDIES

The program consists of 18 credit hours.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEDU 225</td>
<td>Foundations of Teaching Bilingual/ESL</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 340</td>
<td>Cross Cultural/Multicultural Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 271</td>
<td>Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 341</td>
<td>Theory and Methods of ESL Instruction</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 342</td>
<td>Methods and Materials of Teaching Bilingual Students</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 345</td>
<td>Assessment of Bilingual/ESL Students</td>
<td>3</td>
</tr>
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</table>

COURSE OF STUDY: GRADUATE

The program consists of 18 credit hours and is offered only through on-campus classes.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>AEDU 525</td>
<td>Foundations of Teaching Bilingual/ESL</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 540</td>
<td>Cross Cultural/Multicultural Issues in Education</td>
<td>3</td>
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<tr>
<td>AEDU 571</td>
<td>Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 541</td>
<td>Theory and Methods of ESL Instruction</td>
<td>3</td>
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<tr>
<td>AEDU 542</td>
<td>Methods and Materials of Teaching Bilingual Students</td>
<td>3</td>
</tr>
<tr>
<td>AEDU 545</td>
<td>Assessment of Bilingual/ESL Students</td>
<td>3</td>
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</table>

SPECIAL EDUCATION ENDORSEMENT OR LICENSE

The Adult Studies Special Education program is an accelerated program serving adults who are already certified/licensed teachers. The program is offered during the evening, one night per week, for two semesters to earn the endorsement; three semesters if seeking licensure. The coursework is designed to complement your life experience and deepen your understanding of classroom methods. Students pursuing licensure will take three additional classes during the summer semester and complete a special education practicum. A summer class schedule is determined to be conducive to the hours of the practicum.

While in the Adult Studies programs, adult students are expected to spend 15-20 hours in preparation for each weekly class meeting. Adults who succeed in the Adult Studies programs are self-directed and goal orientated individuals.

ACADEMIC CALENDAR

The Adult Studies Special Education program operates on a semester hour basis with one cohort beginning each fall. The program is two semesters in length to earn the endorsement; three semesters if seeking licensure and operates continuously. Each cohort is given a definite schedule that indicates on which dates the cohort will meet over the period of enrollment.

PROGRAM REQUIREMENTS

In addition to the admissions criteria above, approval to teach Special Education in the context of a state-approved special education program may be obtained by meeting the following requirements:

- Successfully pass the LBS-1 test (#155) for the endorsement only
- Credits totaling 14 semester hours through the Adult Studies program.
COURSE OF STUDY: SPECIAL EDUCATION ENDORSEMENT

The program consists of 14 credit hours.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ASPED 217</td>
<td>Psychological Diagnosis of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>ASPED 324</td>
<td>Teaching Students with High Incidence Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>ASPED 325</td>
<td>Teaching Students with Low Incidence Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>ASPED 319</td>
<td>Remediation of Language and Communication Disorders</td>
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</table>

ADDITIONAL COURSE OF STUDY: SPECIAL EDUCATION LICENSE

The program consists of 12 credit hours.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>AEDU 310 or AEDU 311</td>
<td>Elementary Literacy* OR Secondary Literacy in the Disciplines*</td>
<td>3</td>
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<tr>
<td>ASPED 330</td>
<td>Communication &amp; Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>ASPED 420</td>
<td>Critical Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ASPED 445</td>
<td>Practicum</td>
<td>3</td>
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</tbody>
</table>

* Whichever course was not taken during the initial licensure coursework

Those students pursuing a teaching license will successfully passed the LBS1 (#155), general curriculum (#163) and APT (#104) tests

ENGLISH AS A SECOND LANGUAGE/BILINGUAL COURSE DESCRIPTIONS

AEDU 225 Foundations of Teaching Bilingual/ESL (3)
This course introduces students to an understanding of the historical, philosophical, socioeconomic, and educational issues that led to the formation of bilingual/ESL educational policies, programs, and services for culturally diverse populations. Current trends, issues, and research for bilingual/ESL classrooms are examined. Aspects of language learning and acquisition theories as they pertain to bilingual/ESL are included.

AEDU 271 Linguistics (3)
Students survey systematic approaches for analyzing language. The course includes a review of standard English grammar, phonology and morphology, and an introduction to the grammar of English dialects. Students write a paper related to their field of interest.

AEDU 340 Cross Cultural/Multicultural Issues in Education (3)
This course focuses on issues in education related to linguistic, cultural, and ethnic diversity within the context of society faced with issues of poverty, discrimination, racism, and sexism. Learning and communication styles and the impact of teacher expectation on student achievement are examined. Effective utilization of the rich resources represented by the home and community is emphasized.

AEDU 341 Methods and Materials for ESL Students (3)
This course focuses on relevant topics concerning English as a second language along with the nature and function of language. Methods of teaching, listening, speaking, reading, and writing are presented. ESL materials are critically examined.
AEDU 342 Methods and Materials of Teaching Bilingual Students (3)
This course presents a variety of program models, methodologies, and strategies appropriate for bilingual students. Methods and materials for teaching various subject matter and for managing multilevel classrooms and curriculum development programs assisting bilingual students is studied.

AEDU 345 Assessment of Bilingual/ESL Students (3)
This course exposes students to formal and non-formal instruments and methods for testing bilingual/culturally and linguistically diverse individuals, and issues on non-discriminatory testing. It examines a wide selection of assessments techniques, which recognize the impact of environment and society on linguistic and student performance.

AEDU 525 Foundations of Teaching Bilingual/ESL (3)
This course introduces students to an understanding of the historical, philosophical, socioeconomic, and educational issues that led to the formation of bilingual/ESL educational policies, programs, and services for culturally diverse populations. Current trends, issues, and research for bilingual/ESL classrooms are examined. Aspects of language learning and acquisition theories as they pertain to bilingual/ESL are included, along with an understanding of methods of inquiry relative to the structure of the discipline. Critical review of relevant scholarly literature in the field is introduced.

AEDU 571 Linguistics (3)
Students survey systematic approaches for analyzing language. The course includes a review of standard English grammar, phonology and morphology, and an introduction to the grammar of English dialects. Students will conduct a research study in a related field. The research study includes forming a research question, reviewing the literature, collecting and analyzing data, and applying research to the field of ESL and or Bilingual Education.

AEDU 540 Cross Cultural/Multicultural Issues in Education (3)
This course focuses on issues in education related to linguistic, cultural, and ethnic diversity within the context of society faced with issues of poverty, discrimination, racism, and sexism. Learning and communication styles and the impact of teacher expectation on student achievement are examined. Effective utilization of the rich resources represented by the home and community is emphasized. Emphasis on research design and its implications are introduced and explored.

AEDU 541 Methods and Materials for ESL Students (3)
This course focuses on relevant topics concerning English as a second language along with the nature and function of language. Methods of teaching, listening, speaking, reading, and writing are presented. ESL materials are critically examined. Emphasis on research design and its implications are developed and explored.

AEDU 542 Methods and Materials of Teaching Bilingual Students (3)
This course presents a variety of program models, methodologies, and strategies appropriate for bilingual students. Methods and materials for teaching various subject matter and for managing multilevel classrooms and curriculum development programs assisting bilingual students is studied. Students implement an original research study.

AEDU 545 Assessment of Bilingual/ESL Students (3)
This course exposes students to formal and non-formal instruments and methods for testing bilingual/culturally and linguistically diverse individuals, and issues on non-discriminatory testing. It examines a wide selection of assessments techniques, which recognize the impact of environment and society on linguistic and student performance. Students realize and share final conclusions on an original research study.

For ASPED course descriptions, see Bachelor of Arts: Education and Special Education
BACHELOR OF SCIENCE IN NURSING (RN-BSN)

Joyce Azzaline, Janet Chang, Tina Decker, Barbara Timmermans

Adult Studies RN-BSN is an accelerated program for students who have already completed either an Associate of Applied Science in Nursing (AAS) or an Associate Degree in Nursing (ADN) or nursing diploma, and who now would like to complete their Bachelor of Science in Nursing. The program is offered in the evening over an approximate 21-month period and provides the adult student with the opportunity to earn 39 semester hours of credit. Students must take an additional 6 semester hours at Trinity to meet the residency requirement. Classes meet just one night per week and some have online components.

While in the RN-BSN program, adult students are expected to spend 15-20 hours in preparation for each weekly class meeting. Adult students who succeed in this program are self-directed and goal-oriented individuals.

The RN-BSN program enables adult students to:

- Integrate knowledge from the humanities and the natural, social, and nursing sciences to provide holistic nursing care in a variety of settings.
- Integrate caring attributes in a variety of interpersonal relationships.
- Design self-care activities that promote, maintain, and restore health.
- Incorporate care management methods in the practice of nursing.
- Communicate professionally and therapeutically with clients and the health care team.
- Educate clients and health care providers using appropriate teaching-learning principles.
- Assume responsibility and accountability for professional practice.
- Integrate research findings into the practice of nursing.
- Practice nursing in an ethical, professional, and Christian manner.

ACADEMIC CALENDAR

The RN to BSN program operates on a semester-hour basis with cohorts of adult students beginning each fall or spring semester. Each cohort takes approximately 21 months to complete the program and operates on a year-round basis. Each cohort is given a definite schedule that indicates on which dates the cohort will meet over the 21-month period of enrollment. A complete calendar for each cohort is included in the acceptance packet.

COURSE OF STUDY

The program includes 39 semester hours.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNBSN 205</td>
<td>Concepts of Healthcare and Nursing</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>Fundamentals of Organic and Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>RNBSN 308</td>
<td>Health Assessment and Promotion</td>
<td>3</td>
</tr>
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<td>MATH 151</td>
<td>Statistics</td>
<td>3</td>
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<tr>
<td>ATHL 103</td>
<td>Biblical Perspectives</td>
<td>2</td>
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<tr>
<td>RNBSN 402</td>
<td>Nursing Research</td>
<td>2</td>
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<td>APHL 104</td>
<td>Christian Worldview</td>
<td>3</td>
</tr>
<tr>
<td>RNBSN 409</td>
<td>Principles of Community Health</td>
<td>3</td>
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<tr>
<td>RNBSN 312</td>
<td>Pathophysiology</td>
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**GENERAL EDUCATION AND NURSING REQUIREMENTS**

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<tbody>
<tr>
<td>American History</td>
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<tr>
<td>Western Civilization *</td>
<td>3 semester hours (waived with AA or AS degree)</td>
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<tr>
<td>English Composition</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>English Literature *</td>
<td>3 semester hours (waived with AA or AS degree)</td>
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<tr>
<td>Fine Arts</td>
<td>3 semester hours (waived with AA or AS degree)</td>
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<tr>
<td>General Chemistry</td>
<td>4 semester hours (must include lab) (must be taken prior to CHEM 102)</td>
</tr>
<tr>
<td>Anatomy and Physiology I</td>
<td>4 semester hours (must include lab) (must be taken prior to RNBSN 308)</td>
</tr>
<tr>
<td>Anatomy and Physiology II</td>
<td>4 semester hours (must include lab) (must be taken prior to RNBSN 308)</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4 semester hours (must include lab)</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 semester hours (must be taken prior to RNBSN 402)</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>3 semester hours (must be taken prior to RNBSN 409)</td>
</tr>
<tr>
<td>Life Span Development</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Introduction to Sociology *</td>
<td>3 semester hours (must be taken prior to RNBSN 409)</td>
</tr>
</tbody>
</table>

**TOTAL**

- **33 without A.A. or A.S. degree**
- **12-15 with A.A. or A.S. degree**

*In addition to the 39 credits in the program, students need an additional 6 credits to be taken at Trinity to meet the 45 credit hour residency requirement. The courses noted above are offered at an accelerated or evening format. Students should contact an Adult Studies representative to register for these courses.*

**NOTE:** Associate of Applied Science (AAS) degree or Associate Degree in Nursing (ADN) does not waive any course requirements.

**ADULT STUDIES NURSING COURSE DESCRIPTIONS**

**APHL 104 Christian Worldview (3)**
This course introduces the adult learner to themselves, the worldviews that have shaped them and an alternative: a Biblical world and life view. This course involves self-examination, a study of worldviews that have dominated Western culture (both past and present) and an introduction to a Biblical framework that answers life's basic questions. Specific applications of this Biblical worldview will be an important part of this course.

**ATHL 103 Biblical Perspectives (2)**
This course explores the Biblical themes (such as: creation, sin, redemption, calling) that shape a Christian worldview. These are treated in the context of a brief survey of the Old and New Testaments. Attention will be given to how these Biblical themes relate to practice and public life.

**CHEM 102 Principles of Organic and Biochemistry (4)**
An elementary treatment of organic and biochemistry studying the fundamental classes of organic compounds and their syntheses and reactions, followed by a survey of the chemistry involved in living systems. One three-hour laboratory per
week is included. The course emphasizes applications relevant to health sciences. Chemistry 102 does not count toward a chemistry major or minor. Prerequisite: General Chemistry with a C- or better.

**MATH 151 Statistics (3)**
This course examines measures of central tendency and variability, graphic representation, binomial and normal distributions, sampling, estimation, hypothesis testing, regression, and correlation. This course is a non-calculus treatment primarily for students in the exact sciences or in business. Prerequisites: Intermediate algebra or 3 years of high school mathematics including 2 years of algebra.

**NURS 420 Topics in Nursing (2)**
A course offering the student opportunity to explore selected topics within health care. Topics offered will vary from year to year dependent upon faculty expertise and interest, student interest, and current issues. There may be a clinical component to the topic.

**NURS 425 Issues in Nursing Practice (3)**
A synthesis course addressing current issues in nursing, including leadership and management, ethical, sociocultural, political, economic, legal, and technological issues, and their relevance to health care and nursing practice at the micro, meso, and macro levels of health care.

**RNBSN 205 Concepts of Health Care and Nursing (3)**
An exploration of the nature, scope, and conceptual foundations of health care and nursing. Introduces students to the major concepts of the nursing program: caring, self care, and care management.

**RNBSN 308 Health Assessment and Promotion**
This course develops skills in health assessment and health promotion across the life span. Students will learn to conduct physical, psychosocial, cultural, and spiritual assessments and to identify clients at risk. The course emphasizes use of these data in health promotion and education. Includes experience in laboratory and community settings. One hour lab.

**RNBSN 312 Pathophysiology (3)**
This study of pathophysiology mechanisms related to disease emphasizes adaptive responses.

**RNBSN 399 Independent Study (3)**
Topics are selected from the students' major interests.

**RNBSN 402 Nursing Research (2)**
This study of research concepts and techniques that enables the student to critically evaluate nursing research and nursing problems.

**RNBSN 409 Principles of Community Health (3)**
This course explores factors influencing the health of the community and the role of the nurse in promoting community and public health. A service learning component incorporates principles of community health nursing with a community-focused experience.

**RNBSN 413 Nursing Capstone Practicum (5)**
For licensed nursing students, this course provides a transitional experience from staff to leader in a health care setting. This intensive clinical practicum permits the student to incorporate leadership skills to the unit assigned. Students will have the ability to contract a particular unit/site for this experience and will produce a project to enhance the well-being of the health care client. Five hours of clinical credit.
MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Jessica Clevering, Mary Lynn Colosimo, Michael DeVries, Derrick Hassert, Kara Wolff

The Counseling Psychology program is designed for students intending to pursue careers in professional counseling. The program allows students to attend classes in the evening and complete significant coursework that blends face to face and online components. Classes are taught in a manner that is conducive to graduate learning. Inevitably, an atmosphere of shared family, career, and age interests develop among the graduate students.

While in the Counseling Psychology program, graduate students are expected to spend 15-20 hours in preparation for each weekly class meeting. Graduate students who succeed in this program are self-directed and goal-oriented individuals.

The Counseling Psychology program enables graduate students to develop:
- interpersonal skills
- competence in counseling techniques
- written and oral communication skills
- problem-solving and decision-making skills
- understanding of research techniques and applications
- self-knowledge and self-image growth
- leadership skills
- understanding and development of ethical counseling practices
- integration of Christian faith and counseling practice

ACADEMIC CALENDAR

The Counseling Psychology program operates on a semester-hour basis with cohorts of graduate students beginning each fall semester. The Counseling Psychology program offers a two or three year option and operates on a year-round basis.

COURSE OF STUDY

The program consists of 48 semester hours.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSYC 501</td>
<td>Counseling Theory and Methods I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 502</td>
<td>Professional Orientation and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 503</td>
<td>Counseling Theory and Methods II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 504</td>
<td>Assessment and Evaluation of Individuals*</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 505</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 506</td>
<td>Social and Cultural Foundations*</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 507</td>
<td>Psychopathology*</td>
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<td>PSYC 508</td>
<td>Research Design*</td>
<td>3</td>
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<tr>
<td>PSYC 601</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 602</td>
<td>Life-Span Development*</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 603</td>
<td>Internship II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 604</td>
<td>Career Development*</td>
<td>3</td>
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<tr>
<td>PSYC 605</td>
<td>Substance Abuse Counseling*</td>
<td>3</td>
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</table>
PSYC 606  Marriage, Couple, and Family Counseling  3
PSYC 607  Christian Perspectives on Counseling  3
PSYC 608  Group Dynamics*  3

* Denotes courses employing a blended format (face-to-face and online instruction)

**TWO-YEAR OPTION**
Each course meets once a week (3 hours). Students come to class two nights a week, once for each class.

<table>
<thead>
<tr>
<th>Fall – Year 1</th>
<th>Winter – Year 1</th>
<th>Spring – Year 1</th>
<th>Summer – Year 1</th>
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<tr>
<td>15 wks, on-campus</td>
<td>8 wks,</td>
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<td>8 wks,</td>
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<td>3 hours per week per course</td>
<td>24 hrs on-campus; 18 hrs on-line instruction</td>
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<td>(45 hrs. per course)</td>
<td>(42 hrs. per course)</td>
<td>(45 hrs. per course)</td>
<td>(42 hrs. per course)</td>
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<td>PSYC 508</td>
<td>PSYC 503</td>
<td>PSYC 504</td>
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<td>PSYC 502</td>
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<td>PSYC 505</td>
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<table>
<thead>
<tr>
<th>Fall – Year 2</th>
<th>Winter – Year 2</th>
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<th>Summer – Year 2</th>
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<tr>
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<td>15 wks, on-campus</td>
<td>8 wks,</td>
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<td>(42 hrs. per course)</td>
</tr>
<tr>
<td>PSYC 601</td>
<td>PSYC 602</td>
<td>PSYC 607</td>
<td>PSYC 604</td>
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<td>PSYC 606</td>
<td>PSYC 608</td>
<td>PSYC 603</td>
<td>PSYC 605</td>
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</table>

**THREE-YEAR OPTION**
Each course meets once a week (3 hours). Students come to class two nights a week, once for each class, during semesters that have two courses (fall and spring and winter of year two).

<table>
<thead>
<tr>
<th>Fall – Year 1</th>
<th>Winter – Year 1</th>
<th>Spring – Year 1</th>
<th>Summer – Year 1</th>
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<tbody>
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<td>15 wks, on-campus</td>
<td>8 wks,</td>
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<tr>
<td>3 hours per week per course</td>
<td>24 hrs on-campus; 18 hrs on-line instruction</td>
<td>3 hours per week per course</td>
<td>24 hrs on-campus; 18 hrs on-line instruction</td>
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<tr>
<td>(45 hrs. per course)</td>
<td>(42 hrs. per course)</td>
<td>(45 hrs. per course)</td>
<td>(42 hrs. per course)</td>
</tr>
<tr>
<td>PSYC 501</td>
<td>PSYC 506</td>
<td>PSYC 503</td>
<td>PSYC 507</td>
</tr>
<tr>
<td>PSYC 502</td>
<td>PSYC 505</td>
<td>PSYC 505</td>
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<table>
<thead>
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<th>Summer – Year 2</th>
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<td>15 wks, on-campus</td>
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<tr>
<td>3 hours per week</td>
<td>24 hrs on-campus; 18 hrs on-line instruction</td>
<td>3 hours per week (45 hrs.)</td>
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<td>(45 hrs.)</td>
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<td>3 hours per week (45 hrs.)</td>
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<tr>
<td>(45 hrs.)</td>
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<td>(45 hrs.)</td>
<td>(42 hrs.)</td>
</tr>
<tr>
<td>PSYC 601</td>
<td>PSYC 606</td>
<td>PSYC 603</td>
<td>PSYC 605</td>
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</table>
GRADUATE COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS

PSYC 501 Counseling Theory and Methods I (3)
Examines the development of person-oriented approaches to counseling and enables students to develop skills and practice counseling methods based upon interpersonal and psychodynamic approaches.

PSYC 502 Professional Orientation and Ethics (3)
Provides an overview of ethical principles and standards in mental health practice and behavioral research, exploring application to hypothetical situations involving research subjects, clients/patients, and professional behavior. The main focus will be on mental health professionals functioning in clinical, research, and teaching roles.

PSYC 503 Counseling Theory and Methods II (3)
Examines the development of cognitive and behavioral approaches to counseling and enable students to practice counseling methods based upon cognitive and behavioral psychology.

PSYC 504 Assessment and Evaluation of Individuals (3)
Examines group and individual psychometric theories and approaches to appraisal. The course will also consider the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options.

PSYC 505 Counseling Practicum (3)
Provides students with an opportunity to develop and apply basic clinical skills which can be utilized with clients possessing a range of emotional, cognitive, or adjustment issues. Issues dealing with psychotherapeutic techniques, ethical and legal questions, diversity issues, boundary issues, etc., will be discussed in the context of the practicum experience. The course will include 100 hours of practicum experience outside of class.

PSYC 506 Social and Cultural Foundations (3)
Provides an advanced overview of contemporary theory and research in the social and cultural foundations of psychology. The course addresses the social and cultural contexts shaping our personal relationships and cultural activities.

PSYC 507 Psychopathology (3)
Examines the history of attempts to understand and classify mental disorders. Current models of psychopathology will be critically analyzed in terms of empirical support and Christian worldview. The role of diagnosis and its relationship to counseling practice will be explored.

PSYC 508 Research Design (3)
Focuses upon understanding pertinent information concerning research methodology for designing, implementing, and evaluating therapeutic interventions, critically evaluating research, and analyzing the strengths and weaknesses of various research designs.

PSYC 601 Internship I (3)
Focuses upon understanding principles, ethics, practices of Counseling Psychology in the context of actual counseling practice, training, and case presentation. The course will include classroom instruction, on-campus supervision, and supervision at the internship site as well as direct service to clients as part of the internship experience. The course will include 300 hours of internship experience.

PSYC 602 Life-Span Development (3)
Provides an advanced overview of current research and theory on life-span human development relevant to counseling psychology. Emphasis will be placed on physical, cognitive, emotional, and social development as well as on issues such as diversity and socialization in relation to perceptions of human development.
PSYC 603 Internship II (3)
A continuation of Internship I, focus is on principles, ethics and processes of Counseling Psychology related to counseling practice. The course will include 300 hours of internship experience. Special attention will be given to the development of a spiritually integrated approach to counseling practice.

PSYC 604 Career Development (3)
Provides an overview of the major career development theories and decision-making models. Students are expected to critically examine vocation/career development theories and their application to the counseling process. This course is a central component in preparing students to competently assess and counsel clients in the areas of career and vocational development.

PSYC 605 Substance Abuse Counseling (3)
Provides an overview of the pharmacological mechanisms of drugs of misuse and abuse as well as research on the most effective pharmacological, behavioral, and psychotherapeutic approaches used to address disorders of chemical dependence and addiction.

PSYC 606 Marriage, Couple and Family Counseling (3)
Critically examines current systems of marriage, couple and family counseling from a Christian perspective sensitive to religious, cultural, and racial diversity.

PSYC 607 Christian Perspectives on Counseling (3)
Provides an overview of the major perspectives of counseling and psychology, their theoretical assumptions, applications, empirical basis, as well as a critical analysis of each theory from the standpoint of Christian theology and anthropology.

PSYC 608 Group Dynamics (3)
An introduction to group process and group counseling for students intending to become professional counselors. Students will study the effects of group process on human interaction as well as the theories, principles and techniques of doing counseling or psychotherapy with groups of people.
MASTER OF ARTS IN SPECIAL EDUCATION (LBS1)

Patti Powell, Rebecca Harkema, Pete Post

The Graduate Studies Special Education serves graduates who have already completed an undergraduate degree in elementary or secondary education, with a cumulative 2.5 GPA or better, 2.7 minimum GPA in major/minor and who would now like to complete their Master's Degree in Special Education (LBS I) and be certified to teach in a special education setting.

The program is offered during the evening, two nights per week, over approximately 18 months, and provides the graduate student with the opportunity to earn 36 credits. The Special Education program has several courses that are blended courses, usually meeting one night a week face-to-face and fulfilling the other course expectations online, except for the research project which is completed on the student’s time schedule. Classes are taught in a manner that is conducive to learning for graduates.

While in the graduate program, graduate students are expected to spend 15-20 hours in preparation for each weekly class meeting. Summer course are accelerated and students may be expected to spend more time in preparation for each class session. Graduates who succeed in the graduate programs are self-directed and goal orientated individuals.

ACADEMIC CALENDAR

The Graduate Studies Special Education program operates on a semester-hour basis with a cohort beginning each fall semester. We will also offer an extended time program for completing the culminating thesis project as well as a 2 ½ year plan.

GRADUATE STUDIES EDUCATION PROGRAM

To earn the Master of Arts Degree and/or recommendation for licensure, each graduate student must meet the following criteria:

1. For admission to the master’s degree special education program
   - A Bachelor’s Degree from an accredited college
   - A valid teaching license
   - Completion of an Introduction to Special Education course and six credits in middle grades coursework. Trinity graduates after 1997 will have satisfied these requirements.
   - Writing sample evaluated by the Director of the Special Education Graduate Studies program.
   - Two letters of recommendation.
   - Personal interview with the Director of the Special Education Graduate Studies program

2. For admission into the Master’s Thesis Project
   - Cumulative Trinity Christian College GPA
   - Pass Content Area Tests: LBS I (#155), General Curricular Test (#163), APT Test (#104)
   - Complete all Graduate Studies Special Education program coursework
   - Complete 50 hours of practicum experience
   - Have no courses with a grade lower than C and only one course that has a grade of C
• Positive assessment of Professional Dispositions completed by the Graduate Studies Special Education Department

3. For successful program completion
   • Successfully complete Master’s Thesis Project
   • Successful completion of all course requirements
   • Pay all fees and tuition charges

**COURSE OF STUDY**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits and Schedule</th>
<th>Face to face or Blended</th>
<th>Meets State Standard/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>517</td>
<td>Tests and Measurements: Assessing Students with Special Needs</td>
<td>3 credits; fall semester</td>
<td>Face to face</td>
<td>3</td>
</tr>
<tr>
<td>524</td>
<td>Teaching Students with High Incidence Disabilities Age 3-22</td>
<td>6 credits, fall semester</td>
<td>Online</td>
<td>2, 4, 5, 6</td>
</tr>
<tr>
<td>525</td>
<td>Teaching Students with Low Incidence Disabilities Age 3-22</td>
<td>6 credits, spring semester</td>
<td>Online</td>
<td>2, 4, 5, 6</td>
</tr>
<tr>
<td>519</td>
<td>Theory and Remediation of Language and Communication Disorders</td>
<td>3 credits, spring semester</td>
<td>Face to face</td>
<td>3</td>
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</tbody>
</table>

*Students can exit here and receive LBS I Endorsement*
(Receipt of endorsement is pending successful completion of state tests.)

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits and Schedule</th>
<th>Face to face or Blended</th>
<th>Meets State Standard/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>530</td>
<td>Communication and Collaboration in Special Education: Family, School, and Community</td>
<td>3 credits, summer semester</td>
<td>Face to face</td>
<td>7, 8</td>
</tr>
<tr>
<td>614</td>
<td>Reading Disabilities Theory and Interventions</td>
<td>3 credits, summer semester</td>
<td>Blended</td>
<td>3, 4, 6</td>
</tr>
</tbody>
</table>

*Students can exit here and receive LBS I Licensure*
(Receipt of license is pending successful completion of state tests.)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits and Schedule</th>
<th>Face to face or Blended</th>
<th>Meets State Standard/s</th>
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</thead>
<tbody>
<tr>
<td>620</td>
<td>Special Education in Today’s Classroom</td>
<td>3 credits, summer semester, includes a practicum in special education classroom</td>
<td>Face to face</td>
<td>8, 9</td>
</tr>
</tbody>
</table>

*Students who complete all requirements receive a MA in Special Education, with LBS I licensure, provided they pass state tests.*

Students who leave without finishing the master’s degree complete an exit form that indicates requirements for re-entry.
CHARACTERISTICS OF THE PROGRAM

- During the summer session, SPED 514 will meet for six weeks during May and June, before SPED 530 and 620 begin. Four (4) hours each week will be face-to-face and three (3) hours will be taught via online instruction. SPED 530 and 620 take place in conjunction with a required practicum, with students devoting the majority of their days to a combination of the practicum and the courses.

- The program requires 36 hours of course work and meets the state standards for LBS I licensure. The program can be completed in 1½ years if a student takes 9 credits each of four semesters: fall, spring, summer, and fall.

**1½ Year Plan (9 Credit Hours Each Semester)**

<table>
<thead>
<tr>
<th>Fall – Year 1</th>
<th>Spring – Year 1</th>
<th>Summer – Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 517 - 3 cr</td>
<td>SPED 525 - 6 cr</td>
<td>SPED 514 - 3 cr</td>
</tr>
<tr>
<td>SPED 524 - 6 cr</td>
<td>SPED 519 - 3 cr</td>
<td>SPED 530 - 3 cr</td>
</tr>
<tr>
<td>SPED 620 - 3 cr</td>
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<td>SPED 620 - 3 cr</td>
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<table>
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<tr>
<th>Fall – Year 2</th>
<th>SPRING YEAR – 2</th>
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<tbody>
<tr>
<td>SPED 680 - 3 cr</td>
<td>SPED 685 - 2 cr</td>
</tr>
<tr>
<td>SPED 683 - 2 cr</td>
<td></td>
</tr>
<tr>
<td>SPED 685 - 2 cr</td>
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</table>

**Extended Time for the Culminating Thesis Project**

<table>
<thead>
<tr>
<th>Fall – Year 1</th>
<th>Spring – Year 1</th>
<th>Summer – Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 517 - 3 cr</td>
<td>SPED 525 - 6 cr</td>
<td>SPED 514 - 3 cr</td>
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<tr>
<td>SPED 524 - 6 cr</td>
<td>SPED 519 - 3 cr</td>
<td>SPED 530 - 3 cr</td>
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<td>SPED 620 - 3 cr</td>
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<td>SPED 620 - 3 cr</td>
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</table>

<table>
<thead>
<tr>
<th>Fall – Year 2</th>
<th>SPRING YEAR – 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 680 - 3 cr</td>
<td>SPED 685 - 2 cr</td>
</tr>
<tr>
<td>SPED 683 - 2 cr</td>
<td></td>
</tr>
<tr>
<td>SPED 685 - 2 cr</td>
<td></td>
</tr>
</tbody>
</table>

**2½ Year Extended Plan**

<table>
<thead>
<tr>
<th>Fall – Year 1</th>
<th>Spring – Year 1</th>
<th>Summer – Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 517 - 3 cr</td>
<td>SPED 519 - 3 cr</td>
<td>SPED 514 - 3 cr</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall – Year 2</th>
<th>SPRING YEAR – 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 524 - 6 cr</td>
<td>SPED 525 - 6 cr</td>
</tr>
<tr>
<td></td>
<td>SPED 530 - 3 cr</td>
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<tr>
<td></td>
<td>SPED 620 - 3 cr</td>
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<table>
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<tr>
<th>Fall – Year 3</th>
<th>SPRING YEAR – 3</th>
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<tbody>
<tr>
<td>SPED 680 - 3 cr</td>
<td>SPED 685 - 2-4 cr</td>
</tr>
<tr>
<td>SPED 683 - 2 cr</td>
<td></td>
</tr>
<tr>
<td>SPED 685 - 2-4 cr</td>
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</tbody>
</table>
GRADUATE SPECIAL EDUCATION COURSE DESCRIPTIONS

SPED 514 Reading Disabilities Theory and Interventions (3)
Examines theoretical perspectives in reading disabilities, with an analysis of appropriate curriculum materials for use with students who have a reading disability. Emphasis on current research, protocols, technologies, and assessment instruments. Instruction is blended face-to-face and online.

SPED 517 Tests and Measurements: Assessing Students with Special Needs (3)
Introduces basic concepts of psychometrics for administration and interpretation of norm- and criterion-referenced assessment techniques appropriate for exceptional learners. Emphasis is on using assessment findings for instructional planning.

SPED 519 Remediation of Language and Communication Disorders (3)
Includes a review of theories and development of speech and language in childhood and adolescence. Evaluation of approaches to assessment- and empirically-based remediation, with special consideration for both clinical and classroom intervention.

SPED 524 Teaching Students with High Incidence Disabilities Age 3-22 (6)
Focuses on the characteristics and instructional strategies to create effective learning environments for students with high incidence disabilities, age 3-22. Instruction is online.

SPED 525 Teaching Students with Low Incidence Disabilities Age 3-22 (6)
Focuses on the characteristics and instructional strategies to create effective learning environments for students age 3-22 with low incidence disabilities, which includes moderate to severe mental impairments. Instruction is online.

SPED 530 Communication and Collaboration in Special Education: Strategies and Methods (3)
Provides an overview of knowledge and skills needed to work collaboratively with school professionals, community agencies, and families to support the needs of students with disabilities. Includes a four-week practicum gathering research for the final thesis.

SPED 620 Special Education In Today's Classroom (3)
Offers in-depth investigation into topics such as transition, assessment, assistive technology, cultural issues, and specific issues, with implications to instruction and intervention.

SPED 680 Research in Special Education: Project Design (3)
Explores a variety of research approaches, an evaluation of strengths and weaknesses of research studies, and discusses applications. Students select and design the parameters for a thesis project. Instruction is blended face-to-face and online.

SPED 683 The Law and Current Challenges (2)
Includes the historical and current legal requirements for serving students with special needs, and examines current challenges in the field of special education.

SPED 685 Master's Project (4)
In this course, students complete and present their master’s projects.
ADULT STUDIES AND GRADUATE FACULTY

Joyce Azzaline (2005), D.H.Sc., Nova Southeastern University
Associate Professor of Nursing

Jessica Clevering (2012), Ph.D., Claremont Graduate University
Assistant Professor of Psychology

Janet Chaney (2013), M.S., University of Phoenix
Assistant Professor of Nursing

Mary Lynn Colosimo (1989), Ph.D., The University of Chicago
Professor of Psychology

Tina M. Decker (2010)*, M.S.N., Governors State University
Assistant Professor of Nursing

Michael J. DeVries (1977)*, Ph.D., Duquesne University
Professor of Psychology, Director of the Graduate Program in Counseling Psychology

Patricia Taliefero Griffith (2006), M.S., Purdue University - Calumet
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Rebecca Harkema (2010)*, M.Ed., Graceland University
Assistant Professor of Education

Derrick L. Hassert (2003), Ph.D., Southern Illinois University
Professor of Psychology

Kelly Lenarz (2004)*, M.Ed., University of Illinois - Chicago
Assistant Professor of Education

Mary L. Webster Moore (1998), Ph.D., Illinois State University
Associate Professor of Mathematics Education, Director of P-16 School Initiatives

Jacqueline M. Moses (2008)*, Ed.D., National-Louis University - Skokie
Assistant Professor of Education, Coordinator of Adult Studies Education in Chicago
Coordinator of Adult Studies Special Education

Peter M. Post, Jr. (2005)*, Ed.D., Argosy University - Schaumburg
Associate Professor of Education

Patti Powell (2002), Ph.D., University of Illinois - Chicago
Professor of Education, Director of the Graduate Program in Special Education
Assistant Professor of Business, Director of Adult Studies Business

Lori Scrementi (1998)*, Ed.D., Lewis University
Dean for Adult and Graduate Studies

Barbara Timmermans (2003), Ph.D., University of New Mexico
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Trina Vallone (2003)*, Ed.D., Aurora University
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Robert Wennberg (2011), M.A, Chicago State University
Assistant Professor of Education, Director of Adult Studies Education

Kara E. Wolff (2012), Ph.D., Western Michigan University
Assistant Professor of Psychology, Clinical Placement Coordinator

*Trinity Christian College Alumni