This catalog 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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## Administrative Contact Information

### Dean for Adult and Graduate Studies
Dr. Lori Scrementi  lori.scrementi@trnty.edu  708.239.4842

### Adult Studies Program

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Relations Coordinator</td>
<td>Sandy Aggen</td>
<td><a href="mailto:sandy.aggen@trnty.edu">sandy.aggen@trnty.edu</a></td>
<td>708.239.4738</td>
</tr>
<tr>
<td>Off-Campus Marketing Manager</td>
<td>James Mitchell</td>
<td>jamos.mitchell@trnty</td>
<td>708.293.4967</td>
</tr>
<tr>
<td>Marketing and Recruitment Manager</td>
<td>Heather Lee</td>
<td><a href="mailto:heather.lee@trnty.edu">heather.lee@trnty.edu</a></td>
<td>708.239.4794</td>
</tr>
</tbody>
</table>

**Office Location:** Palos Heights Campus  Vander Velde Hall, lower level  
**Hours:** Monday – Friday, 8:30 a.m. – 5:00 p.m. Evenings by appointment  
**General email:** adultstudies@trnty.edu  
**FAX:** 708.239.3983  
**Web:** [http://adultstudies.trnty.edu/](http://adultstudies.trnty.edu/)

### Graduate Studies Program

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Coordinator</td>
<td>Brittany Lee</td>
<td><a href="mailto:brittany.lee@trnty.edu">brittany.lee@trnty.edu</a></td>
<td>708.239.3900</td>
</tr>
</tbody>
</table>

**Office Location:** Palos Heights Campus  Vander Velde Hall, main level  
**Hours:** Monday – Friday, 8:30 a.m. – 5:00 p.m. Evenings by appointment  
**General email:** graduatestudies@trnty.edu  
**FAX:** 708.239.3983  
**Web:** [http://graduate.trnty.edu/](http://graduate.trnty.edu/)

### College Address and Telephone Numbers

**Main Campus Location:** Trinity Christian College  
6601 West College Drive  
Palos Heights, IL 60463  
**Main Telephone:** 708.597.3000

### Emergency Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Emergency</td>
<td>708.239.3911</td>
</tr>
<tr>
<td>Security</td>
<td>708.239.3722</td>
</tr>
<tr>
<td>Cindy Sorice (Pager)</td>
<td>708.718.6050</td>
</tr>
<tr>
<td>Tim Timmons (Pager)</td>
<td>708.718.9555</td>
</tr>
</tbody>
</table>
Adult Studies Program Contact Information

Adult Studies Business
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Coordinator  Kathy Davis  kathy.davis@trnty.edu  708.239.4731

Adult Studies Criminal Justice
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Adult Studies Education
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          Prof. Mary Webster Moore  mary.webster@trnty.edu  708.239.4740

Adult Studies Psychology
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Adult Studies RN-BSN
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Graduate Studies Program Contact Information

Graduate Studies Counseling Psychology
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          Dr. Derrick Hassert  derrick.hassert@trnty.edu  708.239.4862
          Dr. Debra Majewski  debra.majewski@trnty.edu  708.239.4754
          Dr. Dan Sartor  dan.sartor@trnty.edu  708.239.4820

Graduate Studies Special Education
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          Prof. Rebecca Harkema  rebecca.harkema@trnty.edu  708.293.4557
          Dr. Pete Post  pete.post@trnty.edu  708.239.4736
## College Contact Information

### Business Office

**Administrative Assistant**  
Nadine Iwema  nadine.iwema@trnty.edu  708.293.4594

**Office Location:**  Palos Heights Campus  Administration Building
**Telephone:**  708.239.4717

### Financial Aid Office

**Financial Aid Coordinator**  Christine Lopez  christine.lopez@trnty.edu  708.293.4559

**Office Location:**  Palos Heights Campus  Vander Velde Hall, lower level
**Email:**  financialaid@trnty.edu
**Telephone:**  866.TRIN.4.ME
**Web:**  http://www.trnty.edu/fahome.html

### Registrar’s Office

**Office Location:**  Palos Heights Campus  Groot Hall 180
**Hours:**  Monday - Friday 8:00 a.m. – 4:30 p.m.
**Email:**  registrar@trnty.edu
**Telephone:**  708.239.3966
**Web:**  http://www.trnty.edu/registrarhome.html

### Cooper Center for Career & Community Engagement

**Director of Counseling Services**  Dr. Dan Sartor  dan.sartor@trnty.edu  708.239.4820
**Director of Career Development**  John Baldauff  john.baldauff@trnty.edu  708.293.4537

**Office Location:**  Palos Heights Campus  Molenhouse Student Center
**Email:**  coopercenter@trnty.edu
**Telephone:**  708.239.4821
**Web:**  http://www.trnty.edu/cc-cch.html

### Office of Learning Services ~ OLS

**Director**  Prof. Nancy Kwasteniet  nancy.kwasteniet@trnty.edu  708.239.4765

**Office Location:**  Palos Heights Campus  Molenhouse Student Center
**Telephone:**  708.239.4821
**Web:**  http://studentlife.trnty.edu/office-of-learning-services.html

### Library

**Location:**  Palos Heights Campus  Jennie Huizenga Memorial Library
**Web:**  http://www.trnty.edu/lhome.html
**Administrative assistance:**  708.239.4795
**Circulation:**  708.293.4925
**Reference:**  708.293.4926

### Bootsma Bookstore Café at Navajo Creek

**Location:**  6513 W 123rd Street, Palos Heights, Illinois 60463
**Hours:**  Monday - Friday 8:30 a.m. – 4:30 p.m. (fall, winter, spring)  
Monday - Friday 9:30 a.m. – 1:30 p.m. (summer)
**Telephone:**  708.239.4702
**Web:**  http://bbc.trnty.edu/
GENERAL INFORMATION

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 Schaaf 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 Christlike 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 multi-ethnic, 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 adopted by the Board of Trustees May 2002

At Trinity Christian College, our very name celebrates the triune nature of God. Diversity is ultimately grounded 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.

COMMITMENT TO CAMPUS UNITY (EXCERPTED) adopted by the Board of Trustees May 2002

. . . As a Christian liberal arts college, the Christian community of learners at Trinity Christian College inhabits the world (1) as participants in the shared vocation of teaching, learning, and scholarship, (2) as participants in the people of God, and (3) as participants in God’s good creation. The faithful pursuit of our institutional mission requires that these three dimensions always remain integrally interconnected. The Christian pursuit of academic learning is simultaneously an act of love for God, whose glory is revealed in all creation, and an act of love for the world, for whose sake God has called his people into being. Because we can never step outside of our identity as members of God’s family sent into the world as a sign of God’s rule, our love for God and neighbor – expressed here as our active pursuit of learning – occurs in every area of our shared life as a Christian community. Whether in the classroom, at the work station, in the residence hall, or at the athletic fields we understand that our entire shared life is directed toward developing a Christian community of learners that actively loves God and the world and so participates in God’s work of cosmic redemption. We pursue teaching, learning, service, and scholarship as a Christian community of learners in service to God’s world. Our participation in this mission of God calls us to the following postures that characterize and inform every aspect of our shared life.

RESPONSIVE TO GOD
Because God has invited us to share in his life by initiating relationship with God’s people, we – as faculty, staff, and students – are responsive to God by directing our scholarly, communal, and public activities toward worship.
Within our teaching, learning, and scholarship

We seek to respond to God’s gracious act of redemption by striving to see our teaching, learning, and scholarship as acts of worship and obedience.

Within the campus community at Trinity Christian College

We seek to respond to God by deliberately cultivating a campus community that lives a shared life of worship marked by love of God and love of neighbor.

Within the wider world

We understand our work in the world – whatever our particular vocation – to be an act of worship that shares in the general Christian vocation that calls us to respond to God’s gracious initiative by participating in God’s mission to make all things new.

FORMATIONAL

Because the shared life of Christian communities anticipates the flourishing of all creation that accompanies God’s reign, we – as faculty, staff, and students – recognize that we are formed by the Spirit as bearers of God’s image through participation in teaching, learning, and scholarship, through participation in the Christian community of learners at Trinity, and through participation in God’s mission for all creation.

Within our teaching, learning, and scholarship

We seek to participate in conversations in ways that bear witness to God’s kingdom – through both the substance of our contribution and the character of our participation – and in ways that lead to the flourishing of both our campus community and the areas of expertise with which we are engaged.

Within the campus community at Trinity Christian College

We seek to participate in the Spirit’s formation of our community so that it might bear witness to God’s kingdom as we take up a shared life that leads to the human flourishing that accompanies God’s reign.

Within the wider world

We recognize that participation in this campus community forms all of its members for life-giving and thoughtful participation in other present and future communities, so that those communities might flourish as God intends.

HOSPITALABLE

Because God’s life is most clearly revealed in the self-giving love defined by Christ’s life, death, and resurrection we – as faculty, staff, and students – welcome one another with deeply Christian hospitality characterized by Christ-like self-giving love.

Within our teaching, learning, and scholarship

We seek engagement by welcoming meaningful interaction with the broad range of voices found in our contexts, whether local or global, past or present.

Within the campus community at Trinity Christian College

We seek to allow the Spirit to cultivate in our campus community Christlike self-giving love by which we actively extend God’s welcome to one another, pursuing peace through reconciliation.

Within the wider world

We seek to be a campus community that welcomes others – be they powerful or marginalized, privileged or oppressed – so that we might be transformed together by the self-giving love of God in Christ.

CONNECTED

Because God is sovereign and is graciously working to redeem every aspect of creation, we – as faculty, staff, and students – intentionally explore the integral connection between God’s redemptive work and every academic and co-curricular context, every member of the community, and every context within God’s world.

Within our teaching, learning, and scholarship

We acknowledge that every academic discipline and each co-curricular activity is an arena for God’s glory, and that the fruit of these disciplines can lead to deeper participation in God’s mission for redemption.
Within the campus community at Trinity Christian College
We recognize that our purpose as a campus community includes every person who shares in the life of Trinity Christian College.

Within the wider world
We seek to form partnerships that open our campus community outward toward every context – our immediate community, the city, and the world…

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 Student Development and Retention as Civil Rights, Title IX, and 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 and is a member of The Higher Learning Commission (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 and grants. Trinity is approved for 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 and Graduate Studies programs operate on a semester system, fall, spring, and summer. The MA in Counseling Psychology also includes a winter term. Adult Studies and Graduate Studies programs have breaks during the week of Thanksgiving, and the weeks between Christmas and New Year’s.

Academic calendars are unique to each cohort and are available through the Adult Studies and Graduate Studies Offices.
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 (for on-ground programs only).
5. Complete an interview with an adult studies program director or program 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.

REQUIREMENTS FOR ADMISSION

**Bachelor of Arts: Criminal Justice; Bachelor of Science: Business and Psychology**
- 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

**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

**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
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 classified, 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 return to active status and provide official transcripts from any schools attended since leaving Trinity. Students who have been absent for more than three years must 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.
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 a writing sample on campus.
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.*
- Cumulative grade point average of 3.0 (on 4.0 scale) or better on all prior transferable academic work.
- Submission of two letters of recommendation.
- Completion of a writing sample (completed on campus).
- An interview with Counseling Psychology Graduate Faculty.

**Master of Arts: Special Education—LBS I Behavior Intervention Specialist Endorsement**

- 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.
- Cumulative grade point average of 3.0 (on 4.0 scale) or above in undergraduate program.
- Submission of two letters of recommendation, including one from a principal or supervisor.
- Completion of a writing sample (completed on campus).
- An interview with Special Education Graduate Faculty.

**Master of Arts: Special Education—LBS II Behavior Intervention Specialist Endorsement with BCBA Certification**

- Completion of a bachelor’s degree from an accredited college.
- A valid teaching license.
- LBS I license from the state of Illinois or an LBS II certificate in Deaf and Hard of Hearing or Visual Impairments.
- Minimum of one year of teaching experience.
- Cumulative grade point average of 3.0 (on 4.0 scale) or above in undergraduate program.
- Submission of two letters of recommendation, including one from a principle or supervisor
- Completion of a writing sample (completed on campus).
- An interview with Special Education Graduate Faculty.
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 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.

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 must 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.
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. General 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. The financial aid coordinator in lower Vander Velde is available for Tuesday evening appointments. 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 2014-15 up to $5,730. Pell grants are awarded only to students who qualify according the Estimated Family Contribution (EFC) calculated by the FAFSA. In general, lower income families are eligible to receive Pell grants. Pell Grants are not available to students who have already earned a Bachelor’s degree.

- **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. MAP Grants are not available to students who have already earned a Bachelor’s degree.

- **Federal 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 $4,000 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, visit [https://teach-ats.ed.gov/ats/index.action](https://teach-ats.ed.gov/ats/index.action).
FEDERAL DIRECT STAFFORD LOANS

Federal Direct Stafford Loans are available to students who file the FAFSA. These loans have annual and aggregate limits, based on grade level, program of study, and dependency status. A student’s maximum eligibility for these loans will be reflected on their financial aid award letter. Interest rates on Federal Stafford Loans are fixed. Contact the Financial Aid Office for current rates. Stafford Loans require no payments while the student is enrolled or during the six-month grace period, which begins after the student ceases enrollment on at least a half-time basis. There are two types of Federal Direct Stafford Loans:

- **Subsidized Stafford Loans** are need-based loans. Amounts are limited; sophomores are able to borrow a maximum of $4,500 per year, and upperclassmen $5,500 per year. No interest is charged on a Subsidized Stafford Loan as long as the student remains enrolled on at least a half-time basis. At the time of repayment, the interest rate is enforced.

- **Unsubsidized Stafford Loans** are non-need based loans. Unsubsidized Stafford Loans accrue interest while the student is enrolled. Students can choose to pay the interest accrued or defer those payments until repayment begins.

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 STUDIES STUDENTS

LOANS

- **Unsubsidized Stafford Loans** are awarded to students. Amounts are limited to $20,500 per academic year. The interest on an Unsubsidized Stafford Loan will accrue while the student is enrolled in school. Students can choose to pay the interest accrued or defer those payments until repayment begins. Contact the Financial Aid Office for current interest rates.

- **Federal Graduate Student PLUS Loans** are available to students needing additional funding. Loan recipients must file the FAFSA and pass a credit check. Contact the Financial Aid Office for current interest rates.

SCHOLARSHIPS: COUNSELING PSYCHOLOGY

Contact the Graduate Studies department for requirements and application.

- **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.

**SCHOLARSHIPS: SPECIAL EDUCATION LBSI AND LBSII**

Contact the Graduate Studies department for requirements and application.

- **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

Effective Fall 2014, all Trinity Christian College students are expected to comply with the federal mandate to carry health insurance. Students who are unable to acquire a health insurance policy via the state and federal plans will be enrolled in an international student policy made available through the College by an independent broker (the charge will appear on the student’s billing statement), unless there is proof of insurance from a US based provider. The Dean of Student Engagement and International Services should be contacted to review other options if needed.

BOOKSTORE

The bookstore is located in the Bootsma Bookstore Café (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.

BUSINESS OFFICE

The Business Office is located on the main floor of the administration building in the northwest corner near the Fireside Room. Student billing statements are generated from this office. The following services are available: tuition payments, cash personal and payroll checks, pay parking fines and notarize documents.

COOPER CENTER FOR CAREER AND COMMUNITY ENGAGEMENT

The Cooper Center, located in the Molenhouse Student Center, is open to all students in the Trinity Community. For those who seek to be involved in community service, service learning, student-led service projects, and other volunteer opportunities, the Coordinator for Community Services and Pre-College Programs has offices in the Cooper Center. Also located in the Cooper Center is the Director for Career Development and the services that support student career development; it’s open to all students in the traditional program, Adult Studies program, and graduate studies program.

Trinity’s Career Center is a member of the Illinois Small College Placement Association which provides joint services with other small colleges in Illinois. Among those services are Interview Network for Chicago area employers, a resume referral program, job listings, and job fairs such as CareerFest and TeacherFest. Check http://www.trnty.edu/cc-cch.html for more information or stop by the center any weekday.

COUNSELING SERVICES

Counseling services are available to all students to help them cope with stress, challenges or any kind of personal, psychological or emotional concerns. These services are free and confidential. Appointments can be made by calling 708-239-4853. The office is located in the Molenhouse Student Center.

ELECTRONIC MAIL

Students are given campus e-mail accounts when they enroll at the College. Official notifications made by campus offices use campus 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.
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.

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.

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. Librarians are also available to assist with copyright questions.

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, study tables, carrels, and group study rooms available.

Library special collections include:

- The Ed Vander Weele Curriculum Materials Center, which provides grade-level textbooks, juvenile literature, posters, kits and other materials to assist K-12 teachers in lesson planning
- The College Archives
- The Van Namen Dutch Heritage Center
- The DeKruyter Pastor’s Library, which has a selection of the late Rev. Arthur DeKruyter’s books and files. Rev. DeKruyter (1926-2011) was a member of Trinity’s founding Board, and longtime pastor of Christ Church of Oak Brook.

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 at www.trnty.edu/library/ or on the Library’s Facebook page.

OFFICE OF LEARNING SERVICES

The Office of Learning Services is located in the Molenhouse Student Center. A variety of academic services are available to enable students to find success in the college classroom. There is no charge for these services, and confidentiality is assured.
Services for All Students

- Peer Tutoring and Academic Coaching: Peer tutoring for most college courses and academic coaching/mentoring services are available for all Trinity students through The Office of Learning Services. Working with an academic coach can assist with organization, time management, and prioritization of course work.
- The Writing Center: The Writing Center is staffed with writing tutors who are trained to assist with planning/organizing college-level writing as well as identifying patterns of compositional errors. Hours vary by semester and are posted online.
- Referrals for Diagnostic Testing/Counseling for Academic Progress: It is not uncommon for students to experience areas of academic difficulty when faced with the rigors of college work. The director of The Office of Learning Services is available to meet with individual students to help determine a course of action and if diagnostic testing for a learning or attentional disability is indicated.
- Supplemental Instruction: This program is in place for selected science, math, and business courses. Trained student leaders attend class sessions and then schedule structured review sessions to clarify concepts and review course material.

Disability Services and Accommodation Plans

Individualized accommodation plans are developed for students with verified learning, physical, developmental, psychiatric, or attentional disorders/disabilities to outline what accommodations are needed for college success. Students’ accommodation plans are communicated in writing each semester to their instructors.

Services for Students with Probationary Status

It is mandatory for students with probationary status to meet with the director of The Office of Learning Services prior to the start of the semester to discuss services available to support academic progress. Students with probationary status face a critical semester and may be required to enroll in Academics (ACAD) 102. This one-credit course has been designed to provide focused support in the areas of personal goal setting and motivation, accountability, and study skills. Students may repeat this course; however, only one hour of credit will be applied toward the 125 hours needed for graduation.
CENTERS AT TRINITY CHRISTIAN COLLEGE

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 goals for the preparation and support of special education teachers:

• Continue to prepare excellent and academically qualified special education professionals with a Christian commitment to special education
• Provide deliberate and focused professional development opportunities for pre-service, new and existing teachers
• Collaborate in developing evidenced-based and scientifically-based research and practices

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

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 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. 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
• business records
• early letters
• church and school records
• society minutes, records
• immigrant newspapers
• anniversary booklets
• journals
• photographs
• newsletters and publications
• scrap books
• articles and books authored by Dutch immigrants to Chicago
### UNDERGRADUATE TUITION AND RELATED FEES, 2014-2015

Tuition charges per credit hour:

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Total Program Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science—Business (Palos Heights)</td>
<td>$25,449 (51 credit hours)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td>$25,449 (51 credit hours)</td>
</tr>
<tr>
<td>Bachelor of Science—Business Program (Indiana)</td>
<td>$19,890 (51 credit hours)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td>$19,890 (51 credit hours)</td>
</tr>
<tr>
<td>Bachelor of Science—Business (online)</td>
<td>TBD</td>
</tr>
<tr>
<td>Total program tuition</td>
<td>TBD</td>
</tr>
<tr>
<td>Bachelor of Science—Psychology Program</td>
<td>$21,600 (45 credit hours)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td>$21,600 (45 credit hours)</td>
</tr>
<tr>
<td>Bachelor of Science—Psychology (online)</td>
<td>TBD</td>
</tr>
<tr>
<td>Total program tuition</td>
<td>TBD</td>
</tr>
<tr>
<td>Bachelor of Science—Criminal Justice (online)</td>
<td>TBD</td>
</tr>
<tr>
<td>Total program tuition</td>
<td>TBD</td>
</tr>
<tr>
<td>Bachelor of Arts—Education</td>
<td>$27,600 (48 credit hours)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td>$27,600 (48 credit hours)</td>
</tr>
<tr>
<td>Bachelor of Arts—Special Education Dual Major</td>
<td>$40,825 (71 credit hours)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td>$40,825 (71 credit hours)</td>
</tr>
<tr>
<td>Bachelor of Arts—Endorsement</td>
<td>$6,986 (14 credit hours)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td>$6,986 (14 credit hours)</td>
</tr>
<tr>
<td>Bachelor of Arts—Licensure</td>
<td>$12,974 (26 credit hours)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td>$12,974 (26 credit hours)</td>
</tr>
<tr>
<td>RN to BSN Program</td>
<td>$20,475 (39 credit hours)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td>$20,475 (39 credit hours)</td>
</tr>
<tr>
<td>ACOR general education/program prerequisite courses</td>
<td>$133</td>
</tr>
<tr>
<td>Courses in the traditional undergraduate program</td>
<td>$836</td>
</tr>
<tr>
<td>Courses in the traditional undergraduate program—summer rate</td>
<td>Varies</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.
GRADUATE TUITION AND RELATED FEES, 2014-2015

Tuition charges per credit hour:

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL/Bilingual Endorsement—Graduate</td>
<td>$605</td>
<td>(18)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td>$10,890</td>
<td></td>
</tr>
<tr>
<td>Includes rental books and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/Bilingual—Graduate (online)</td>
<td>$605</td>
<td></td>
</tr>
<tr>
<td>Total program tuition</td>
<td>$10,890</td>
<td></td>
</tr>
<tr>
<td>Master of Arts in Counseling Psychology</td>
<td>$644</td>
<td></td>
</tr>
<tr>
<td>Total program tuition</td>
<td>$30,912</td>
<td>(48)</td>
</tr>
<tr>
<td>Master of Arts in Special Education (LBSI)</td>
<td>$415</td>
<td></td>
</tr>
<tr>
<td>Total program tuition MA program</td>
<td>$14,940</td>
<td>(36)</td>
</tr>
<tr>
<td>Total program tuition LBSI Licensure</td>
<td>$11,205</td>
<td>(27)</td>
</tr>
<tr>
<td>Total program tuition LBSI Endorsement</td>
<td>$ 7,470</td>
<td>(18)</td>
</tr>
<tr>
<td>Master of Arts in Special Education (LBSII with BCBA Certification)</td>
<td>$595</td>
<td>(41)</td>
</tr>
<tr>
<td>Total program tuition MA program</td>
<td>$24,395</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

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

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

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.
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.

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

<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

<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

<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

<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>
<tr>
<td>Fourth class or later</td>
<td>Grade Earned</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

3 OR 4 WEEK COURSE

<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>

A $5.00 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.
GENERAL ACADEMIC POLICIES

The following academic policies apply to all Trinity Christian College students, regardless of program. Policies specific to Adult Studies and Graduate Studies students appear in subsequent sections.

ACADEMIC GRIEVANCE

Academic grievances are defined as disagreements between students and faculty members in matters of grading, course expectations, accusations of cheating, and related aspects of completing the academic work required in a course. An appeal procedure for academic grievance is found in the Student Handbook, which is available on the Trollweb.

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 readmission. 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.

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:

• When you say you did the work yourself, you actually did it.
• 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.
• 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 range 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:
   a. Specific nature of the offense
   b. Evidence of the offense
   c. Course instructor’s assessment of the level of the offense (minor, major, or flagrant)
   d. 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.

STUDENT RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. **The right to inspect and review the student's education records within 45 days after the day Trinity Christian College (“School”) receives a request for access.**
   
   A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. **The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.**
   
   A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. **The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.**
   
   The school discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Trinity Christian College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Trinity Christian College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Trinity Christian College.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Trinity Christian College to comply with the requirements of FERPA.**
   
   The name and address of the Office that administers FERPA is:
DISCLOSURE OF DIRECTORY INFORMATION

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.

CONDITIONAL DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION (PII)

FERPA permits the disclosure of personally identifiable information (PII) from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within Trinity Christian College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the college’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
• To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the
requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect
to that alleged crime or offense, regardless of the finding.  (§99.31(a)(13))

• To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the
school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the
student has committed a violation of the school’s rules or policies with respect to the allegation made against him or
her. (§99.31(a)(14))

• To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy
of the school, governing the use or possession of alcohol or a controlled substance if the school determines the
student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

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

Students are notified each year of their rights under FERPA through an electronic message and 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 or from www.trnty.edu/ferpa.html

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.
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 Science: Psychology</td>
<td>45 minimum</td>
<td>45</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Arts: Criminal Justice</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>48-68</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.

Courses must be academic and similar in nature to courses offered at Trinity Christian College. Only college-level coursework with a grade of C (2.0) or better is accepted. A maximum of 65 credits may be transferred from a community college. Although a minimum grade is required, grades do not transfer. A student’s grade-point average is computed only on work offered by or through Trinity Christian College.

Trinity reserves the right to accept or reject courses for transfer credit. Only philosophy and theology courses from Reformed institutions will be considered for fulfilling the general education requirements. Remedial or vocational courses are not transferable. 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. All students must meet the residency requirement of completing 45 hours at Trinity.
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.

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.

CREDIT HOUR

A credit hour is a unit of measure that gives value to the level of instruction, academic rigor, time requirements, and fulfillment of learning objectives for a course taken at Trinity. Basically, it is a proxy measure of student learning as defined by the fulfillment of learning objectives and assignments that are reasonably judged to require an amount of time at least equivalent to 37.5 clock hours per credit (combination of contact time between student and faculty and the student’s independent work). At Trinity Christian College, this is commonly the standard for semester credits associated with classroom-based, traditional, and accelerated coursework, as well as with independent study and online/hybrid instruction.

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

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.

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 (when applicable). Orientation/Convocation is mandatory for on-ground programs.

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 subsequent semesters.
2. After the mid-point of each semester, online registration for courses will take place.
3. Registration/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 form must be used: http://adultstudies.trnty.edu/currentstudents/dropacourse?view=form. 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

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.

Attendance in a face-to-face class: Being present the entire class session

Attendance in an online class: Attending class means participation/engagement in an academically-related activity at least one time per week. The following constitute an academically-related activity.

- Submitting an assignment through Moodle or course site
- Completing a quiz, test, or exam through Moodle or course site
- Participating in an online discussion about course content
- Communicating with the instructor as a required course activity
- Contacting the instructor to ask a course-related question

Simply logging into Moodle or a course site does not constitute student participation in an online class or attendance. There must be ‘measurable’ (graded) course activity to demonstrate attendance to be in compliance with federal regulations regarding student engagement and participation. Assignments submitted in a week other than the one which the assignment is due will not count towards attendance for the previous week; participation must occur during the week attendance is counted.

Attendance in a hybrid class: A hybrid course meets for “in-class” and “online” learning sessions. Students are expected to attend all “in-class” sessions following the attendance policy for face-to-face class meetings. For the “online” learning sessions, students must participate/engage in an academically-related activity at least one time per week following the attendance policy for online classes. Failure to do so may be considered an unexcused absence without prior approval by the course instructor.

- 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.
• 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. Official transcript requests must be made as described at [http://www.trnty.edu/transcripts.html](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 may 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 degree-seeking 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.

<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>

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.

Because incomplete grades have 0 grade points, students with incomplete (I) grades may be placed on academic probation until and unless their final course grades change their academic status. Per Incomplete Grades policy, students with incomplete grades whose GPAs are below good standing may not eligible to enroll in the following semester until the incomplete grades are finished.

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 conditions outlined by the Academic Performance Review Committee. Conditions will include but are not limited to the following:
   a. A reduced number of semester hours
   b. A pre-semester meeting with the director of the Office of Learning Services
   c. Enrollment in an Academic Success class
   d. Faithful attendance in all classes.
   Specific conditions are outlined in a student’s notification letter. Failure to meet the specified conditions of probation could subject a student to academic dismissal, a decision which will be made by the Academic Performance Review Committee.

4. 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 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>

Example: A student who has attempted 14 semester hours during the first semester and is placed on probation in the second semester must obtain a current GPA of 1.80 or above in the second semester. Students who fail to meet the semester GPA goal during the semester are on academic probation and will be subject to academic dismissal.

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.

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:

1. 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).

2. 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.
3. 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

A student seeking readmission after dismissal must demonstrate that he or she has met the conditions for return stipulated in the letter of dismissal. Generally these conditions include the following:

1. An official transcript from another institution indicating enrollment in at least one semester of 12 or more credit hours of college-level classes with grades in each class of C or better, and a cumulative GPA of at least 2.50.
2. A personal statement explaining the student’s previous academic difficulties and what the student has done and will continue doing to improve academic performance.

A student who was academically dismissed and is re-admitted to the College is placed on academic probation during the semester of readmission. The student is subject to the conditions of probation and the probationary semester GPA requirement.

GRADUATION

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. Adult Studies students may participate in commencement with the expected graduation term of their cohort even with general education requirements still to be fulfilled.

Because students may participate in commencement exercises with outstanding coursework, participation does not equate with graduation. Rather, degrees are conferred at the end of each term (December, January, May, and August) for students who have met all academic requirements during that term.

Following the final degree audit and confirmation that financial obligations have been met, diplomas are mailed and final transcripts indicating degrees and academic honors are made available.

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
GRADUATE STUDIES 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. Graduate students in the cohort will have the opportunity to become acquainted with one another, receive a student I.D., and meet representatives from other departments on campus.
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 Studies and the Registrar’s Office for any changes in registration, such as adding a course or withdrawing from a course. The appropriate form must be used: http://adultstudies.trnty.edu/currentstudents/dropacourse?view=form. 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.

Attendance in face-to-face classes: Being present the entire class session

Attendance in a face-to-face class: Being present the entire class session

Attendance in an online class: Attending class means participation/engagement in an academically-related activity at least one time per week. The following constitute an academically-related activity.

- Submitting an assignment through Moodle or course site
- Completing a quiz, test, or exam through Moodle or course site
- Participation in an online discussion about course content
- Required communication with the instructor
- Student initiated contact with the instructor to ask a course-related question

Simply logging into a course site does not constitute student participation in an online class or attendance. There must be ‘measurable’ (graded) course activity to demonstrate attendance to be in compliance with federal regulations regarding student engagement and participation. Assignments submitted in a week other than the one which the assignment is due will not count towards attendance for the previous week; participation must occur during the week attendance is counted.

Attendance in a hybrid class: A hybrid course meets for “in-class” and “online” learning sessions. Students are expected to attend all “in-class” sessions following the attendance policy for face-to-face class meetings. For the “online” learning sessions, students must participate/engage in an academically-related activity at least one time per week following the attendance policy for online classes. Failure to do so may be considered an unexcused absence without prior approval by the course instructor.

- 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:

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<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
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<tr>
<td>WF</td>
<td>Withdrew failing</td>
<td>0</td>
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<tr>
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<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.
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

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 for Adult Studies and Graduate Programs 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.

*Note that the student will be charged the current tuition rate.*

GRADUATION

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. Graduate students may participate in commencement with the expected graduation term of the cohort.

Because students may participate in commencement exercises with outstanding coursework, participation does not equate with graduation. Rather, degrees are conferred at the end of each term (December, January, May, and August) for students who have met all academic requirements during that term.

Following the final degree audit and confirmation that financial obligations have been met, diplomas are mailed and final transcripts indicating degrees and academic honors are made available.
UNDERGRADUATE ACADEMIC PROGRAMS

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 Criminal Justice, Elementary Education, Special Education, Middle Grades 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 and in Psychology
- **Bachelor of Science in Nursing (BSN)** for those completing the requirements in the RN to BSN program.

Students who already have bachelor’s degrees can complete coursework that leads to licensure in elementary education, special education, middle grades, and secondary education fields.

Students with valid Illinois teaching licenses may complete coursework for English as a Second Language (ESL) or Bilingual Endorsement or Special Education Endorsement or License.

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.

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 are found elsewhere in the catalog with each department’s program. Major programs offered through the adult studies program include:

- Business (BS)
- Criminal Justice (BA)
- Elementary Education (BA)
- K-12 Specialist: Art, Music, Physical Education, Spanish (BA)
- Middle Grades Education: English Language Arts, Mathematics, Science, Social Science (BA)
- Secondary Education: Biology, Business, Chemistry, English, History, Mathematics (BA)
- Special Education (BA)
- Nursing (RN to BSN)
- Psychology (BS)

MINORS

Students earning a Bachelor of Science (BS) or a Bachelor of Science in Nursing (BSN) do not need to complete an academic minor. Students earning a Bachelor of Arts, however, must complete an academic minor.

Students completing a major in special education, K-12 specialist areas, middle grades, and/or secondary education also complete the education minor.

Students completing a major in elementary education must complete a minor in one of the following areas:
- English as a second language/bilingual
- Special education
- Mathematics education
- Science
- Spanish
- Urban studies

Students completing a major in Criminal Justice may complete any of the following minors:
- Accountancy
- Art History
- Art Studio
- Biology
- Black Studies
- Business
- Business and Spanish
- Chemistry
- Church Music
- Church/Ministry Leadership
- Coaching
- Communication Arts
- Computer Science
- Computing
- Criminal Justice
- Economic Studies
- Education
- Education Studies
- English
- Entrepreneurship
- ESL/Bilingual
- Finance
- Graphic Design
- Health Education
- History
- Marketing
- Mathematics
- Mathematics Education
- Music
- Neuroscience and Behavior
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Science
- Sociology
- Spanish
- Special Education
- Speech and Communication Sciences
- Theatre
- Theology
- Urban Studies
- Writing
BUSINESS (BACHELOR OF SCIENCE)

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 with a major in Business.

The Business program enables adult students to develop:
1. interpersonal skills
2. written and oral communication skills
3. problem-solving and decision-making skills
4. understanding of research techniques and applications
5. self-knowledge and self-image growth
6. self-reliance and leadership skills

Students are required to earn a grade of C or better in all ABUS courses in order to graduate.

COURSE OF STUDY
The business program consists of 51 hours:
- ABUS 301 Professional Communication (3)
- ABUS 302 Organizational Behavior (3)
- ABUS 304 Contemporary Economic Analysis (3)
- ABUS 305 Management Planning and Decision-Making (3)
- ABUS 308 Marketing Management (3)
- ABUS 310 Collection, Analysis and Interpretation of Quantitative Data (4)
  - Prerequisite: MATH 141 Finite Math
- ABUS 311 Global Business (3)
- ABUS 313 Financial Planning, Analysis and Decision-Making (3)
  - Prerequisites: ACCT 221 Financial Accounting and ACCT 222 Managerial Accounting
- ABUS 314 Legal Environment of Business (3)
- ABUS 315 Strategic Management and Decision-Making (4)
- ABUS 316 Business Ethics and Society (3)
- ABUS 317 Information Technology Management (3)
- ABUS 383 Negotiation (3)
- ABUS 417 Comprehensive Senior Capstone Assessment (5)
- ATHL 103 Biblical Perspectives (2)
- APHL 104 Christian Worldview (3)

BUSINESS AND GENERAL EDUCATION REQUIREMENTS
- ACCT 221 Accounting Principles I (Financial) (3)
  - Prerequisite of ABUS 313
- ACCT 222 Accounting Principles II (Managerial) (3)
  - Prerequisite of ABUS 313
- MATH 141 Finite Mathematics (3)
  - Prerequisite of ABUS 310
- ECON 121 Macroeconomics (3)
• ENGL 103 English Composition (3)
• ENGL 104 Literature (3) *(Waived with AA or AS degree)*
• HIST 103 American History (3) *(Either American history or western civilization waived with AA or AS degree)*
• HIST 104 Western Civilization (3) *(Either American history or western civilization waived with AA or AS degree)*
• Fine Arts (3) *(Waived with AA or AS degree)*
• Biological Science, with lab (3) *(Waived with AA or AS degree)*
• Physical Science (chemistry or physics), with lab (3) *(Waived with AA or AS degree)*
• Cross-Cultural Studies (3) *(Waived with AA or AS degree)*

*NOTE: Associate of Applied Science (AAS) degree does not waive any course requirements*
The criminal justice program provides a Christian liberal arts and social scientific basis, addressing the field of criminal justice from a biblically restorative perspective. It aims to honor biblical and social bases of law and the need for justly ordered society. Further, it recognizes that laws are not isolated from other social institutions and structures, so that the legal and social justice systems require practitioners who are well educated, resolute, just, and seasoned with Christian love. We seek to provide the criminal justice system with competent and compassionate professionals who afford not only punishment but restoration of those who break laws and even greater restitution for the general society and victims of crimes.

Graduates of this major will have an applied emphasis and will take their places within the criminal justice field with a biblical basis from which to conduct their work in society. They will be prepared to not only labor within existing systems, but also to present alternatives that lead to remediation, rehabilitation, and restoration of justice and peace to the greatest extent possible in an imperfect world.

COURSE OF STUDY
The criminal justice program consists of 45 hours:

- ACJ 121 Introduction to Criminal Justice (3)
- ACJ 201 Comparative and Alternative Criminal Justice Systems (3)
- ACJ 202 Criminology (3)
- ACJ 204 Restorative Justice and its Alternatives (3)
- ACJ 250 US Constitutional Law (3)
- ACJ 301 Criminal Law and Judicial System (3)
- ACJ 302 Law Enforcement (3)
- ACJ 303 Incarceration, Parole, and Probation (3)
- ACJ 305 Youth and the Law (3)
- ACJ 353 Research for the Behavioral Sciences (3)
  - Prerequisite: MATH 151 Statistics
- ACJ 400 Field Education (7)
- ACJ 410 Senior Seminar (3)
- ATHL 103 Biblical Foundations (2)
- APHL 104 Christian Worldview (3)

CRIMINAL JUSTICE AND GENERAL EDUCATION REQUIREMENTS

- MATH 151 Statistics (3)
  - Prerequisite of ACJ 353
- ENGL 103 English Composition (3)
- ENGL 104 Literature (3) (Waived with AA or AS degree)
- COMM 101 Fundamentals of Public Speaking (3)
- HIST 103 American History (3) (Either American history or western civilization waived with AA or AS degree)
- HIST 104 Western Civilization (3) (Either American history or western civilization waived with AA or AS degree)
- Fine Arts (3) (Waived with AA or AS degree)
- Biological Science, with lab (3) (Waived with AA or AS degree)
- Physical Science (chemistry or physics), with lab (3) (Waived with AA or AS degree)
- Cross-Cultural Studies (3) (Waived with AA or AS degree)
- Minor in another discipline consisting of at least 18 hours

NOTE: Associate of Applied Science (AAS) degree does not waive any course requirements
EDUCATION AND SPECIAL EDUCATION (BACHELOR OF ARTS)

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 licensed 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.

Trinity’s teacher preparation program is accredited by the Illinois State Board of Education (ISBE). ISBE is currently redesigning elementary and middle grades licensure and has begun the approval process. Students who begin coursework in elementary and middle grades in Fall 2014 will be under new program requirements pending approval by ISBE.

LICENSURE ENDORSEMENT AREAS

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

- **Elementary education (1-6)**
- **Special education (K-12) Learning Behavior Specialist I**
- **Middle grades (5-8) in English language arts, mathematics, science, and social science**
- **Secondary (9-12) 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**

A grade of C or above in all education courses, major courses, and in all courses that count toward licensure or endorsement is required.

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 Basic Skills Test via Illinois Test of Academic Proficiency or ACT plus Writing (22 composite, 19 writing) (or be registered for the first available test opportunity after beginning 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

Digital 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 Curriculum 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
   - Digital 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 before, during, or following student teaching. Students must pass the K-12 APT to be licensed.

ELEMENTARY EDUCATION

COURSE OF STUDY: Elementary

The cohort program consists of 48 credit hours. See cohort schedule for course sequence.

- AEDU 202 Fine Arts and P.E. in Education (3)
- AEDU 203 Introduction to Education (3)
- AEDU 209 Technology in Education (3)
- AEDU 216 Introduction to Exceptional Children (3)
- AEDU 303 Educational Psychology (3)
- AEDU 310 Elementary Literacy (3)
- AEDU 312 Middle Grades Philosophy and Literacy (3)
- AEDU 313 Elementary Methods—Language Arts (1.5)
- AEDU 315 Elementary Methods—Math (1.5)
- AEDU 316 Elementary Methods—Social Studies (1.5)
- AEDU 318 Elementary Methods—Science (1.5)
- AEDU 380 General Methods (3)
- AEDU 450 Student Teaching: Elementary (10)
- AEDU 454 Contemporary Issues Seminar (3)
- ATHL 103 Biblical Perspectives (2)
- APHL 104 Christian Worldview (3)
REQUIRED COURSEWORK: Elementary

In addition to the cohort program, coursework in the following areas is required.

- Public Speaking (3)
- English Composition (3)
- Introduction to Literature (3)
- Children’s Literature (3)
- College Algebra (3)
- Inferential Statistics (2)
- Math Concepts for Teachers I (3)
- Math Concepts for Teachers II (3)
- Lifespan Development (3)
- Biological Science, with lab (4)
- Physical Science (chemistry or physics), with lab (4)
- Earth Science, with lab (4)
- American Government (3)
- World Geography (3)
- Cross Cultural Studies (3)  
  (Waived with AA/AS/BA/BS)
- American History (3)
- Western Civilization (3)
- Required minor in one of the following areas—18 hours minimum with GPA of 2.7 or higher (Courses also meeting requirements above shown in italics)
  - English as a second language/bilingual
    - AEDU 225 Foundations of Teaching Bilingual/ESL (3)
    - AEDU 271 Linguistics (3)
    - AEDU 340 Cross Cultural/Multicultural Issues in Education (3)
    - AEDU 341 Theory and Methods of ESL Instruction (3)
    - AEDU 342 Methods and Materials of Teaching Bilingual Students(3)
    - AEDU 345 Assessment of Bilingual/ESL Students (3)
    - COMM 250 Intercultural Communication or PSYC 252 Cross-Cultural Psychology (3)--CCS
  - Special education
    - PSYC 123 Life Span Development (3)
    - SPED 216 Introduction to Exceptional Children (3)
    - SPED 217 Psychological Diagnosis of Exceptional Learners (3)
    - SPED 314 Teaching Students with High Incidence Disabilities, Age 3—Grade 5 (3)
    - SPED 316 Teaching Students with High Incidence Disabilities, Grade 6—Age 21 (3)
    - SPED 330 Communication and Collaboration in Special Education: Strategies & Methods (3)
    - Six additional SPED elective hours
  - Mathematics education
    - MATH 111 Analytic Geometry and Calculus I (4)
    - MATH 151 Statistics (3)
    - MATH 210 Discrete Structures (3)
    - MATH 289 Middle Grades Methods I (3)
    - MATH 290 Middle Grades Methods II (3)
    - One from:
      - MATH 301 Linear Algebra (3)
      - MATH 321 Geometry (3)
      - MATH 370 Topics in Advanced Mathematics: Number Theory (3)
      - MATH 399 History of Mathematics (3)
    - One from:
      - CPSC 111 Elements of Programming (3)
      - CPSC 260 Information Technology Management (3)
      - CPSC 261 Web Architecture and Design (3)
• Science
  20 hours from:
  • BIOL 100 Introduction to Biological Sciences (3)
  • BIOL 101 Human Biology (3)
  • BIOL 102 Environmental Science (3)
  • BIOL 110 Introduction to Biology (4)
  • BIOL 111 A Survey of Plants and Animals (4)
  • BIOL 204 General Microbiology (4)
  • BIOL 205 Human Anatomy and Physiology I (4)
  • BIOL 206 Human Anatomy and Physiology II (4)
  • CHEM 100 Chemistry in Society (3)
  • CHEM 101 General Chemistry (4)
  • CHEM 102 Principles of Organic and Biochemistry
  • CHEM 103 Fundamentals of Chemistry I (4)
  • CHEM 104 Fundamentals of Chemistry II (4)
  • GEOL 101 Earth Science (3)
  • PHYS 101 Introduction to Physical Science (3)
  • PHYS 121 General Physics I (4)
  • PHYS 122 General Physics II (4)

• Spanish
  • SPAN 201 Intermediate Spanish I (3)
  • SPAN 202 Intermediate Spanish II (3)
  • SPAN 302 Advanced Writing and Conversation (3)
  Three from:
  • Spanish electives 300-level or higher (9)

• Urban studies
  • HIST/SOC 246 History of the City (3)
  • HIST 250 History of Chicago (3)
  • SOC 346 Advanced Urban Sociology: Analysis and Applications (3)
  Three from:
  • BIOL 102 Environmental Science (3)
  • CSEM 301 Fine Arts Seminar (Arts in the City) (3)
  • CSEM 302 Community Development (3)
  • CSEM 304 Religious Perspectives on the City (3)
  • CSEM 305 Diversity and Inequality in Global Chicago (3)
  • CSEM 306 Urban Planning, the Public Arts, and the Development of the Modern City (3)
  • CHML 305 Urban Ministry Leadership (3)
  • GEOG 201 World Geography (3)—CCS
  • MUSC 315 Jazz History (3)
  • PE 330 Societal Issues in Sport and Wellness (3)
  • PLSC/SOC 260 Politics of Race and Ethnicity (3)
  • PLSC 330 Urban Politics (3)

MIDDLE GRADES EDUCATION

Trinity’s preparation program is accredited by the Illinois State Board of Education (ISBE). ISBE is currently redesigning elementary and middle grades licensure and has begun the approval process. Students who begin coursework in elementary and middle grades in Fall 2014 will be under new program requirements pending approval by ISBE.

COURSE OF STUDY: Middle Grades

The program consists of 48 credit hours. Content areas include English language arts, mathematics, science, and social science. See cohort schedule for course sequence.
- AEDU 202 Fine Arts and P.E. in Education (3)
- AEDU 203 Introduction to Education (3)
- AEDU 209 Technology in Education (3)
- AEDU 216 Introduction to Exceptional Children (3)
- AEDU 303 Educational Psychology (3)
- AEDU 311 Secondary Literacy in the Disciplines (3)
- AEDU 312 Middle Grades Philosophy and Literacy (3)
- AEDU 363-369 Middle Grades Content and Methods (Students take course for a content area) (3)
- AEDU 363-369 Middle Grades Content and Methods (Students take course for a second content area) (3)
- AEDU 380 General Methods (3)
- AEDU 454 Contemporary Issues Seminar (3)
- AEDU 459 Student Teaching: Middle Grades (10)
- APHL 104 Christian Worldview (3)
- ATHL 103 Biblical Perspectives (2)

**REQUIRED COURSEWORK: Middle Grades**

In addition to the cohort program, coursework in the following areas is required.

- Public Speaking (3)
- English Composition (3)
- Introduction to Literature (3) (*Waived with AA/AS/BA/BS, unless required by content area*)
- Lifespan Development (3)
- Mathematics (*Must meet general education math requirement*) (3)
- Biological Science, with lab (4) (*Either science waived with AA/AS/BA/BS, unless required by content area*)
- Physical Science (chemistry or physics), with lab (4) (*Either science waived with AA/AS/BA/BS, unless required by content area*)
- Cross Cultural Studies (6) (*5 hours waived with AA/AS/BA/BS, unless required by content area*)
- American History (3) (*Either history waived with AA/AS/BA/BS, unless required by content area*)
- Western Civilization (3) (*Either history waived with AA/AS/BA/BS, unless required by content area*)
- Required: one or two content areas with GPA of 2.7 or higher in content area/s (*Courses also meeting requirements above shown in italics*)

- **English Language Arts**
  - ENGL 103 English Composition (3)
  - ENGL 104 Introduction to Literature (3)
  - ENGL 201 Poetry and Drama (3)
  - ENGL 203 Fiction (3)
  - ENGL 205 Texts and Contexts: Renaissance to Modern (3)
  - ENGL 352 Children’s Literature (3)
  - One from:
    - ENGL 340 Ancient and Medieval Literatures (3)
    - ENGL 341 Renaissance Literatures (3)
    - ENGL 343 Transatlantic Literatures I (3)
    - ENGL 344 Transatlantic Literatures II (3)
    - ENGL 350 Shakespeare (3)
    - ENGL 354 Postcolonial Literatures (3)—CCS
    - Two English elective courses (6)

- **Mathematics**
  - MATH 111 Analytic Geometry and Calculus I (4)
  - MATH 151 Statistics (3)
  - MATH 210 Discrete Structures (3)
  - MATH 321 Geometry (3)
  - CPSC 111 Introduction to Programming or CPSC 261 Web Architecture and Design (3)
Two from:
- MATH 301 Linear Algebra (3)
- MATH 302 Abstract Algebra (3)
- MATH 370 Topics in Advanced Mathematics (3)

○ Social Science
- American History (3)
- Western Civilization (3)
- HIST 200 Introduction to Historical Inquiry (3)
- HIST 282 The West and the World in the 20th Century (3)
- HIST 338 Envisioning America: The United States Since 1900 (3)
- HIST 353 History of Economic Thought or ECON 225 World Poverty and Economic Development (3)—CCS
- GEOG 201 World Geography (3)
- PLSC 201 American Government and Politics (3)

One from:
- HIST 261 History of East Asia (3)—CCS
- HIST 281 History of Africa (3)—CCS
- HIST 286 History of Latin American Civilization (3)—CCS
- HIST 383 History of the Middle East, 650 to the Present (3)—CCS

○ Science
- PHYS 121 General Physics I (4)
- PHYS 122 General Physics II (4)
- BIOL 101 Human Biology (3)
- BIOL 102 Environmental Science (3)
- GEOL 101 Earth Science (3)
- CHEM 101 General Chemistry (4)
- CHEM 102 Principles of Organic and Biochemistry (4)

SECONDARY EDUCATION

COURSE OF STUDY: Secondary

The program consists of 48 credit hours. Content areas include biology education, business education, chemistry education, English education, history education, and mathematics education. See cohort schedule for course sequence.

- AEDU 202 Fine Arts and PE in Education (3)
- AEDU 203 Introduction to Education (3)
- AEDU 209 Technology in Education (3)
- AEDU 216 Introduction to Exceptional Children (3)
- AEDU 303 Educational Psychology (3)
- AEDU 311 Secondary Literacy in the Disciplines (3)
- AEDU 312 Middle Grades Philosophy and Literacy (3)
- AEDU 320-325 Secondary Methods/Content (3) (Students take the Methods/Content course for their major—biology education, business education, chemistry education, English education, history education, and mathematics education)
- AEDU 363-369 Middle Grades Methods/Content (3) (Students take the Methods/Content course for their major—English language arts, mathematics, science, and social science)
- AEDU 380 General Methods (3)
- AEDU 454 Contemporary Issues Seminar (3)
- AEDU 455 Student Teaching: Secondary (10)
- APHL 104 Christian Worldview (3)
- ATHL 103 Biblical Perspectives (2)
REQUIRED COURSEWORK: Secondary

In addition to the cohort program, coursework in the following areas is required.

- Public Speaking (3)
- English Composition (3)
- Introduction to Literature (3) *(Waived with AA/AS/BA/BS, unless required by major)*
- Mathematics (3) *(Must meet general education math requirement)*
- Lifespan Development (3)
- Biological Science, with lab (4) *(Either science waived with AA/AS/BA/BS, unless required by major)*
- Physical Science (chemistry or physics), with lab (4) *(Either science waived with AA/AS/BA/BS, unless required by major)*
- Cross Cultural Studies (6) *(3 hours waived with AA/AS/BA/BS, unless required by major)*
- American History (3) *(Either history waived with AA/AS/BA/BS, unless required by major)*
- Western Civilization (3) *(Either history waived with AA/AS/BA/BS, unless required by major)*
- Required major—36 hours minimum with GPA of 2.7 or higher

○ Biology education
  - BIOL 110 Introduction to Biology (4)
  - BIOL 111 A Survey of Plants and Animals (4)
  - BIOL 201 Ecology (4)
  - BIOL 204 General Microbiology (4)
  - BIOL 303 Genetics (4)
  - BIOL 306 Cell and Molecular Biology (4)
  - BIOL 391 Science Majors Junior Seminar (1)
  - One elective biology course at the 200-level or higher (3-4)
  - CHEM 103 Fundamentals of Chemistry I (4)
  - CHEM 104 Fundamentals of Chemistry II (4)
  - CHEM 205 Organic Chemistry I (4)
  - CHEM 206 Organic Chemistry II (4)
  - GEOL 101 Earth Science (3)
  - PHYS 121 General Physics I (4)
  - PHYS 122 General Physics II (4)
  - MATH 101 Pre-calculus (4) or high school equivalent *(Course does not meet Trinity’s general education requirement. MATH 141 or 151 is recommended)*

○ Business education
  - ACCT 221 Accounting Principles I (3)
  - ACCT 222 Accounting Principles II (3)
  - BUAD 121 Principles of Management (3)
  - BUAD 131 Principles of Marketing (3)
  - BUAD 211 Professional Communication (3)
  - BUAD 241 Business Finance (3)
  - BUAD 253 Legal Environment of Business (3)
  - BUAD 301 Business Ethics and Society (3)
  - BUAD 311 Global Business (3)
  - BUAD 321 Strategic Management (3)
  - BUAD 362 Organizational Behavior (3)
  - BUAD 423 Organizational Consulting (3)
  - CPSC 260 Business Computing (3)
  - ECON 121 Macroeconomics (3)
  - ECON 122 Microeconomics (3)
  - MATH 141 Finite Mathematics or MATH 111 Analytic Geometry and Calculus I (3)

○ Chemistry education
  - CHEM 103 Fundamentals of Chemistry I (4)
  - CHEM 104 Fundamentals of Chemistry II (4)
  - CHEM 202 Quantitative Analysis (4)
• CHEM 205 Organic Chemistry I (4)
• CHEM 206 Organic Chemistry II (4)
• CHEM 331 Physical Chemistry I (4)
• CHEM 391 Science Majors Junior Seminar (1)
• One chemistry elective with lab (4)
• BIOL 100 Introduction to Biological Science (3)
• GEOL 101 Earth Science (3)
• MATH 111 Analytic Geometry and Calculus I (4)
• MATH 112 Analytic Geometry and Calculus II (4)
• PHYS 211 Calculus-Based General Physics I (4)
• PHYS 212 Calculus-Based General Physics II (4)

○ English education
  • ENGL 103 College English: Composition
  • ENGL 104 College English: Introduction to Literature (3)
  • ENGL 201 Poetry and Drama (3)
  • ENGL 203 Fiction (3)
  • ENGL 205 Texts and Contexts (3)
  • ENGL 350 Shakespeare (3)
  • ENGL 371 Linguistics (3)
  • ENGL 375 Advanced Writing or ENGL 376 Creative Writing (3)
  • ENGL 401 Senior Seminar: Major Author (2)

  Two apprenticeship courses from:
  • ENGL 340 Ancient and Medieval Literatures (3)
  • ENGL 341 Renaissance Literatures (3)
  • ENGL 343 Transatlantic Literatures I (3)
  • ENGL 344 Transatlantic Literatures II (3)

  Two electives from:
  • ENGL 352 Children’s Literature (3)
  • ENGL 354 Postcolonial Literature (3)—CCS
  • ENGL 356 Topics in English (3)
  • ENGL 372 The History of Writing Instruction (3)
  • One additional apprenticeship course

○ History education
  • HIST 103 American and Western Civilization (3)
  • HIST 104 Europe and Western Civilization (3)
  • HIST 200 Introduction to Historical Inquiry (3)
  • HIST 282 The West and the World in the 20th Century (3)
  • HIST 338 Envisioning America: The United States Since 1900 (3)
  • HIST 371 Philosophy of History (3)
  • HIST 401 Senior Research Seminar: Topics in History (3)

  One from:
  • HIST 231 American Colonies: 1492—1800 (3)
  • HIST 232 The Making and Remaking of America: 1800—1900 (3)

  One from:
  • HIST 353 History of Economic Thought (3)
  • ECON 225 World Poverty and Economic Development (3)

  One from:
  • HIST 261 History of East Asia (3)—CCS
  • HIST 281 History of Africa (3)—CCS
  • HIST 285 Development of Global Christianity (3)
  • HIST 286 History of Latin American Civilization (3)—CCS
  • HIST 383 History of the Middle East, 650 to the Present (3)—CCS

  Two from:
  • History electives (6)

○ Mathematics education
  • MATH 111 Analytic Geometry and Calculus I (4)
- MATH 112 Analytic Geometry and Calculus II (4)
- MATH 210 Discrete Structures (3)
- MATH 211 Analytic Geometry and Calculus III (4)
- MATH 301 Linear Algebra (3)
- MATH 302 Abstract Algebra (3)
- MATH 321 Geometry (3)
- MATH 351 Probability and Statistics (3)
- MATH 401 Senior Seminar (1)
- One mathematics elective at the 200-level or higher (3)
- CPSC 111 Elements of Programming I (3)

**K-12 SPECIALIST EDUCATION**

**COURSE OF STUDY: K-12 Specialist**

The program consists of 45-48 credit hours. Content areas include art education, music education, physical education, and Spanish education. See cohort schedule for course sequence.

- AEDU 202 Fine Arts and PE in Education (3)
- AEDU 203 Introduction to Education (3)
- AEDU 209 Technology in Education (3)
- AEDU 216 Introduction to Exceptional Children (3)
- AEDU 303 Educational Psychology (3)
- AEDU 311 Secondary Literacy in the Disciplines (3)
- AEDU 312 Middle Grades Philosophy and Literacy (3)
- AEDU 326-329 Methods/Content (3-6) (Students take the Methods/Content course for their major—art, music, physical, or Spanish education)
- AEDU 380 General Methods (3)
- AEDU 450 Student Teaching (10)
- AEDU 454 Contemporary Issues Seminar (3)
- APHL 104 Christian Worldview (3)
- ATHL 103 Biblical Perspectives (2)

**REQUIRED COURSEWORK: K-12 Specialist**

In addition to the cohort program, coursework in the following areas is required.

- Public Speaking (3)
- English Composition (3)
- Introduction to Literature (3) *(Waived with AA/AS/BA/BS, unless required by major)*
- Mathematics (3) *(Must meet general education math requirement)*
- Lifespan Development (3)
- Biological Science, with lab (4) *(Either science waived with AA/AS/BA/BS, unless required by major)*
- Physical Science (chemistry or physics), with lab (4) *(Either science waived with AA/AS/BA/BS, unless required by major)*
- Cross Cultural Studies (6) *(3 hours waived with AA/AS/BA/BS, unless required by major)*
- American History (3) *(Either history waived with AA/AS/BA/BS, unless required by major)*
- Western Civilization (3) *(Either history waived with AA/AS/BA/BS, unless required by major)*
- Required major—36 hours minimum with GPA of 2.7 or higher
○ K-12 art education
  ▪ ART 108 Two-Dimensional Design (3)
  ▪ ART 111 Beginning Drawing or ART 211 Figure Drawing (3)
  ▪ ART 201 Beginning Painting (3)
  ▪ ART 203 Beginning Sculpture or Ceramics (3)
  ▪ ART 205 Beginning Printmaking or ART 213 Beginning Photography (3)
  ▪ ART 209 Digital Media (3)
  ▪ ART 420 Senior Seminar (3)
  ▪ One 300-level course in the same medium as one of the foundation courses
  ▪ ARTH 230 Art History: Art and World Religions (3)—CCS
  ▪ ARTH 232 Art History: Renaissance and Rococo, 1400-1760 (3)
  ▪ ARTH 234 Art History: Neoclassicism to Surrealism, 1789-1945 (3)
  ▪ ARTH 235 Art History: After 1945, Abstract Expressionism to the Present (3)
  One from:
  ▪ ART 349 Advanced Studio: Drawing (3)
  ▪ ART 351 Advanced Studio: Painting (3)
  ▪ ART 353 Advanced Studio: Sculpture (3)
  ▪ ART 355 Advanced Studio: Printmaking (3)
  ▪ ART 359 Advanced Studio: Photography (3)
  ▪ ART 360 Topics in Studio Art (3)

○ K-12 music education (choral or instrumental)
  ▪ MUSC 111 Introduction to Music Literature (3)
  ▪ MUSC 200 Class Piano (1)
  ▪ MUSC 201 Music Theory I (3)
  ▪ MUSC 203 Music Theory II (3)
  ▪ MUSC 204 Music Theory III (3)
  ▪ MUSC 303 Music Theory IV: Form and Analysis (3)
  ▪ MUSC 231 Musicianship I (1)
  ▪ MUSC 233 Musicianship II (1)
  ▪ MUSC 252 World Music (3)—CCS
  ▪ MUSC 304 Composition and Orchestration (3)
  ▪ MUSC 311 Music History: Medieval/Renaissance (3)
  ▪ MUSC 312 Music History: Baroque/Classic (3)
  ▪ MUSC 313 Music History: Nineteenth Century to the Present (3)
  ▪ MUSC 331 Introduction to Conducting (2)
  ▪ MUSC 351/352 Advanced Choral or Instrumental Conducting (2)
  ▪ MUSC 401 Senior Seminar (1)
  ▪ MUSC 131 Concert choir or 132—140 Instrumental ensembles (4)
  ▪ MUSC 121—128 and/or 221—228 (1-2) Three hours of private lessons

○ K-12 physical education
  ▪ PE 110 Lifetime Fitness and Wellness (1)
  ▪ PE 130 Individual Sport Skills (2)
  ▪ PE 131 Team Sport Skills (2)
  ▪ PE 201 Foundations of Physical Education and Sport (3)
  ▪ PE 236 Prevention and Treatment of Sports Injuries (3)
  ▪ PE 251 Measurement and Evaluation in Physical Education and Health (3)
  ▪ PE 271 Motor Learning and Development (3)
  ▪ PE 278 Physiology of Physical Activity (3)
  ▪ PE 302 Organization and Administration of Physical Education and Athletics (3)
  ▪ PE 315 Adaptive Physical Education (3)
  ▪ PE 325 Curriculum Design in Physical Education and Health (3)
  ▪ PE 330 Societal Issues in Sport and Wellness (3)
  ▪ PE 333 Structural Kinesiology (3)
  ▪ BIOL 205 Human Anatomy and Physiology I (4)
K-12 Spanish education
- Intermediate Spanish I (3)
- Intermediate Spanish II (3)
- Advanced Writing and Conversation (3)
- Culture and Civilization of Spanish America (3)
- 300-level Spanish American Literature (3)
- 300-level Spanish American History and Civilization (3)
- 300-level Spanish Literature (3)
- 300-level Spanish History and Civilization (3)
- Advanced Spanish electives to reach 42 hours (200-level and above) (18)

SPECIAL EDUCATION

COURSE OF STUDY: Special Education (Dual Licensure)

The program consists of 68-71 credit hours. Because this is a dual licensure program, students complete coursework in special education as well as one of the other licensure areas (elementary, middle grades, secondary, or K-12 special programs). See cohort schedule for course sequence.

- AEDU 202 Fine Arts and PE in Education (3)
- AEDU 203 Introduction to Education (3)
- AEDU 209 Technology in Education (3)
- AEDU 216 Introduction to Exceptional Children (3)
- AEDU 303 Educational Psychology (3)
- AEDU 310 Elementary Literacy (3)
- AEDU 311 Secondary Literacy in the Disciplines (3)
- AEDU 312 Middle Grades Philosophy and Literacy (3)
- AEDU 313-329, 363-369 Methods/Content (3-6) *(Students take Methods/Content courses per licensure requirements)*
- ASPED 217 Psychological Diagnosis (3)
- ASPED 319 Remediation of Language and Communication Disorders (3)
- ASPED 324 Teaching Students with High Incidence Disabilities, Age 3-22 (4)
- ASPED 325 Teaching Students with Low Incidence Disabilities, Age 2-22 (4)
- ASPED 330 Communication and Collaboration (3)
- ASPED 380 General Methods for Special Education Teachers (3)
- ASPED 420 Critical Issues in Special Education (3)
- ASPED 450 Student Teaching: Special Education (5)
- AEDU 450 or 455 or 459 Student Teaching: Elementary or Secondary or Middle Grades (5)
- AEDU 454 Contemporary Issues Seminar (3)
- APHL 104 Christian Worldview (3)
- ATHL 103 Biblical Perspectives (2)

REQUIRED COURSEWORK: Special Education (dual licensure)

In addition to the cohort program, coursework in the following areas is required.

*Special Education* and *Elementary Education* dual licensure:
- All elementary education required coursework except the required minor (See REQUIRED COURSEWORK: Elementary)
Special Education and Middle Grades dual licensure:
- All middle grades required coursework except the required content area (See REQUIRED COURSEWORK: Middle Grades)
  - MATH 109 Math Concepts for Teachers I (3)
  - MATH 110 Math Concepts for Teachers II (3)
  - BIOL 100 Biological Science, with lab (4)
  - PHYS 101 Physical Science, with lab (4)
  - COMM 101 Fundamentals of Public Speaking (3)
  - PSYC 123 Lifespan Development (3)

Special Education and Secondary or K-12 Specialist dual licensure:
- All secondary or K-12 specialist required coursework except the required major (See REQUIRED COURSEWORK: Secondary or K-12 Specialist)
  - MATH 109 Math Concepts for Teachers I (3)
  - MATH 110 Math Concepts for Teachers II (3)
  - BIOL 100 Biological Science, with lab (4)
  - PHYS 101 Physical Science, with lab (4)
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 licensed teachers or students concurrently enrolled in a teaching license program for undergraduate level work.

### 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.

- AEDU 225 Foundations of Teaching Bilingual/ESL (3)
- AEDU 340 Cross Cultural/Multicultural Issues in Education (3)
- AEDU 271 Linguistics (3)
- AEDU 341 Theory and Methods of ESP Instruction (3)
- AEDU 342 Methods and Materials of Teaching Bilingual Students (3)
- AEDU 345 Assessment of Bilingual/ESL Students (3)

### COURSE OF STUDY: GRADUATE

The program consists of 18 credit hours. In order to earn graduate credit, students complete a research project incorporated into the courses.

- AEDU 525 Foundations of Teaching Bilingual/ESL (3)
- AEDU 540 Cross Cultural/Multicultural Issues in Education (3)
- AEDU 571 Linguistics (3)
- AEDU 541 Theory and Methods of ESL Instruction (3)
- AEDU 542 Methods and Materials of Teaching Bilingual Students (3)
- AEDU 545 Assessment of Bilingual/ESL Students (3)
SPECIAL EDUCATION ENDORSEMENT OR LICENSE

The Adult Studies Special Education program is an accelerated program serving adults who are already certified/licensed teachers. The coursework is designed to complement your life experience and deepen your understanding of classroom methods. Students pursuing licensure will take three additional classes and complete a special education practicum.

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.
- ASPED 217 Psychological Diagnosis of Exceptional Learners (3)
- ASPED 319 Remediation of Language and Communication Disorders (3)
- ASPED 324 Teaching Students with High Incidence Disabilities (4)
- ASPED 325 Teaching Students with Low Incidence Disabilities (4)

ADDITIONAL COURSE OF STUDY: SPECIAL EDUCATION LICENSE

The program consists of 12 credit hours.
- AEDU 310 Elementary Literacy or AEDU 311 Secondary Literacy in the Disciplines* (3)
- ASPED 330 Communication & Collaboration (3)
- ASPED 420 Critical Issues in Special Education (3)
- ASPED 445 Practicum (3)
* Whichever course was not taken during the initial licensure coursework

Those students pursuing a teaching license will successfully pass the LBS1 (#155), general curriculum (#163) and APT (#104) tests
NURSING (RN TO BSN)

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.

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.

COURSE OF STUDY

The program includes 39 semester hours.

- RNBSN 205 Concepts of Healthcare and Nursing (3)
- RNBSN 308 Health Assessment and Promotion (3)
  - Prerequisites: BIOL 205 Human Anatomy and Physiology I and BIOL 206 Human Anatomy and Physiology II
- RNBSN 312 Pathophysiology (3)
- RNBSN 399 Independent Study (3)
- RNBSN 402 Nursing Research (2)
- RNBSN 409 Principles of Community Health (3)
  - Prerequisites: PSYC 121 Introduction to Psychology and SOC 121 Introduction to Sociology
- RNBSN 413 Nursing Capstone Practicum (5)
- RNBSN 420 Topics in Nursing (2)
- RNBSN 425 Issues in Nursing Practice (3)
- ATHL 103 Biblical Perspectives (2)
- APHL 104 Christian Worldview (3)
- CHEM 102 Fundamentals of Organic and Biochemistry (4)
  - Prerequisite: CHEM 101 General Chemistry
- MATH 151 Statistics (3)

GENERAL EDUCATION AND NURSING REQUIREMENTS

- BIOL 205 Human Anatomy and Physiology I
  - Prerequisite of RNBSN 308
- BIOL 206 Human Anatomy and Physiology II
  - Prerequisite of RNBSN 308
- BIOL 204 General Microbiology (4)
- CHEM 101 General Chemistry, with lab (4)
  - Prerequisite of CHEM 102
• ENGL 103 English Composition (3)
• ENGL 104 Literature (3)
  o Waived with AA or AS degree
• Fine Arts (3)
  o Waived with AA or AS degree
• HIST 103 American History (3)
  o Either American history or western civilization waived with AA or AS degree
• HIST 104 Western Civilization (3)
  o Either American history or western civilization waived with AA or AS degree
• PSYC 121 Introduction to Psychology (3)
  o Prerequisite to RNBSN 409
• PSYC 123 Lifespan Development (3)
• SOC 121 Introduction to Sociology (3)
  o Prerequisite to RNBSN 409

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

*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 learn of their availability and to register for these courses.
PSYCHOLOGY (BACHELOR OF SCIENCE)

Adult Studies Psychology 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 with a major in Psychology.

Upon completion of program, students will:
1. Articulate a Christian perspective on psychology.
2. Identify, recognize and recall basic approaches, methods and concepts from the science of psychology.
3. Develop and demonstrate skills, habits, values, consistent with the scientist-practitioner model of professional formation in psychology.
4. Identify psychological dimensions of human diversity.

COURSE OF STUDY
The psychology program consists of 45 hours:
- APSYC 122 Basic Research Skills (3)
- APSYC 123 Life Span Development (3)
- APSYC 201 Psychology of Personal Growth (3)
- APSYC 211 Basic Helping Skills (3)
- APSYC 222 Statistical Reasoning for the Behavioral Sciences (3)
  - Prerequisite: MATH 151 Statistics
- APSYC 244 Behavior Analysis and Therapy (3)
- APSYC 252 Cross Cultural Psychology (3)
- APSYC 322 Psychopathology (3)
- APSYC 323 Theories of Personality (3)
- APSYC 332 Social Psychology (3)
- APSYC 353 Brain and Cognition: Human Neuropsychology (3)
- APSYC 358 Capstone (3)
- APSYC 400 Supervised Field Education or APSYC 401 Advanced Research Practicum (4)
- ATHL103 Biblical Perspectives (2)
- APHL104 Christian Worldview (3)

PSYCHOLOGY AND GENERAL EDUCATION REQUIREMENTS
- PSYC 121 Introduction to Psychology (3)
  - Prerequisite to program
- MATH 151 Statistics (3)
  - Prerequisite to APSYC 211
- ENGL 103 English Composition (3)
- ENGL 104 Literature (3) (Waived with AA or AS degree)
- HIST 103 American History (3) (Either American history or western civilization waived with AA or AS degree)
- HIST 104 Western Civilization (3) (Either American history or western civilization waived with AA or AS degree)
- Fine Arts (3) (Waived with AA or AS degree)
- Biological Science, with lab (3) (Waived with AA or AS degree)
- Physical Science (chemistry or physics), with lab (3) (Waived with AA or AS degree)
- Cross-Cultural Studies (3) (Waived with AA or AS degree)

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

GRADUATE ACADEMIC PROGRAMS

Trinity Christian College offers a variety of majors and programs rooted in biblically informed liberal arts education for students who desire to earn a master’s degree. Trinity grants two master’s degrees:

- **Master of Arts in Counseling Psychology**
- **Master of Arts in Special Education** (LBS I and LBS II) The LBS II program also includes BCBA certification.

GRADUATION REQUIREMENTS

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

- 36 credits for the MA in Special Education (LBS I), 41 credits for the MA Special Education (LBS II), or 48 credits for the MA in Counseling Psychology
- Cumulative grade point average of 3.0
- Successful completion of all program requirements
The Master of Arts in 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.

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

**COURSE OF STUDY**

The program consists of 48 semester hours.

- PSYC 501 Counseling Theory and Methods I (3)
- PSYC 502 Professional Orientation and Ethics (3)
- PSYC 503 Counseling Theory and Methods II (3)
- PSYC 504 Assessment and Evaluation of Individuals (3)
- PSYC 505 Counseling Practicum (3)
- PSYC 506 Social and Cultural Foundations (3)
- PSYC 507 Psychopathology (3)
- PSYC 508 Research Design (3)
- PSYC 601 Internship I (3)
- PSYC 602 Life-Span Development (3)
- PSYC 603 Internship II (3)
- PSYC 604 Career Development (3)
- PSYC 605 Substance Abuse Counseling (3)
- PSYC 606 Marriage, Couple, and Family Counseling (3)
- PSYC 607 Christian Perspectives on Counseling (3)
- PSYC 608 Group Dynamics (3)
MASTER OF ARTS IN SPECIAL EDUCATION (LBS I)

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 the Master of Arts in Special Education (LBS I) and be certified to teach in an special education setting. Students may also elect to earn just the LBS I endorsement or licensure.

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 into the Master’s Thesis Project
   • Cumulative Trinity Christian College GPA of 3.0
   • 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

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

NOTE: Students who leave without finishing the master’s degree complete an exit form that indicates requirements for re-entry.

COURSE OF STUDY—LBS I ENDORSEMENT

The program consists of 18 hours. Receipt of endorsement is pending successful completion of state tests.

• SPED 517 Tests and Measurements: Assessing Students with Special Needs (3)
• SPED 519 Theory and Remediation of Language and Communication Disorders (3)
• SPED 524 Teaching Students with High Incidence Disabilities Age 3-22 (6)
• SPED 525 Teaching Students with Low Incidence Disabilities Age 3-22 (6)

COURSE OF STUDY—LBS I LICENSURE

The program consists of 27 hours. Receipt of license is pending successful completion of state tests.

• SPED 514 Reading Disabilities Theory and Interventions (3)
• SPED 517 Tests and Measurements: Assessing Students with Special Needs (3)
• SPED 519 Theory and Remediation of Language and Communication Disorders (3)
• SPED 524 Teaching Students with High Incidence Disabilities Age 3-22 (6)
• SPED 525 Teaching Students with Low Incidence Disabilities Age 3-22 (6)
• SPED 530 Communication and Collaboration in Special Education: Family, School, and Community (3)
• SPED 620 Special Education in Today’s Classroom (3)
COURSE OF STUDY—MA IN SPECIAL EDUCATION WITH LBS I ENDORSEMENT

The program consists of 36 hours. Receipt of license is pending successful completion of Illinois state tests.

- SPED 514 Reading Disabilities Theory and Interventions (3)
- SPED 517 Tests and Measurements: Assessing Students with Special Needs (3)
- SPED 519 Theory and Remediation of Language and Communication Disorders (3)
- SPED 524 Teaching Students with High Incidence Disabilities Age 3-22 (6)
- SPED 525 Teaching Students with Low Incidence Disabilities Age 3-22 (6)
- SPED 530 Communication and Collaboration in Special Education: Family, School, and Community (3)
- SPED 620 Special Education in Today’s Classroom (3)
- SPED 680 Research in Special Education: Thesis Project Design (3)
- SPED 683 The Law and Current Challenges (2)
- SPED 685 Master’s Thesis Project (4)
MASTER OF ARTS IN SPECIAL EDUCATION (LBS II AND BCBA CERTIFICATION)

This program is for students who already have an Illinois LBS I certificate, an Illinois LBS II certificate in Deaf and Hard of Hearing or Visual Impairments, or a special education degree from an approved program from another state, who have at least one year of teaching experience in a special education setting, and who now desire to earn a Master of Arts in Special Education—LBS II Behavior Intervention Specialist license (with an emphasis in Low Incidence Disabilities and Autism) and Board Certified Behavior Analyst certification

COURSE OF STUDY

The program consists of 41 hours.

- SPED 510 Applied Behavior Analysis (6)
- SPED 517 Tests and Measurements: Assessing Students with Special Needs (3)
- SPED 520 Concepts and Principles of Behavior Analysis II (3)
- SPED 525 Teaching Students with Low Incidence Disabilities Age 3-22 (6)
- SPED 530 Communication and Collaboration in Special Education (3)
- SPED 540 Behavioral, Social, Problem-solving, and Performance Supports (3)
- SPED 545 Strategies, Methods, Interventions, and Approaches to Teaching Reading, Math, Writing, and Content Area Information (6)
- SPED 680 Research in Special Education: Thesis Project Design (3)
- SPED 685 Master’s Thesis Project (4)
- SPED 695 BCBA Supervised Practicum (4)

COURSE OF STUDY—BCBA CERTIFICATE ONLY

Students who already have a master’s degree in education may choose to earn BCBA certificate only. The BCBA certificate only program consists of 22 hours.

- SPED 510 Applied Behavior Analysis (6)
- SPED 520 Concepts and Principles of Behavior Analysis (3)
- SPED 540 Behavioral, Social, Problem-solving, and Performance Support (3)
- SPED 545 Strategies, Methods, Interventions, and Approaches to Teaching Reading, Math, Writing, and Content Area Information (6)
- SPED 695 BCBA Supervised Practicum (4)
ABUS 301 Professional Communication (3)
The focus of this course will be on providing the adult learners with an opportunity to develop their professional writing skills and professional business presentation techniques and research skills. The primary objective of this course is to provide adult learners 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: MATH 141 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: ACCT 221 Accounting Principles I and ACCT 222 Accounting Principles II

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 Negotiation (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 Assessment (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.

ACJ ADULT STUDIES CRIMINAL JUSTICE

ACJ 121 Introduction to Criminal Justice (3)
This course sets crime in the context of a basic Christian sociological analysis of society and people’s needs, opportunities, norms, structures, and conceptions of justice. It examines society and the roles of society and government in providing a context for socialization, employment, education, freedom, equality, and justice. It provides exposure to such crucial concepts as crime, criminal, justice, punishment, and legal system. The need for a fair and effective justice system, including alternatives, pervades this introduction to the field.

ACJ 201 Comparative and Alternative Criminal Justice Systems (3)
This course gives a broad basis on which to analyze the nature of justice and from which to compare and critique the US system and its assumptions. In it we study the social and cultural basis of law, justice, and punishment. Concepts such as social responsibility, restorative justice, curative social action, and their application are analyzed. Views of justice and different social ways of dispensing it, including alternatives, are compared.

ACJ 202 Criminology (3)
This course surveys, compares, evaluates, and applies particular theories and models of crime from a practical perspective. It also deals with types and characteristics of crime and criminals and their development in specific societies. Various types of crime and the effect of laws and other attempts at reducing crime are studied.

ACJ 204 Restorative Justice: Principles and its Alternatives (3)
This course concentrates on the application of Hebrew, Christian, and other religious and contemporary restorative conceptions of justice relative to criminal justice systems. It places justice in the context of social health rather than only in relation to punishment or criminality. Prominent is the concept of restoring social rights and order threatened by harm to victims, society, and offender. It also recognizes the perspectives of survivors of various crimes and seeks to bring about healing through attempted reconciliation. The distinct model of justice in the context of more established current perspectives on dealing with crime and forms of punishment or other interventions are explored.

ACJ 250 United States Constitutional Law (3)
This course explores the historical development of the American constitutional heritage, including the political theory underlying this heritage and traditional interpretations of the United States Constitution.

ACJ 301 Criminal Law and the Judicial System (3)
This course analyzes the bases and purposes of law as both a reflection of God’s creative action and a basis for social order. It considers what constitutes a crime and who decides on the categories of criminal or acceptable behavior, with a close study of the US legal system related to crime and punishment. This is a practical course that treats substantive law and procedural law.
ACJ 302 Law Enforcement (3)
This is a study of expressions of law enforcement, and the alternatives that precede, supplement, and replace these practices. The course examines the relations between: law and its enforcement; enforcers and community; and other social institutions and enforcers, as well as reconciliation efforts between offenders and the offended. A range of approaches to policing and other resolution and peacemaking vocations in light of Christian views of law, state, and person are explored.

ACJ 303 Incarceration, Parole, and Probation (3)
This is a thorough overview, study, and Christian analysis of the detention, penal, correctional, and transitional system. In this course, various and changing objectives, such as punishment, retribution, reform, re-socialization, rehabilitation and training, or restitution of social order and personal relationships, including restitution to the victims are studied. Inmate institutions are examined, as well as the place and feasibility of community and specific agencies and institutions as potential sites for such restitution, with emphasis on the restorative justice option.

ACJ 305 Youth and the Law (3)
This course examines the unique relation and treatment of youth and law. The historical development of the juvenile justice system is considered, as well as the characteristics of children and teenagers and the variations of their treatment from adult offenders. The course pays attention to gender, class, ethnicity, socialization, education, special programs, social remediation, and other provisions for youth, as well as examining causes of youth violation of social norms and laws.

ACJ 353 Research for the Behavioral Sciences (3)
This introduction to the basic methods of empirical research in the behavioral sciences examines techniques and theory of research analysis and design, formulating and testing hypotheses, sampling, collection, and analysis and interpretation of data. Prerequisite: MATH 151 Statistics.

ACJ 400 Field Education (7)

ACJ 410 Senior Seminar (3)
This seminar, which serves as the capstone of the major, reviews major concepts, ideas, and approaches to criminal justice. A restorative justice is a major theme of the course, and students evaluate other theories and approaches to the field.

AEDU  ADULT STUDIES EDUCATION

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 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 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 313 Elementary English Language Arts Methods (1.5)
This course focuses on Language Arts methodology and content for grades 1 – 6. Emphasis will be on writing instruction, language tools, media literacy, and the integration of Language Arts throughout the curriculum.
AEDU 315 Elementary Methods – Math (1.5)
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 (1.5)
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 (1.5)
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 secondary English.

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 secondary mathematics. 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-12, 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 in grades K-12. 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 K-12.

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.

AEDU345 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 363 Middle Grades English Language Arts Methods (3)
This course deals with methods and materials of teaching in grades 5-8. 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 365 Middle Grades Mathematics Methods (3)
This course deals with methods and materials of teaching in grades 5-8. 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 366 Middle Grades Social Science Methods (3)
In this course, students will consider the importance of history and other social sciences in grades 5-8; develop materials to teach middle grades social studies, especially American history, Illinois history, and the history of global cultures; and experiment with alternative teaching strategies.
AEDU 368 Middle Grades Science Methods (3)
This course focuses on the teaching methods for middle grades and the characteristics of science from a Christian worldview. This course will cover teaching methods pertaining to biology, chemistry, and physics. This course will be based on inquiry, with lecture, discussion, reflection, laboratory, and presentation components. Students will become familiar with standards for middle grades science, will use technology in the classroom and laboratory, will design and conduct experiments, and will plan and teach classroom and laboratory lessons. Students will become acquainted with source materials, laboratory safety practices and good laboratory management.

AEDU 369 Middle Grades Business Methods (3)
In this course, students will study and implement a variety of pedagogical methods for teaching and learning of business. The class will focus on ever-changing technological advances in a global society with an emphasis on the knowledge and skills to succeed in the 21st century. Students will engage in experiences and practice with technology tools and collaborative activities that prepare them to be effective users and continual learners of technology, including instruction in online pedagogy. They will learn to facilitate inquiry-based activities that include critical thinking, creative problem solving, effective communication, and collaboration.

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. Required: 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. Required: Concurrent enrollment in AEDU 454.

AEDU 459 Student Teaching: Middle Grades (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. Required: 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.
APSYC 122 Basic Research Skills (3)
The focus of this course is an explanation of the experimental method as a tool for examining causation, and will cover
(1) the purpose and use of basic research designs, (2) the role of statistical analysis in research, (3) the use of library
resources, both print and computer, for conducting thorough literature reviews, and (4) the rationale for the standard
research report format and proper use of the APA writing style. There will also be a unit on the role of graduate studies
in the development and training of research skills.

APSYC 123 Life Span Development (3)
This course is a study of the developmental characteristics of the human life-cycle from birth to old age and an
introduction to the major psychological theories of development.

APSYC 201 Psychology of Personal Growth (3)
This investigation of the dynamics of personal functioning and change includes an examination of the relationship
between attitudes, emotions, and behaviors. Major approaches to personal growth are studied. Students are required to
reflect on their personal history and apply their learning to their own personal growth.

APSYC 211 Basic Helping Skills (3)
Students study and evaluate the essentials of helping relationships and the behaviors, attitudes, and emotions that
promote helping. Students are required to practice the various skills discussed in class, such as attending, empathy,
genuineness, and confrontation. Case studies of major psychotherapeutic approaches are also examined.

APSYC 222 Statistical Reasoning for the Behavioral Sciences (3)
This class will cover statistical concepts and their use in the analysis of data and making causal/functional inferences
within behavioral science research. Topics to be covered include: the experimental method, research ethics, variability,
characteristics of the normal distribution and standard scores, correlation, statistical inference, theory formation,
hypothesis testing, z scores, t tests, and analysis of variance. The importance of research methodology to clinical and
applied areas of psychology will be discussed. Prerequisite: MATH 151.

APSYC 244 Behavior Analysis and Therapy (3)
Students study and evaluate the assumptions and methods of behavior analysis and behavior modification techniques.
Research findings related to the behavior therapies, including techniques based on associative and operant conditioning
and more recent "cognitive" or language-based behavioral therapies, will be addressed, and students will be exposed to
behaviorally based models of mental and behavioral disorders.

APSYC 252 Cross Cultural Psychology (3)
This course examines the relationships between culture, personality, and human behavior. Psychological theories and
research aimed toward the understanding of human behavior in the context of cultural and ethnic diversity are the
primary focus of the course. Special attention will be given to intercultural communication and counseling in the
multicultural context.

APSYC 322 Psychopathology (3)
Students study the symptoms, causes, and treatments of persons suffering from neurotic or psychotic disorders, paying
special attention to the major theories concerning psychopathology and the types of therapy employed.

APSYC 323 Theories of Personality (3)
This critical exposition of the personality theories of Freud, Jung, Adler, Horney, Sullivan, Rogers, and others includes a
further consideration of the development of a Christian anthropology, especially in relation to personality, psychic
disorders, and psychotherapeutic counseling
**APSYC 332 Social Psychology (3)**
This course considers the nature and the psychology of different social relationships. Such topics as attraction, cooperation, person perception, bargaining, and social influence are investigated.

**APSYC 353 Brain & Cognition: Human Neuropsychology (3)**
This course will focus on the role of human brain functioning in cognitive and psychological processes. Main topics will include the basic cortical areas of the human brain, how various cognitive functions are currently thought to relate to specific brain regions, and the relationship between damage to the regions and the resulting cognitive, emotional, and behavioral changes.

**APSYC 358 Capstone Course (3)**
In this course psychology majors will reflect and articulate an understanding of psychology from the philosophical, ethical and historical aspects of a Christian worldview. Students will prepare a thesis paper which they will present in a public forum. Students will also explore their participation in psychology by identifying, clarifying and planning for their post-college career goals.

**APSYC 400 Supervised Field Education (4)**
Students engage in a paraprofessional work experience in a setting off campus. The setting is determined by the faculty supervisor on the basis of student’s career objectives and his or her current level of experience. Application must be made with the Psychology Department before the beginning of the term in which the student intends to register for field experience.

**APSYC 401 Advanced Research Practicum (4)**
This course will give students the opportunity to complete supervised quantitative research projects using experimental methodology, correlative techniques, or survey research (or a combination of the three) in order to address theoretical questions that arise from the academic interests of the student. Weekly seminars will focus on issues of scientific theory in areas of student interest, the relationship between the scientific process and Christian worldview, experimental design, research methodology, and proper statistical analysis of collected project data. A research paper or equivalent will be required.

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**ASPED ADULT STUDIES SPECIAL EDUCATION**

**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 education 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 380 General Methods for Special Education Teachers (3)
A study and discussion of theories and techniques of methods of instruction at the elementary level, middle grades, and high school level for students of all abilities. Specific topics include planning, organizing, methods of instruction, and assessment.

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)
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. Required: Concurrent enrollment in AEDU 454.

ATHL ADULT STUDIES THEOLOGY

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 related to practice and public life.

CHEM CHEMISTRY

CHEM 102 Principles of Organic and Biochemistry (4)
An elementary treatment of organic and biochemistry studying the fundamental classes of organic compounds and their synthesis and reactions, followed by a survey of the chemistry involved in living systems. Includes a lab. The course emphasizes applications relevant to health sciences. CHEM 102 does not count toward a chemistry major or minor. Prerequisite: General Chemistry with a C- or better.
MATH MATHEMATICS

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.

RNBSN RN TO BSN

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. Prerequisites: Anatomy and Physiology I and II.

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. Prerequisites: Introduction to Psychology and Introduction to Sociology.

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.

RNBSN 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.

RNBSN 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.
GRADUATE COURSE DESCRIPTIONS

Course descriptions appear in alphabetical order according to the course code prefixes.

AEDU  Adult Studies Education (in ESL/Bilingual endorsement program)
PSYC  Master of Arts in Counseling Psychology
SPED  Master of Arts in Special Education (LBS I and LBS II/ BCBA certification)

AEDU ADULT STUDIES EDUCATION (GRADUATE ESL/BILINGUAL)

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 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.

AEDU545 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.

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.
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.

SPED MASTER OF ARTS IN SPECIAL EDUCATION

SPED 510 Applied Behavior Analysis (6)
Examines and articulates theoretical perspectives of applied behavior analysis. It also includes the fundamental elements
of behavior change, specific behavior change procedures, interventions and behavior change considerations, and
behavior change systems. Identification of the problem and appropriate assessment will also be addressed as well as
implementation, management and supervision of students using ABA. There will be a particular emphasis on working
with children with low incidence disabilities and/or those on the autism spectrum. This course will also review concepts
for teaching students with special needs from a Reformed Christian perspective.

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 Theory and 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 520 Concepts and Principles of Behavior Analysis II (3)
Uses the dimensions of applied behavior analysis to evaluate whether interventions are behavior analytic in nature, reviewing and interpreting articles from the behavior-analytic literature, systematically arranging independent variables to demonstrate their effects on dependent variables, using withdrawal/reversal designs, alternating treatment design, changing criterion designs, multiple baseline designs, multiple probe designs and combinations of design elements.

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: Family, School, and Community (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 540 Behavior, Social, Problem-Solving, and Performance Supports (3)
Examines behavioral, social, problem-solving and performance supports geared toward students with low incidence disabilities, particularly those with emotional/behavioral disorders and those on the autism spectrum.

SPED 545 Strategies, Methods, Interventions, and Approaches to Teaching Reading, Math, Writing, and Content Area Information (6)
This course will analyze and use strategies, methods, interventions, and approaches to teaching reading, math, writing, and content area information geared toward children with low incidence disabilities, particularly those with behavior disorders and/or those on the autism spectrum.

SPED 5620 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 Thesis Project (4)
Students complete and present their master's projects.
SPED 695 BCBA Supervised Practicum (4)
Students complete their BCBA supervised practicum. See practicum handbook for specific information on fulfilling requirements
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