2015-2016
Adult Studies Catalog

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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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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 majors in business, education, special education, psychology, and criminal justice. An English as a second language (ESL) and bilingual endorsement program is also available for licensed teachers. In addition to classes on the main Trinity campus, classes are also held in Northwest Indiana and in a fully online environment. The satellite location and online delivery method reflect an expanding awareness of the role and responsibilities the College assumes in its service to the larger community and the world.

Graduate programs were added in 2012. Three master of arts programs are currently offered: counseling psychology, special education—Learning Behavior Specialist I (LBS I endorsement), and special education—Learning Behavior Specialist II (LBS II endorsement) which includes the Behavior Analyst Certification Board (BACB) approved course sequence and intensive practicum. Students who already have a master’s degree in education, psychology, or applied behavior analysis, have the opportunity to take only the BACB approved courses to be eligible to take the BCBA exam.

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 multiethnic, multinational, and multi-denominational student body. The major criteria for admission are academic potential, an explicit desire to participate in the unique Trinity experience, and a readiness to be an active member of a community based on the biblical requirements of justice, humility, and love.
COMMITMENT TO CAMPUS DIVERSITY  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 2012

...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.

Hospitality
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 Life 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 Foundations 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 Foundations is necessary. Data collected assist each of these areas in making improvements that benefit a student’s education.

CALENDAR

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

Academic calendars are unique to each program and are available through the Adult Studies Offices.
ADMISSION TO ADULT STUDIES PROGRAMS

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 Science: Business, Criminal Justice, 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
- 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

Education Licensure Only
- Completion of a bachelor-level degree 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
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 limited 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. The tuition deposit is non-refundable. 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.
ADULT STUDIES FINANCIAL AID

FINANCIAL AID OFFICE

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

APPLYING FOR FINANCIAL AID

The first step in applying for financial aid is completing a Free Application for Federal Student Aid (FAFSA), the standard federal application used to determine a student’s eligibility for federal and state financial aid. The FAFSA may be completed online by visiting www.fafsa.gov. Trinity’s FAFSA code is 001771. If documentation from the student is needed to verify FAFSA information, a request will be sent to the email address that was provided on the FAFSA.

When a student has been admitted to the program and all required documentation has been received, a financial aid statement will be created. Students will need to follow provided instructions to receive any federal loans.

The FAFSA should be filed for each academic year the student will be enrolled. It is recommended that students complete the FAFSA by February 15 for full consideration of all types of financial aid.

CRITERIA FOR STUDENT FINANCIAL AID

1. A student must be enrolled as a degree-seeking student. Full-time enrollment is defined as 12 credit hours per term for undergraduate work. Full-time enrollment for graduate work is 6 credit hours per term. Students will receive awards according to their enrollment status and federal or state guidelines. A recipient who changes their enrollment status or leaves the College during a term may receive reduced awards. Students should consult the Financial Aid Office to understand the financial implications of enrollment changes.

2. Students must be making Satisfactory Academic Progress (SAP). Refer to the “Academic Policies” section of this catalog for a definition of Trinity’s SAP policy.

3. SAP is evaluated after every term. The Financial Aid consequences of not meeting SAP are as follows:
   a. Financial Aid Warning: Students who fail to meet SAP will automatically be placed on Financial Aid Warning and will be notified in writing. The notification to the student will explain that this status a student remains eligible to receive financial aid for one semester. By the end of that semester, the student must again be making SAP to remain eligible for financial aid.
   b. Financial Aid Suspension: Students who are not making SAP after a term on Financial Aid Warning will be placed on Financial Aid Suspension and will be notified in writing. The notification to the student will explain that:
      i. Under Financial Aid Suspension the student is not eligible for financial aid
      ii. The student can regain eligibility by meeting SAP requirements
      iii. There is an appeal process for students to regain eligibility on a probationary status. Appeals must address why the student failed to make SAP and what has changed that will allow the student to make SAP at the next evaluation.
   c. Financial Aid Probation: Students who successfully submit and are granted an appeal from Financial Aid Suspension are placed on Financial Aid Probation for one term. At the end of the probationary term, the student must be making SAP. If the appeal committee determines that the student cannot reasonably be expected to meet SAP after one term, the appeal committee will establish an academic plan for the student which will result in the student meeting SAP at a defined point in time. Students granted Financial Aid Probation will receive notification in writing explaining that:
      i. They are eligible for financial aid for one term, after which they must be meeting SAP or the terms of their academic plan (if applicable).
      ii. If SAP or the terms of their academic plan are not met, the students will be placed on Financial Aid Suspension.
d. Additional Financial Aid Suspension(s): Students who are placed on Financial Aid Suspension immediately following a term on Financial Aid Probation will be notified in writing. This notification will explain that:
   i. The student is not eligible for financial aid
   ii. The student can regain financial aid eligibility by meeting SAP requirements
   iii. There is an appeal process for students to regain eligibility on a probationary status. Appeals must address why the student failed to make SAP and what has changed since their last appeal that will allow the student to make SAP (or the terms of their academic plan) at the next evaluation.

GRANTS

- **Federal Pell Grants** are made available by the U.S. government, with annual awards for 2015-16 up to $5,775. Pell grants are awarded only to students who qualify according the Estimated Family Contribution (EFC) calculated by the FAFSA. In general, lower-income students are eligible to receive Pell grants. Pell Grants are not available to students who have already earned a Bachelor’s degree.

- **IL MAP Grant** funds are awarded by the state to eligible Illinois students. Students must file the FAFSA to be considered for an IL MAP Grant. Because funds are limited, the FAFSA should be filed as soon as possible (recommended by Feb. 15 of each year). Amounts vary from $472 to $4,720 depending on the number of credit hours for which the student is enrolled. 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).

- **The Minority Teacher of Illinois (MTI) Scholarship**: The Minority Teacher of Illinois (MTI) Scholarship Program is one of the Teacher Education Scholarship Programs administered by Illinois Student Assistance Commission. The MTI Scholarship Program encourages academically talented minority students to pursue careers as teachers at non-profit Illinois preschool, elementary and secondary schools. The program also aims to provide minority children with access to more minority role models.

   The scholarship awards up to $5,000 per academic year for a maximum of eight semesters of assistance. A student must sign an agreement promising to begin teaching within one year for each year of scholarship assistance received at a non-profit Illinois public, private, or parochial preschool, elementary, or secondary school. No less than 30 percent of the enrolled students should be minority students, as certified by the Illinois State Board of Education. The student shall teach on a continuous basis for the required period of time.

   If the teaching obligation is not fulfilled, the scholarship converts to a loan at a five percent interest rate and the entire amount received, prorated to the fraction of the teaching obligation not completed, must be repaid.

- **Federal Supplemental Educational Opportunity Grants (SEOG)**: The purpose of the SEOG program is to provide grants to students who demonstrate extreme financial need. To apply, complete the FAFSA.
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; freshmen are eligible for $3,500 per year, 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 for 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

The following scholarships are available to Adult Studies students, through the generous gifts of donors. Applications for these scholarships become available in June for the upcoming academic year:

- **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.
EXPENSES

2015-2016 TUITION

Tuition Charges per Credit Hour
Bachelor of Science—Business (Palos Heights) ................................................................. $509
   Total program tuition ................................................................................................. $26,468 (51 credit hours)
   Includes rental books, materials, and laptop computer
Bachelor of Science—Business Program (Indiana) .......................................................... $409
   Total program tuition ................................................................................................. $21,268 (51 credit hours)
   Includes laptop computer only
Bachelor of Science—Business (online) ......................................................................... $480
   Total program tuition ................................................................................................ TBD
Bachelor of Science—Psychology Program .................................................................... $494
   Total program tuition ................................................................................................. $22,724 (45 credit hours)
Bachelor of Science—Psychology (online) ..................................................................... $480
   Total program tuition ................................................................................................ TBD
Bachelor of Science—Criminal Justice (online) ............................................................... $480
   Total program tuition ................................................................................................ TBD
Bachelor of Arts—Education ............................................................................................ $583
   Total program tuition—Education .............................................................................. $28,567 (48 credit hours)
   Includes rental books and materials
   Total program tuition—Special Education Dual Licensure ......................................... $41,976 (71 credit hours)
   Includes rental books and materials
ESL/Bilingual Endorsement ............................................................................................. $499
   Total program tuition ................................................................................................. $8,982 (18 credit hours)
   Includes rental books and materials
ESL/Bilingual Endorsement (online) ............................................................................. $499
   Total program tuition ................................................................................................. $8,982
ACOR general education/program prerequisite courses ................................................. $133
Courses in the traditional undergraduate program ....................................................... $836
Courses in the traditional undergraduate program—summer rate ............................... Varies

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.

2015-2016 FEES

Student Life
Enrollment Deposit (paid prior to registration) ............................................................. $300
Re-entry fee .................................................................................................................. $100
International student orientation ................................................................................ $100
International student health insurance (annual) ........................................................ $952

Registrar’s Office
Late registration fee (non-refundable) ........................................................................... $ 50
Change in registration (student-initiated) ................................................................. $ 5
Student transcripts ..................................................................................................... $ 5

Business Office
Returned check .......................................................................................................... $ 30
Deferred payment fee (per semester) ....................................................................... $ 40
Late payment/delinquency fee (per due date missed or month past due) .................. $ 50
Course of Study
Biology lab fees........................................................................................................................................ $ 50
Chemistry/geology/physics lab fee (per semester)....................................................................................... $ 30

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 International students, students who do not qualify for health insurance through the health exchanges, and students who cannot be added to a parent health plan, can purchase a basic accident and health plan through the College. See accident and health insurance portion of the Student Services section for more information.

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 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.

5 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.

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

If an employer will be paying for tuition, the Adult Studies student must still follow Trinity’s payment schedule and meet all payment due dates. The student will be reimbursed by his/her employer. American Express, MasterCard and Discover are also accepted for payment of tuition and fees online.

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>W</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>
8-9 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>

8 WEEK ONLINE COURSE

<table>
<thead>
<tr>
<th>Drop Deadline</th>
<th>Grade Received</th>
<th>Refund Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first week</td>
<td>No Grade</td>
<td>100%</td>
</tr>
<tr>
<td>Weeks 1-2 (Days 1-14)</td>
<td>No Grade</td>
<td>100%</td>
</tr>
<tr>
<td>Weeks 3-4 (Days 15-28)</td>
<td>W</td>
<td>0%</td>
</tr>
<tr>
<td>Weeks 5-8 (Days 29-56)</td>
<td>Grade Earned</td>
<td>0%</td>
</tr>
</tbody>
</table>

6-7 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>

3-4 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.

**PAYMENT OF FINANCIAL OBLIGATIONS**

- **Tuition, room and board, and all other fees are to be paid in full (U.S. funds) each term by the start of classes.** All grants, loans, and other financial aid awards are taken into consideration each term, which will reduce the overall balance due. Students may choose the deferred payment plan and pay their overall balance in equal payments at the required due dates for an additional fee of $40 each semester. If students choose to pay in full by the first day of classes, they will not be assessed this fee.

- **Billing statements are always viewable online on the student portal.** Refer to your student portal for what portion of your overall total is due and payment due dates. A late payment fee of $50 may be assessed for each payment date not met or if payment received is below the expected amount, and each month with a past due balance. Students whose accounts are past due may lose access to Moodle learning management system and will not be permitted to register for the following semester. In addition, grade reports and transcripts will not be released.

- **Additional penalties will be assessed monthly on unpaid balances after the final payment date of the term.**

**Title IV Aid Recipients**

If a student withdraws or is expelled from Trinity before 60 percent of the semester has passed, then the College or the student may be required to return some of the federal funds awarded to the student. If the student received financial assistance from outside of his/her family, then a portion of the refund will be returned to the grant, scholarship, or loan source from which the assistance was received. If a student plans to withdraw, the student should visit the registrar’s office and complete the appropriate forms.

Trinity’s refund policy exists for calculating the refund of institutional charges. 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 College and the student. The federal formula is applicable to a student receiving federal aid other than Federal Work Study if that student withdraws at or before the 60 percent point of time in the semester. The student also may receive a refund of institutional charges through Trinity’s refund policy. The amount of refund of institutional charges will be the greater of the amount the College must return to federal Title IV programs or the amount determined by Trinity’s refund policy.

The federal formula requires a return of Title IV aid if the student received federal financial assistance in the form of a Pell Grant, Supplemental Educational Opportunity Grant, Federal Stafford Loan, or PLUS Loan, and withdrew on or before completing 60 percent 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. Scheduled breaks of more than four consecutive days are excluded.

If any funds are to be returned after the return of Title IV aid, they will be used to repay Trinity funds, state funds, other private sources, and the student in proportion to the amount received from each non-federal source as long as there was no unpaid balance at the time of withdrawal. If there was an unpaid balance, then all aid sources will be repaid before any funds are returned to the student.

**Note:** If funds are released to a 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.

Worksheets used to determine the amount of refund or Return of Title IV aid are available upon request. Examples are also available in the financial aid office.
Appeal Process
Any student who desires may appeal the calculated refund to the Vice President for Finance and Administration, outlining any special circumstances that should be considered.
Student Life Policies
All Trinity Christian College students are expected to know, understand, and comply with college policies and guidelines which are found in the student handbook ([http://studentlife.trnty.edu/PDFs/reslife/studenthandbook.pdf](http://studentlife.trnty.edu/PDFs/reslife/studenthandbook.pdf)). Hard copies can be requested from the student life office.

Accident and Health Insurance
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 are 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. Insurance questions may be directed to Student Life.

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

Business Office
The Business Office is located in the Student Financial Services Center. Student billing statements are generated from this office. The following services are available: making tuition payments, cashing personal and payroll checks, paying parking fines, and notarizing documents.

Cooper Center for Career and Community Engagement
The Cooper Center, located in the Molenhouse Student Center, is the main hub for career development resources. The Director for Career Development and the services that support student career development are available 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/cecch.html](http://www.trnty.edu/cecch.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.

Dining Hall
The dining hall, located on the east side of the administration building, is open to everyone in the Trinity community and their friends and family. Open for breakfast, lunch, and dinner every day, the dining hall provides a pleasant gathering place for all to enjoy a variety of great foods. Brochures are available in the dining hall for additional information, including hours of operation, meal plans, and pricing.

Electronic Mail
Students are given campus e-mail accounts when they enroll at the College. Official notifications made by campus offices are increasingly made using 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. More information about electronic mail can be found in the student handbook.
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.

Fitness Center
The fitness center is located in the DeVos Athletics and Recreation Center and provides students and employees with access to a variety of fitness equipment. The Fitness Center Coordinator is responsible for fitness center hours, staffing, and program.

Intercollegiate Athletics
Students at Trinity have the opportunity to participate on intercollegiate teams in several sports. Men’s and women’s soccer, men’s golf, cross country, and women’s volleyball are offered in the fall; men’s and women’s basketball in the winter; men’s volleyball, women’s softball, women’s golf, baseball, and track and field in the spring.

Trinity is a member of the National Association of Intercollegiate Athletics (NAIA), the National Christian College Athletic Association (NCCAA), and the Chicagoland Collegiate Athletic Conference (CCAC).

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 Foundations 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.
The 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.

1. Services for All Students
   a. 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.
   b. 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.
   c. 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.
   d. 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.

2. 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.

3. 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 120 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 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

CENTER FOR CHRISTIAN URBAN EDUCATION

The Center for Christian Urban Educators is a collaborative effort of Trinity Christian College and Bright Promise Fund for Urban Christian Education. The Center provides a professional network for Christians involved in private, public, and Christian schooling in the unique context of urban life in North America. It serves as a school improvement network, a center for conferences and symposia for urban Christian educators and uses the schools of the Bright Promise Fund as lab schools for teacher education and the sharing of best practices.

The Center is housed in the Trinity offices at 1550 S State Street in Chicago, IL. Harriet Potoka, recently retired principal of Daystar School, serves as the Center's director.

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 collection is free and open for public use, by appointment only. To set up an appointment, please contact the library at 708.239.4797. The collection contains family histories, business records, early letters, church and school records, society minutes and records, anniversary booklets, immigrant newspapers, journals, photographs, scrapbooks, newsletters and publications, and articles and books authored by Dutch immigrants to Chicago.

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

The Chicago Dutch newspaper *Onze Toekomst* has been digitized by the Roosevelt Study Center in the Netherlands. Issues from 1925-1952 are available at http://kranten.delpher.nl/
CLASSIFICATION AND CREDITS

Student Classification
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>DEGREE</th>
<th>HOURS NEEDED TO BEGIN PROGRAM</th>
<th>HOURS EARNED IN PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>BS</td>
<td>45</td>
<td>51</td>
</tr>
<tr>
<td>Psychology</td>
<td>BS</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>BS</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Education/Special Education</td>
<td>BA</td>
<td>65</td>
<td>48-68</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. 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 Foundations 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 requirements: completing 45 hours at Trinity.

Non-Traditional Credit
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. Trinity does not award academic credit for life experience.

Non-traditional credit may be earned 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 for most examinations. However, English 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 is awarded for science CLEP exams because a lab is required by the College for students to receive credit for a science course.

• **International Baccalaureate (IB):** IB credit is granted for grades of 5 or greater on higher-level classes. No credit is given for subsidiary-level work.

• **General Certificate of Education Advanced Level (GCE A Level):** Credit is granted for A-level grades of A*, A, and B. Generally two semesters of credit are awarded per subject. Credit is granted for AS-level grades of a and b. Generally one semester of credit is awarded per subject. International A Level exams are granted credit in a similar manner.

• **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 Educational 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. Foundations requirements may be waived in cases where the student has earned a grade of 60 to 74.

• **Spanish Language Proficiency:** New students may be eligible for Spanish placement credits on the condition that they take the Web-CAPE exam at the beginning of the semester in which they take their first Spanish course, enroll for the Spanish course into which they were placed, and earn a grade of B or better. Placement credits are available only for Spanish 201 (if placed into 202) or 201-202 (if placed into a 300 level course). Transfer students with college-level Spanish on their transcripts are not eligible for credits by placement.

**Course Numbering**
Courses numbered 100 and above count toward graduation. Upper division courses number for the major and/or minor are 200-level or higher.

<table>
<thead>
<tr>
<th>000-099</th>
<th>Developmental Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-199</td>
<td>Introductory Level</td>
</tr>
<tr>
<td>200-299</td>
<td>Intermediate Level</td>
</tr>
<tr>
<td>300-499</td>
<td>Advanced Level</td>
</tr>
<tr>
<td>500-higher</td>
<td>Graduate Level</td>
</tr>
</tbody>
</table>

**Credit Hour**
Credits at Trinity are given in semester hours. 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.

**Student Load**
The average adult studies student load is 6-9 hours per semester. The minimum number for classification as a full-time student is 12 hours.

**REGISTRATION**

**Academic Advisement**
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 subsequent semester courses will take place.
3. Registration/schedule information is sent to students through Trinity 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 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.

**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.

Students should complete the Independent Study Request form in cooperation with the instructor who will determine the format of the independent study. Forms are available in the Registrar's Office or on the forms and student resources page: [http://www.trnty.edu/fsr.html](http://www.trnty.edu/fsr.html)

The completed request form must be submitted by the student to the Registrar’s Office. Final approval of the independent study is granted by the Provost in accordance with faculty load. Instructors are not obligated to offer independent study courses.

**Auditing**
Students may elect to audit courses rather than take them for credit. Permission to audit a course must be obtained from the class instructor. An auditor may attend all classes and participate in all activities of the course but does not have an obligation to fulfill any of the requirements of the course, nor does the instructor have an obligation to evaluate the auditor’s work. Changes from audit to credit (and vice versa) is allowed until the grade “W” is no longer used during the semester. Full-time students are permitted to audit a course at no cost. All others are charged the per-credit hour auditing fee. Audit forms must be submitted at the time of registration. Forms are available in the Registrar’s Office or on the forms and student resources page: [http://www.trnty.edu/fsr.html](http://www.trnty.edu/fsr.html)

**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](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.
COURSE POLICIES

Attendance

Attendance in Face-to-Face Class:
Students are expected to attend all class and laboratory sessions for which they are registered. A student’s attendance record may affect the instructor’s evaluation of his /her classwork. Any anticipated absence on the part of the student must be cleared with the instructor. Penalty or makeup privileges for absences are left to the discretion of the instructor.

In the case of a prolonged absence, it is the duty of the student to notify his or her instructors and the Student Life Office. Faculty members are requested to bring to the attention of the Student Life Office student absences that could be considered detrimental to the student’s academic performance.

Each instructor is expected to emphasize in the syllabus the importance of class attendance and to inform students of policies and procedures regarding absences, makeup privileges, and the extent to which class attendance is factored into the final grade for the student’s performance. It is the responsibility of the student to inform the instructor of the reasons for all class absences.

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

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

Simply logging into Moodle does not constitute student participation in an online class or attendance in an online course. There must be ‘measurable’ (graded) course activity to demonstrate attendance to be in compliance with federal regulations regarding student engagement and participation in online courses noted previously. Assignments submitted in a week other than the one in 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 as outlined in the college catalog. For any online 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.

Recording Attendance: Course instructors are required to keep track of online attendance particularly for cases where there is a lack of participation in required assignments or activities for that week.

Audio/Video Recording Policy
A classroom recording could consist of: an audio or video replication recorded on devices including, but not limited to, audio recorder, tape recorders, camcorders, cellular phones, MP3 players, computers, Smartpens® and other devices that record sound and/or video.

Students with disability accommodations which make them eligible to record classroom material must have a signed “Audio/Video Recording Agreement Form for Students with Accommodation Plans” on file in Trinity’s Office of Learning Services. This agreement form will apply to every semester for which the student is enrolled at Trinity Christian College. In addition, prior to any recording, such students must inform the course instructor that recording will take place during the semester.
Students who do not have disability accommodations must consult with their instructors if they wish to record during class sessions. If the instructor grants permission, he/she may require the student to sign an Audio Recording Agreement Form which the instructor will co-sign, keeping the original signed form and giving a copy to the student. Instructors have the right to refuse such students’ requests to record class sessions. The Agreement Form states that students:

- May use such recordings only for personal course purposes.
- May not copy, reproduce, broadcast, upload, share or distribute recordings outside of class.
- Will destroy the recordings at the end of the semester.

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 is prorated and refunds are given either to the student or the government as determined by government regulations. Contact the Financial Aid office for examples and refund detail.

GRADING

Grading System

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Grade Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Unsatisfactory</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>P/F</td>
<td>Pass/Fail (used for internship courses)</td>
<td>0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (hours included in GPA calculation)</td>
<td>0</td>
</tr>
<tr>
<td>S/U</td>
<td>Satisfactory/Unsatisfactory (used for 000-099 courses)</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn (according to refund schedule)</td>
<td>0</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn passing (according to refund schedule)</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn failing (according to refund schedule)</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 (GPA) 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 least 120 hours 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 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, may not be 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 on the student portal at the end of each course. Official transcript requests must be made as described at http://www.trnty.edu/transcripts.html

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:
1. The repeated course is subject to regular registration and financial policies.
2. 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.
3. Students may transfer credit for courses failed at Trinity; 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.

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.

SATISFACTORY ACADEMIC PROGRESS (SAP)

The academic progress of undergraduate students is evaluated after every term. Satisfactory academic progress (SAP) affects academic standing (see following section) and financial aid (see Financial Aid—Criteria for Financial Aid). Satisfactory academic progress is determined by the following standards:
1. **Qualitative (grade-based) standard:** Minimum grade point average based on the cumulative number of credit hours attempted.

<table>
<thead>
<tr>
<th>Cumulative Hours Attempted</th>
<th>Minimum Cumulative Grade Point Average (GPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>1.50</td>
</tr>
<tr>
<td>16-29</td>
<td>1.60</td>
</tr>
<tr>
<td>30-45</td>
<td>1.70</td>
</tr>
<tr>
<td>46-59</td>
<td>1.80</td>
</tr>
<tr>
<td>60-75</td>
<td>1.90</td>
</tr>
<tr>
<td>76-89</td>
<td>2.00</td>
</tr>
<tr>
<td>90 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

2. **Quantitative (time-based) standard:** Minimum 67% successful completion rate.

**Calculation:** Total number of earned credit hours divided by the total number of attempted credit hours

- *Earned credit hours* include all courses with grade points: A, B, C, D, including pluses (+) and minuses (-)
- *Attempted credit hours* include all college-level courses appearing on the transcript. These include withdrawals (W, WP, WF), repeated courses (R), and incompletes (I).
- *Transfer credit*<br>  - Credits transferred into the College from another institution count toward a student’s current program and are included in the completion rate calculation as both earned and attempted credits.<br>  - Credits earned at another institution but not transferred into the College are not included in the completion rate calculation.

3. In order to meet SAP, a student must graduation within 150% of the published length of the program. Thus, if an academic program is 120 credit hours, the maximum period must not exceed 180 (120 x 1.5) attempted credit hours.

**ACADEMIC STANDING**

The records of all degree-seeking, undergraduate students are reviewed after each academic term to determine academic standing.

**Good Academic Standing**

A student is considered to be in **good academic standing** if the student is meeting the requirements for satisfactory academic progress (see previous section).

**Academic Probation**

1. A student is placed on academic probation for the following academic term if either of the following conditions occurs:
   a. Cumulative grade point average (GPA) meets minimum GPA needed for continuation but falls below the minimum cumulative GPA required for good standing.
   b. 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</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>
</tbody>
</table>
The minimum standards for academic progression at the end of an academic term are based on the number of cumulative credit hours earned as a percentage of the cumulative credit hours attempted. This calculation includes all courses with a W, WP, or WF grade. Repeated courses and courses with grades of incomplete count toward cumulative hours attempted.

Because incomplete grades have zero grade points, a student with incomplete (I) grades may be placed on academic probation until and unless the student’s final course grades change the student’s academic status. Per the Incomplete Grades policy, a student with incomplete grades whose GPA is below good standing may not be eligible to enroll in the following academic term until the incomplete grades are finished.

2. A student placed on academic probation is notified of probationary status and the conditions of probation by electronic mail sent to the student’s Trinity account and by regular mail to the student’s home address. A copy of the notification letter is also mailed to parents/guardians of any student who has given consent or whose dependent status has been verified.

3. A student on academic probation is required to meet conditions outlined by the Admissions and Academic Performance Review Committee. Conditions include but are not limited to the following:
   a. A reduced number of credit hours
   b. A meeting with the director of the Office of Learning Services prior to the beginning of the probationary academic term
   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 the probationary academic term, a student who has made acceptable progress towards meeting both the GPA and completion standards of SAP will a) return to good academic standing, or b) continue on academic probation for one more academic term. A student who has not achieved the minimum cumulative GPA and minimum percent of successful completion will be subject to academic dismissal.

Academic Dismissal

1. At the end of an academic term, a student is subject to academic dismissal if any of the following conditions occur:
   a. Failure to achieve the minimum cumulative GPA needed for continuation.
   b. Failure to achieve the minimum cumulative completion rate for academic progression.

2. Communication of academic dismissal is sent by electronic mail sent to the student’s Trinity account and by regular mail to the student’s home address. A copy of the notification letter is also mailed to parents/guardians of any student who has given consent or whose dependent status has been verified.

3. A student who wants to appeal an academic dismissal decision must observe the following procedures:
   a. 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 Admissions and Academic Performance Review Committee for disposition (or in the cases where the Admissions and Academic Performance Review Committee has made the decision to dismiss, then a subsequent appeal is submitted to the Provost, whose decision is final).
   b. 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 Admissions and Academic Performance Review Committee will be announced to the student in writing within two weeks of receipt of the appeal.

c. A student readmitted on the basis of an appeal will be placed on academic probation and subject to the probation policy stated above. An academic plan will be developed with the student to ensure that the student is able to meet SAP by a specific point in time.

Readmission after Dismissal

1. 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:
   a. An official transcript from another institution indicating enrollment in at least one academic term 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.
   b. A personal statement explaining the student’s previous academic difficulties and what the student has done and will continue doing to improve academic performance.

2. A student who was academically dismissed and is re-admitted to the College is placed on academic probation during the academic term 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 Foundations 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, 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.

<table>
<thead>
<tr>
<th>Graduating with honors</th>
<th>GPA of 3.500 to 3.699</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating with high honors</td>
<td>GPA of 3.700 to 3.849</td>
</tr>
<tr>
<td>Graduating with highest honors</td>
<td>GPA of 3.850 or higher</td>
</tr>
</tbody>
</table>
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 GRIEVANCE

Academic grievances are defined as disputes between student and faculty regarding some aspect of academic interaction. Grievances address the violation, misinterpretation, or inequitable administration of academic policies, stated grading practices, and related issues.

Exceptions:
1. Academic integrity issues, such as cheating and plagiarism: see College Catalog Academic Policies: Academic Integrity.

Appeal Process

It is our hope that every member of the Trinity community will approach grievance in a spirit of Christian love and support for one another.

The student should make every attempt to resolve the disagreement by personal conference with the faculty member involved. Faculty members are pledged to honest reconsideration of their decisions when appeals are brought in a spirit of honest questioning.

If a student feels the dispute cannot be resolved in a personal conference with the faculty member, the following steps shall be the required course of appeal:

1. The student appeals the faculty member’s decision by submitting a written statement of the grievance to the Provost via mail or email. The Provost, or a designated member of Academic Council, will read the appeal and discuss it with the faculty member within one week of receiving the appeal. The purpose of this discussion is to clarify issues and suggest a resolution. If no resolution is accomplished at this point, the provost (or designated member of Academic Council) will inform the student that the written statement will be submitted to an advisory committee.
2. The Provost (or designated member of Academic Council) will refer the written statement to an advisory committee comprised of the relevant department or area chair, the Curriculum Committee chair, one faculty member chosen by the student, and a student selected by the Vice President for Student Life or Dean of Students. Variation in advisory committee composition may occur due to conflicts of interest. Mutual agreement among the Provost (or designated member of Academic Council), the student making the complaint, and the faculty member involved is required for variation in composition.
3. The advisory committee will hold meetings within two weeks of appointment for the purpose of gathering information and formulating an advisory recommendation for the Provost. The student will have ample opportunity to present the substance of the grievance to the committee. Although meetings are closed, the student
may also request to have a support person present; however, this person may not actively participate in the proceedings. The faculty member will be given the same opportunity to present information and to have a support person present.

4. The advisory committee will deliver its recommendation to the Provost within one week after concluding its meetings. Its recommendation will be advisory to the Provost, who will determine an outcome and communicate the outcome to the student and faculty member within one week of receiving the committee’s findings.

5. Either party may appeal the decision of the Provost to the President of the College. Grounds for appeal must consist of one or more of the following:

   a. A deviation from the process that may have affected the outcome
   b. New, relevant information previously unavailable at the time of the meetings that may have affected the outcome
   c. Inappropriate or disproportionate interventions or sanctions

The President will review decisions at each level in the process and render a timely outcome, which will be final.

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

ACADEMIC INTEGRITY

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

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

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

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

Examples of Academic Integrity Violations

Cheating

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

Misrepresentation or falsification

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

Unauthorized group effort
• Working collaboratively without the instructor’s knowledge or permission.

Facilitating the academic dishonesty of others
• Providing answers to other students without the knowledge and permission of the instructor
• Providing information (for example, questions) to other students that would give them an undeserved advantage over other students

Levels of Academic Integrity Violations

Minor Offense: This is a less serious breach of integrity with one or more of the following characteristics:
• Limited in size relative to the scope of the assignment, including the submission of an assignment only a fraction of which contains plagiarized material
• Has minimal impact on the student’s grade in the course
• Does not involve others
• Does not involve planning or premeditation
Sanctions for a minor offense range from a formal warning to zero credit for the work with respect to which the violation occurred.

Major Offense: This is a more serious breach of integrity with one or more of the following characteristics:
• Substantial in size relative to the scope of the assignment, including plagiarism of a significant portion of a document submitted
• Has major impact on the student’s grade in the course
• Involves others
• Involves planning or premeditation
• Represents the second time a student is cited for a similar minor breach of integrity
Sanctions for a major offense ranges from zero credit for the work involved to a permanent final grade of “F” for the course in which the violation occurred. The student may repeat the course for credit; however, the initial course grade of F will remain on the student’s transcript and will be included in the calculation of the student’s GPA.

Flagrant Offense: This is the most serious breach of integrity. It includes some or all of the characteristics of a major offense plus at least one additional feature which indicates the flagrant nature of the offense. These additional features may include, but are not limited to, the following:
• A one-time offense of a deliberate and egregious nature
• Represents a pattern of dishonesty evident across two or more courses
• Involves encouraging others to engage in dishonest behavior
• Has the potential to have a major impact on the student’s academic progress
The sanction for a flagrant offense is permanent dismissal from the College, if recommended by an official Academic Integrity Review Committee.

Procedures for Responding to Alleged Violations of Academic Integrity
The College has established a set of procedures for responding to alleged violations of academic integrity. The primary authority and obligation rests with the course instructor to determine how specific violations of academic integrity relate to these procedures.
1. The course instructor notifies the student of a suspected breach of academic integrity. Depending on the nature and evidence of the offense, the instructor may choose to first discuss the issue with the student. No additional action is needed if, as a result of this discussion, the faculty member considers the initial suspicion unjustified. If, based on discussion or evidence, the course instructor believes s/he has grounds to suspect a violation of academic integrity, s/he will notify the student and Provost in writing of violation. This notification will include the:
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 Life. 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 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:
   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202
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 are 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.
ACADEMIC PROGRAM

DEGREES

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.

Trinity grants the following bachelor’s degrees through the Adult Studies Programs:

- **Bachelor of Arts (BA)** for those completing requirements in 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, Criminal Justice, and Psychology

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.

Information about other bachelor degrees offered at Trinity can be obtained from the traditional undergraduate catalog. Information about masters of arts in counseling psychology and special education can be found in the graduate catalog.

GRADUATION REQUIREMENTS

The formal requirements for graduation with a bachelor’s degree through an adult studies program are the following:

- **120 total credits.** These credits consist of courses fulfilling major, minor, and Foundations requirements, as well as electives.

- **A minimum grade-point average (GPA) of 2.0.** The cumulative GPA is calculated on the basis of all courses taken at Trinity. A GPA of 2.00 is also required for all courses within the major, unless otherwise 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.

- **The Foundations curriculum requirements.** These vary slightly by the type of major.

- **Completing a senior college assessment of student learning outcomes.** These include the major and Foundations learning outcomes.

- **The residency requirement for the adult studies program.** Students must complete at least 45 hours of the total credits required for graduation at Trinity.

FOUNDATIONS

Principles

As a liberal arts College in the Reformed tradition, we believe that a good education includes more than just a major. In an increasingly global, complex, and multifaceted world, students must have understanding that goes beyond specialization. The truth about God’s creation can be grasped only when knowledge is seen in the context of a coherent whole. As a result, all students in all programs must take Foundations courses.

Foundations courses help form students’ curiosity into skills and dispositions that prepare them for upper-level courses, a variety of careers, and all aspects of life. In these courses, students learn new approaches to God’s world, discover new interests, and come to appreciate the diversity of creation. Some particular courses are required—including philosophy, theology, history, English composition, and literature—while others may be chosen from a variety of disciplines.
Foundations Learning Outcomes
The Foundations 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 Foundations Learning Outcomes are designed to assess the knowledge, skills, and dispositions students have developed in “foundational studies that address the enduring issues and questions of human experience” and how well they “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.

Foundations Curriculum
- **Theology**—3 hours in ATHL 103. This course studies the central themes of Scripture, which are foundational to Christian academic work, and examines 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 and western civilization history.
- **English**—6 hours in research-based 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 Foundations courses 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.

Foundations Requirements for Transfer Students
Transfer students must meet all of the Foundations requirements stated above. Depending on the major, waivers are granted. Specific information is provided with each program elsewhere in this catalog.
MAJORS AND MINORS

General Information

Major and Minor Requirements
Unless completing double majors, students seeking the BA degree must complete at least one major and one minor program approved by the registrar. A minor is not required for students seeking the BS degree.

Double Majors
A double major is the awarding of one degree with two majors. Each major must have a minimum of 18 distinct hours. In addition to satisfying all other college requirements, students must meet all requirements of each major. However, they need to complete only one field education requirement. If there is a disparity in the field education hours required by the two majors, the student must complete the higher field education requirements. A minor is not required for students who double major. Following the conferral of the degree, the transcript will indicate one baccalaureate degree with two majors.

Subsequent Majors
Trinity graduates may return to earn a second major within their existing bachelor’s degree. The second major must have a minimum of 18 distinct hours from the first major. Students must meet all requirements of the second major. Field education may also be required in the second major to fulfill specific program requirements. A second degree is not conferred. However, after completion of requirements for the second major, the transcript will indicate that a second major within the degree has been completed.

Double Degrees
The double degree is the concurrent awarding of two different baccalaureate degrees (e.g., BA and BSW). Students pursuing two majors in two different degrees are expected to have a full range of skills, competencies, and experience as students graduating from each program individually. Thus, students must meet all requirements for each major. Field education is required for at least one of the majors. Field education in the other major may also be required to fulfill specific program requirements. The major in the second degree must have a minimum of 30 distinct hours from the major in the first degree. A minor is not required for students who double degree. Following the conferral of the degrees, the transcript will indicate both baccalaureate degrees and both majors.

Subsequent Degrees
Trinity graduates who desire to return and earn a second bachelor’s degree must complete all the major program requirements of a different type of baccalaureate degree. Students pursuing a second degree are expected to have the full range of skills, competencies, and experience as students who complete the degree initially. Thus, students must meet all requirements for each major. Field education may be required in the second major to fulfill specific program requirements. The major in the second degree must have a minimum of 30 distinct hours from the major in the first degree. Following the conferral of the subsequent degree, the transcript will indicate both baccalaureate degrees and both majors.

Foundations Waivers and Major/Minor Courses
Some majors and minors have requirements that overlap with the Foundations curriculum. Students receiving waivers for Foundations requirements are still required to complete the requirements for the major/minor. For example, if a student received a waiver for ENGL 104 but chose to major or minor in English, then the student would need to take both ENGL 103 and 104 because those courses are required for the major and minor.

Upper Division
These courses are 200-level or higher for the major and/or minor.

Majors and Minors

Majors
General requirements for each major include a minimum of 30 credit hours, a capstone experience, a field education course, and either a course or an acceptable alternate experience that satisfies the communications requirement of the Foundations program. Specific requirements for each major can be found in the appropriate department section.
Minors
Students earning a Bachelor of Arts must complete an academic minor. Academic minors cannot be pursued independent of an academic major. A minor must be in a different academic discipline from the major and requires a minimum of 18 distinct credit hours from the major. At least six hours of a minor must be taken at Trinity. Students may earn a second minor; such minors must have a minimum of 12 distinct hours from the first minor. Students earning a Bachelor of Fine Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Science in Nursing are not required to complete an academic minor.

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PROGRAMS OF STUDY AT TRINITY CHRISTIAN COLLEGE

Trinity Christian College has an undergraduate educational plan that is built upon biblical principles and merges liberal arts education and career participation. This is accomplished in our various departments through on-campus as well as off-campus offerings that lead to majors and minors and a bachelor’s degree.

In the following sections, available majors, minors, and other programs are described.
BUSINESS

Adult Studies Business is an accelerated program serving adults age 23 and older who have already completed a minimum of 45 semester credit hours with a cumulative 2.0 GPA or better, and who now would like to complete their Bachelor of Science 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 52 hours:

**Major courses:**
- 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)
- 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)

**Foundations courses:**
- ATHL.103 Biblical Perspectives (3)
- APHL.104 Christian Worldview (3)

BUSINESS AND FOUNDATIONS REQUIREMENTS

Courses listed below fulfill requirements of the business major and/or Foundations curriculum. They may be fulfilled at Trinity Christian College or by transfer.

- ACCT 221 Accounting Principles I (Financial) (3)
  - Prerequisites: ABUS 313
- ACCT 222 Accounting Principles II (Managerial) (3)
  - Prerequisites: ABUS 313
- ECON 121 Macroeconomics (3)
- ENGL.103 English Composition (3)
- ENGL.104 Literature (3)
• HIST 103 American History (3)^
• HIST 104 Western Civilization (3)^
• MATH 141 Finite Mathematics (3)
• Fine Arts (3)*
• Biological Science, with lab (3)*
• Physical Science (chemistry or physics), with lab (3)#
• Cross-Cultural Studies (3)*

*Waived with AA or AS degree
^Either history waived with AA or AS
#Either lab science waived with AA or AS

NOTE: Associate of Applied Science (AAS) degree does not waive any course requirements
Trinity Christian College offers the **Bachelor of Science** with a major in criminal justice.

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:

**Major courses:**
- 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)

**Foundations courses:**
- ATHL 103 Biblical Foundations (2)
- APHL 104 Christian Worldview (3)

**CRIMINAL JUSTICE AND FOUNDATIONS REQUIREMENTS**

Courses listed below fulfill requirements of the criminal justice major and/or Foundations curriculum. They may be fulfilled at Trinity Christian College or by transfer.

- MATH 151 Statistics (3)
  - **Prerequisite of ACJ 353**
- ENGL 103 English Composition (3)
- ENGL 104 Literature (3)*
- COMM 101 Fundamentals of Public Speaking (3)
- HIST 103 American History (3)^
- HIST 104 Western Civilization (3)^
- Fine Arts (3)*
- Biological Science, with lab (3)^
- Physical Science (chemistry or physics), with lab (3)^
- Cross-Cultural Studies (3)*

*Waived with AA or AS degree
^Either history waived with AA or AS
^Either lab science waived with AA or AS

NOTE: Associate of Applied Science (AAS) degree does not waive any course requirements
The Education Unit draws upon a Biblically-based perspective to prepare pre-service teachers to embody Christ-like servanthood. We prepare teachers to cultivate relational peace, educational equity, and justice for all children and to impact the mind, body, and soul of each student through excellence in teaching. Our pre-service teachers exemplify professionalism and ethical behavior inside and outside of the classroom as they serve with excellence in education.

Trinity offers the following education programs:

- **Bachelor of Arts majors** in elementary education, middle grades education, special education, and elementary education studies
- **Minors** in education, educational technology, ESL/bilingual, special education, and education studies
- In conjunction with other academic departments, **Bachelor of Arts majors** in art education, biology education, business education, chemistry education, English education, history education, mathematics education, music education, physical education, and Spanish education
- In conjunction with other academic departments, **minors** in business education, English education, mathematics education, science education, and social science education

**Licensure Endorsement Areas**

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

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

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).**

**EDUCATION GATES**

To earn the Bachelor of Arts degree and/or recommendation for licensure, each adult student must complete the following gates:

**Gate 1**

*Intent to Apply* is completed at the end of the first term.

<table>
<thead>
<tr>
<th>Intent to Apply</th>
<th>End of 1st term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A cumulative grade point average of at least 2.5</td>
<td>End of 1st term</td>
</tr>
<tr>
<td>2. A grade of C (2.0) or above in all education courses, major courses, and in all courses which count toward licensure or endorsement</td>
<td>End of 1st term</td>
</tr>
</tbody>
</table>
Gate 2
*Application to the Teacher Education Program* is normally completed at the end of the second term.

<table>
<thead>
<tr>
<th>Admission to the Teacher Education Program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A cumulative grade point average of at least 2.5</td>
<td>To date</td>
</tr>
<tr>
<td>2. A grade of C (2.0) or above in all education courses, major courses, and in all courses which count toward licensure or endorsement</td>
<td>To date</td>
</tr>
<tr>
<td>3. A grade point average of at least 2.5 in the Professional Education courses: typically AEDU 209, AEDU 203, AEDU 303, and AEDU 216</td>
<td>To date</td>
</tr>
<tr>
<td>Students may repeat a Professional Education course only once. Students may retake only two Professional Education courses.</td>
<td></td>
</tr>
<tr>
<td>4. A grade point average of at least 2.5 in English 103-104</td>
<td>To date</td>
</tr>
<tr>
<td>5. Passing score on the Test of Academic Proficiency or composite score of at least 22 on ACT Plus Writing (SAT score of 1030); Passing score must be achieved one full semester before student teaching.</td>
<td>At application</td>
</tr>
<tr>
<td>6. Recommendation of the professional education faculty</td>
<td>At application with prior input from professional education faculty</td>
</tr>
<tr>
<td>7. Professional Dispositions Assessment</td>
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</tr>
<tr>
<td>a. from non-education faculty, and</td>
<td></td>
</tr>
<tr>
<td>b. by the student applicant</td>
<td></td>
</tr>
<tr>
<td>8. Digital portfolio: passing score (2, 3, or 4) on at least 2 uploaded artifacts with reflections (see Digital Portfolios)</td>
<td>In AEDU 303 and AEDU 209</td>
</tr>
</tbody>
</table>

Gate 3
*Application to the Internship* is normally one year prior to the internship.

<table>
<thead>
<tr>
<th>Admission to the Internship</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Admittance to the Teacher Education Program</td>
<td>1 year, prior to internship</td>
</tr>
<tr>
<td>2. A cumulative grade point average of at least 2.5</td>
<td>To date</td>
</tr>
<tr>
<td>3. A grade of C (2.0) or above in all education courses, major courses, and in all courses which count toward licensure or endorsement</td>
<td>To date</td>
</tr>
<tr>
<td>4. A cumulative grade point average of at least 2.5 in the Professional Education courses: AEDU 209, AEDU 203, AEDU 303, AEDU 216, AEDU 310/311, and AEDU 312. Students may repeat a Professional Education course only once. Students may retake only two Professional Education courses.</td>
<td>To date</td>
</tr>
<tr>
<td>5. Methods courses completed</td>
<td>To date</td>
</tr>
<tr>
<td>6. At least 200 clock hours of field experience</td>
<td>95 hours required prior to 105-hour clinical placement</td>
</tr>
</tbody>
</table>
Admission to the Internship

7. A minimum of one full-time semester of course work (including at least one education course and one course in the candidate’s minor or specialization) at Trinity | In program

8. A grade point average of 2.7 in specialization for K-12, middle, and secondary students; a grade point average of 2.7 in elementary core* and minor for elementary students. | To date

9. Recommendation from the chair of the student’s area of minor for elementary education candidates or area of specialization for secondary, middle, and special (K-12) candidates | At application with name submitted by Director of Adult Studies Education Program

10. Professional Disposition Assessment from education faculty | At application with prior input from professional education faculty

11. Digital portfolio: passing score (2, 3, or 4) on at least 6 uploaded artifacts with reflections (see Digital Portfolios) | In AEDU 203, 310/311, 312, and 380 (2) [also AEDU 303 and AEDU 209]

12. Passing score on Illinois Content area test(s) | One year prior to internship

*Elementary core courses include AEDU 202, 310, 313, 315, 316, 318 for Adult Studies.

Gate 4A

Exit From Internship/ Major Completion

1. Successful completion of AEDU 450/455/459/ASPED 450 | End of course via Cooperating Teacher & College Supervisor Evaluations

2. Successful completion of AEDU 454 | End of course via course grade

3. Completion of all major and minor course requirements | Transcript

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.

Gate 4B

Program Completion

1. Cumulative GPA or at least 2.5 | End of program

2. Major/minor GPA of at least 2.7 | End of program

3. ENGL 103/104 GPA of at least 2.5 | End of program

4. Professional Education courses GPA of at least 2.5 | End of program

5. Successful completion of all coursework | End of program

6. A grade of C (2.0) or above in all education courses, major courses, and in all courses which count toward licensure or endorsement | End of program

7. Passing scores on the Assessment of Professional Teaching (APT) test, General Curriculum Test (special education majors), Oral Proficiency Exam (ACTFL for Spanish Education majors), and the Teacher Performance Assessment (edTPA) | End of program

8. Completion of digital portfolio | End of program

9. Submission of requested entitlement documents | End of program

Licensure will occur after confirmation of the above requirements. Official transcripts from all institutions other than Trinity Christian College need to be given both to the Registrar’s office (traditional) or Adult Studies office (Adult Studies program completers) and the Licensure Officer at Trinity. Trinity Christian College transcripts will be available only after December 31, May 31, and August 31.

STUDENT RIGHTS

The student who receives notice of denial at any gate may appeal that decision according to the following procedures:
1. Within two weeks, the appeal must be presented, in writing, to the director of teacher education. The appeal will be submitted to the teacher education committee.
2. The decision of the teacher education committee will be announced to the student in writing within 10 school days of receipt of the appeal.
3. Appeals beyond the teacher education committee must be directed to the chairperson of the education department and the Provost. Please note that the student has the right to be assisted in his/her defense by an advisor, legal counsel, or representative from the campus community that he/she may choose. The student is asked to notify the director of teacher education in writing of the name and address of the party that will be serving as his/her representative.
ELEMENTARY EDUCATION

The elementary education major leads to the Professional Educator License with elementary endorsement (grades 1-6). The cohort program consists of 48 credit hours. The remaining hours, which include Foundations and minor requirements, can be earned through transfer or through Trinity course offerings.

COHORT COURSE OF STUDY: Elementary

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 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 Student Teaching Seminar: Contemporary Issues (3)
- ATHL 103 Biblical Perspectives (3)
- APHL 104 Christian Worldview (3)

OTHER REQUIRED COURSEWORK: Elementary

FOUNDATIONS AND ELEMENTARY MAJOR REQUIREMENTS. In addition to the cohort program, coursework in the following areas is required to fulfill Foundations and elementary education major requirements.

- ENGL 103 English Composition (3)
- ENGL 104 Introduction to Literature (3)
- ENGL 352 Children’s Literature (3)
- HIST 103 American History (3)^
- HIST 104 Western Civilization (3)^
- BIOL 100 Biological Science, with lab (4)
- PHYS 101 Physical Science (chemistry or physics), with lab (4)
- COMM 101 Public Speaking (3)
- PSYC 123 Lifespan Development (3)
- MATH 107 College Algebra (3)
- MATH 108 Inferential Statistics (2)
- MATH 109 Math Concepts for Teachers I (3)
- MATH 110 Math Concepts for Teachers II (3)
- GEOL 101 Earth Science, with lab (4)
- PLSC 201 American Government (3)
- GEOG 201 World Geography (3)
- Cross Cultural Studies (3)*

*Waived with AA/AS/BA/BS degree  
^Either history waived with AA/AS/BA/BS

NOTE: Associate of Applied Science (AAS) degree does not waive any course requirements
**DOUBLE MAJOR OR MINOR REQUIREMENT.** Elementary education majors must either double major in special education or middle grades or choose a minor in one of the following areas.

**Educational Technology (23-24 hours)**

The Educational Technology minor is an interdisciplinary minor composed of courses from computer science, communication arts, art, and education that is designed to provide students with the knowledge and skills necessary to pass the Illinois Educational Technology Specialist test. The required course work and passing a test score will qualify them for the Illinois Technology Specialist endorsement, which is added to the Illinois elementary, middle grades, secondary, or special education license.

- AEDU/EDUC 209 Technology in Education (3)
- EDUC 210 Principles of Online Learning (3)
- EDUC 309 School Technology (3)
- CPSC 111 Elements of Programming (3)
- CPSC 331 Networking (3)
- CPSC 332 Computing Administration (3)
- COMM 238 Video Production (3) or COMM 335 Video Editing (3)

One from:

- ART 209 Digital Media (3)
- COMM 238 Video Production (3) or COMM 335 Video Editing (3)
- CPSC 107 Web Page Design (2)
- CPSC 261 Web Architecture and Design (3)

Minors who seek Educational Technology Specialist endorsement must complete 24 hours. Minors who are not seeking Educational Technology Specialist endorsement may substitute another elective for EDUC 309.

**English as a Second Language/Bilingual (ESL/BL) (21 hours)**

Our communities and schools are being transformed by a continually growing number of English language learners. This growing population enriches our communities and also challenges us to recognize the unique needs these students have in order to survive and thrive in our society. The ESL/Bilingual Education coursework focuses on theories of language acquisition, strategies that promote cultural understanding, and teaching practices that meet the needs of English language learners. This minor meets the State of Illinois requirements of approval-endorsement to work in English as a Second Language or Bilingual Education classrooms.

All ESL/BL minors take required courses together. However, students choose between a bilingual endorsement (language proficiency required) and an ESL endorsement (no language proficiency required) by the type of field experience completed. Students who choose the bilingual endorsement must take the applicable Target Language Proficiency test.

- EDUC 107 Bilingual Education Field Experience or EDUC 108 ESL Education Field Experience, totaling 100 course-embedded hours
- AEDU/EDUC 225 Foundations of Teaching Bilingual/ESL (3)
- AEDU/EDUC 340 Cross Cultural/Multicultural Issues in Education (3)
- AEDU/EDUC 341 Methods and Materials of Teaching ESL Students (3)
- AEDU/EDUC 342 Methods and Materials of Teaching Bilingual Students (3)
- AEDU/EDUC 345 Assessment of Bilingual/ESL Students (3)
- AEDU 271/ENGL 371 Linguistics (3)
- COMM 250 Intercultural Communication (3)—CCS or PSYC 252 Cross-Cultural Psychology (3)—CCS

**Mathematics Education (25 hours)**

- MATH 109 Math Concepts for Teachers I (3)
- 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 courses from:
  • MATH 301 Linear Algebra (3)
  • MATH 302 Abstract Algebra (3)
  • MATH 370 Topics in Advanced Mathematics (3)
  • MATH 399 Independent Study (3)

**Science** (20 hours)
• 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 (4)
• 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)

Due to course overlap students may not take courses in the following combinations:
• BIOL 100 and (110 or 111)
• BIOL 101 and (205 or 206)
• CHEM 101 and 103
• PHYS 101, if 121 or 122 has already been taken

**Spanish** (18 hours)
• SPAN 201 Intermediate Spanish I (3)
• SPAN 202 Intermediate Spanish II (3)
• SPAN 302 Advanced Writing and Conversation (3)
  Three courses from:
  • Spanish electives 300-level or higher (9)

**Special Education** (23 hours)
The special education minor is designed for elementary, K-12, secondary, and middle education majors who want to teach in a general education setting but have a passion to provide support and environments that ensure all students’ educational needs are met. Students who complete the minor with adult studies special education cohorts must meet the following requirements.
• PSYC 123 Life Span Development (3)
• AEDU 216 Introduction to Exceptional Children (3)
• ASPED 217 Psychological Diagnosis of Exceptional Learners (3)
• ASPED 319 Remediation of Language & Communication Disorders (3)
• ASPED 324 Teaching Students with High Incidence Disabilities (4)
• ASPED 325 Teaching Students with Low Incidence Disabilities (4)
• ASPED 330 Communication and Collaboration in Special Education: Strategies and Methods (3)
• Pass the Learning Behavior Specialist Test for endorsement
Urban Studies (18 hours)
- HIST/SOC 246 History of the City (3)
- HIST 250 History of Chicago (3)
- SOC 346 Advanced Urban Sociology: Analysis and Applications (3)
Three courses from:
- BIOL 102 Environmental Science (3)
- CSEM 301 Fine Arts Seminar (Arts in the City) (3)
- CSEM 305 Diversity and Inequality: Engaging Chicago Cross Culturally (3)
- CSEM 306 Urban Planning, Development and the Sustainable City (3)
- CHML 305 Urban Ministry Leadership (3)
- ECU 250 History, Politics, and Culture of Ecuador (3)
- GEOG 201 World Geography (3)—CCS
- PE 330 Societal Issues in Sport and Wellness (3)
- PLSC/SOC 260 Politics of Race and Ethnicity (3)
- Other elective options include topics courses that are applicable to the minor when, by the review of the chair of sociology department, they are judged to substantially address urban phenomena and when they are designated as Urban Studies Minor courses in the Registrar’s semester course listings:
  - COMM 346: Topics in Communications
  - CJ 310: Topics in Criminal Justice
  - ENGL 356: Topics in English
  - PLSC 351: Research in Public Policy
  - SWK 300: Topics in Social Work

ELEMENTARY EDUCATION STUDIES

Teacher candidates who pass a basic skills test in Illinois but are unable to pass the content area test may request the Elementary Education Studies Major (which does not lead to State licensure) after 90 credit hours of coursework. For more information about this major, please contact the Education Unit chairperson.
MIDDLE GRADES EDUCATION

The middle grades education major leads to the Professional Educator License with middle grades endorsement (grades 5-8). It is offered with the following content area education minors:

- Business (available only with secondary business education)
- English
- Mathematics
- Science
- Social Science

Majors who desire endorsements in middle grades (5-8) must choose one of the following:

- Two content area education minors
- One content area education minor and double minor with ESL/bilingual
- One content area education minor and double minor with educational technology
- One content area education minor and double major with special education
- One content area education minor and double major with elementary education
- One content area education minor and double major with the same secondary (grades 9-12) content major.

The cohort program consists of 51 credit hours. The remaining hours, which include Foundations and content area minor requirements, can be earned through transfer or through Trinity course offerings.

COHORT COURSE OF STUDY: MIDDLE GRADES

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 Literacy in the Disciplines (3)
- AEDU 312 Middle Grades Literacy (3)
- AEDU 335 Teaching in the Middle Grades (3)
- Methods course/s (Students take the Methods course for their relevant content area/s)
  - AEDU 363 Middle Grades English Language Arts Methods (3)
  - AEDU 365 Middle Grades Mathematics Methods (3)
  - AEDU 366 Middle Grades Social Science Methods (3)
  - AEDU 368 Middle Grades Science Methods (3)
  - AEDU 369 Middle Grades Business Methods (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 Student Teaching Seminar: Contemporary Issues (3)
- AEDU 459 Student Teaching: Middle Grades (10)
- ATHL 103 Biblical Perspectives (3)
- APHL 104 Christian Worldview (3)

OTHER REQUIRED COURSEWORK: MIDDLE GRADES

FOUNDATIONS REQUIREMENTS. In addition to the cohort program, coursework in the following areas is required to fulfill Foundations requirements.

- ENGL 103 English Composition (3)
- ENGL 104 Introduction to Literature (3)*
• HIST 103 American History (3)^
• HIST 104 Western Civilization (3)^
• BIOL 100 Biological Science, with lab (4)#
• PHYS 101 Physical Science (chemistry or physics), with lab (4)#
• COMM 101 Public Speaking (3)
• PSYC 123 Lifespan Development (3)
• Mathematics (Must meet Foundations math requirement)
• Cross Cultural Studies (6)^

*Waived with AA/AS/BA/BS degree, unless required by content area
^Either history waived with AA/AS/BA/BS, unless required by content area
#Either lab science waived with AA/AS/BA/BS, unless required by content area
+Three hours waived with AA/AS/BA/BS

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

DOUBLE MAJOR OR MINOR REQUIREMENT. Middle grades majors choose one of the following options.

• Two of the following content area education minors
  o English education
  o Mathematics education
  o Science education
  o Social Science education
• One of the content area education minors (above) and double minor with ESL/bilingual
• One of the content area education minors (above) and double minor educational technology
• One of the content area education minors (above) and double major with special education
• One of the content area education minors (above) and double major with elementary education
• One content area education minor and double major with the same secondary (grades 9-12) content major
  o Biology education (secondary) major and science education (middle grades) minor
  o Business education (secondary) major and business education (middle grades) minor
  o Chemistry education (secondary) major and science education (middle grades) minor
  o English education (secondary) major and English education (middle grades) minor
  o History education (secondary) major and social science education (middle grades) minor
  o Mathematics education (secondary) major and mathematics education (middle grades) minor

Business Education Minor (26-27 hours)
Available only for secondary business education—middle grades business education double majors
• 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 301 Business Ethics and Society (3)
• CPSC 260 Business Computing (3)
One from:
• CPSC 107 Web Page Design (2)
• CPSC 111 Elements for Program (3)
• CPSC 261 Web Architecture and Design (3)
• COMM 335 Video Editing (3)
Educational Technology Minor (23-24 hours)
The Educational Technology minor is an interdisciplinary minor composed of courses from computer science, communication arts, art, and education that is designed to provide students with the knowledge and skills necessary to pass the Illinois Educational Technology Specialist test. The required course work and passing a test score will qualify them for the Illinois Technology Specialist endorsement, which is added to the Illinois elementary, middle grades, secondary, or special education license.

- AEDU/EDUC 209 Technology in Education (3)
- EDUC 210 Principles of Online Learning (3)
- EDUC 309 School Technology (3)
- CPSC 111 Elements of Programming (3)
- CPSC 331 Networking (3)
- CPSC 332 Computing Administration (3)
- COMM 238 Video Production (3) or COMM 335 Video Editing (3)

One from:
- ART 209 Digital Media (3)
- COMM 238 Video Production (3) or COMM 335 Video Editing (3)
- CPSC 107 Web Page Design (2)
- CPSC 261 Web Architecture and Design (3)

Minors who seek Educational Technology Specialist endorsement must complete 24 hours. Minors who are not seeking Educational Technology Specialist endorsement may substitute another elective for EDUC 309.

English as a Second Language/Bilingual (ESL/BL) Minor (21 hours)
Our communities and schools are being transformed by a continually growing number of English language learners. This growing population enriches our communities and also challenges us to recognize the unique needs these students have in order to survive and thrive in our society. The ESL/Bilingual Education coursework focuses on theories of language acquisition, strategies that promote cultural understanding, and teaching practices that meet the needs of English language learners. This minor meets the State of Illinois requirements of approval-endorsement to work in English as a Second Language or Bilingual Education classrooms.

All ESL/BL minors take required courses together. However, students choose between a bilingual endorsement (language proficiency required) and an ESL endorsement (no language proficiency required) by the type of field experience completed. Students who choose the bilingual endorsement must take the applicable Target Language Proficiency test.

- EDUC 107 Bilingual Education Field Experience or EDUC 108 ESL Education Field Experience, totaling 100 course-embedded hours
- AEDU/EDUC 225 Foundations of Teaching Bilingual/ESL (3)
- AEDU/EDUC 340 Cross Cultural/Multicultural Issues in Education (3)
- AEDU/EDUC 341 Methods and Materials of Teaching ESL Students (3)
- AEDU/EDUC 342 Methods and Materials of Teaching Bilingual Students (3)
- AEDU/EDUC 345 Assessment of Bilingual/ESL Students (3)
- AEDU 271/ENGL 371 Linguistics (3)
- COMM 250 Intercultural Communication (3)—CCS or PSYC 252 Cross-Cultural Psychology (3)—CCS

English Education Minor (27 hours)

- ENGL 103 College English: Composition (3)
- ENGL 104 College English: Introduction to Literature (3)
- ENGL 201 Poetry and Drama (3)
- ENGL 203 Fiction (3)
- ENGL 205 Texts and Contexts: Renaissance to Modern: Renaissance to Modern (3)
- ENGL 352 Children’s Literature (3)
- ENGL 375 Advanced Writing or ENGL 376 Creative Writing
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
- One English elective course (3)

**Mathematics Education Minor** (25 hours)
- MATH 109 Math Concepts for Teachers I (3)
- 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 courses from:
- MATH 301 Linear Algebra (3)
- MATH 302 Abstract Algebra (3)
- MATH 370 Topics in Advanced Mathematics (3)
- MATH 399 Independent Study (3)

**Science Education Minor** (25 hours)
- BIOL 101 Human Biology (3)
- BIOL 102 Environmental Science (3)
- CHEM 101 General Chemistry (4)
- CHEM 102 Principles of Organic and Biochemistry (4)
- GEOL 101 Earth Science (3)
- PHYS 121 General Physics I (4)
- PHYS 122 General Physics II (4)

**Social Science Education** (27 hours)
- 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 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 non-western history course from:
- HIST 261 History of East Asia (3)—CCS
- HIST 281 History of Africa (3)—CCS
- HIST 283 History of the Middle East, 650 to the Present (3)—CCS
- HIST 286 History of Latin American Civilization (3)—CCS
SPECIAL EDUCATION

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).

Students who choose to major in special education must also complete another major leading to a second endorsement (elementary, middle grades, a secondary program, or K-12 specialist program). Students must complete the program requirements of both majors. Courses duplicated in the second major are counted for both majors; they are not retaken. Students complete their student teaching internship in one semester with two placements (5 hours each).

COHORT COURSE OF STUDY: Special Education (Dual Licensure)

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 Literacy in the Disciplines (3)
- AEDU 312 Middle Grades Literacy (3)
- Methods/Content (3-6) (Students take Methods/Content courses per the licensure requirements of the other major)
  - 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 320 Teaching Biology (3)
  - AEDU 321 Teaching Business (3)
  - AEDU 322 Teaching Chemistry (3)
  - AEDU 323 Teaching English (3)
  - AEDU 324 Teaching History (3)
  - AEDU 325 Teaching Mathematics (3)
  - AEDU 326 Teaching Spanish (3)
  - AEDU 327 Teaching Art (3)
  - AEDU 328 Teaching Music (3)
  - AEDU 329 Teaching Physical Education (3)
  - AEDU 363 Middle Grades English Language Arts Methods (3)
  - AEDU 365 Middle Grades Mathematics Methods (3)
  - AEDU 366 Middle Grades Social Science Methods (3)
  - AEDU 368 Middle Grades Science Methods (3)
  - AEDU 369 Middle Grades Business Methods (3)
- 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 Student Teaching Seminar: Contemporary Issues (3)
• APHL 104 Christian Worldview (3)
• ATHL 103 Biblical Perspectives (3)

OTHER REQUIRED COURSEWORK: SPECIAL EDUCATION

FOUNDATIONS REQUIREMENTS. In addition to the cohort program, coursework in the following areas is required to fulfill Foundations and special education major requirements.
  • BIOL 100 Introduction to Biological Science (3)
  • COMM 101 Fundamentals of Public Speaking (3)
  • MATH 109 Math Concepts for Teachers I (3)
  • MATH 110 Math Concepts for Teachers II (3)
  • PHYS 101 Introduction to Physical Science (3)
  • PSYC 123 Life Span Development (3)

DOUBLE MAJOR REQUIREMENT. Special education majors must choose one of the following options:
  • Elementary education major
  • Middle grades major (with content area minor: English education, mathematics education, science education, or social science education)
  • Secondary education major (biology education, business education, chemistry education, English education, history education, or mathematics education)
  • K-12 specialist education major (art education, music education, physical education, or Spanish education)
SECONDARY EDUCATION

The secondary education program consists of 46 credit hours. Content areas majors include biology education, business education, chemistry education, English education, history education, and mathematics education. Students will also earn a minor in education.

COHORT COURSE OF STUDY: Secondary

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 Literacy in the Disciplines (3)
- AEDU 312 Middle Grades Literacy (3)
- Secondary Methods/Content course (3) *(Students take the Methods/Content course for their major)*
  - AEDU 320 Teaching Biology
  - AEDU 321 Teaching Business
  - AEDU 322 Teaching Chemistry
  - AEDU 323 Teaching English
  - AEDU 324 Teaching History
  - AEDU 325 Teaching Mathematics
- AEDU 380 General Methods (3)
- AEDU 454 Student Teaching Seminar: Contemporary Issues (3)
- AEDU 455 Student Teaching: Secondary (10)
- APHL 104 Christian Worldview (3)
- ATHL 103 Biblical Perspectives (3)

OTHER REQUIRED COURSEWORK: Secondary

FOUNDATIONS REQUIREMENTS. In addition to the cohort program, coursework in the following areas is required to fulfill Foundations requirements.

- ENGL 103 English Composition (3)
- ENGL 104 Introduction to Literature (3)*
- HIST 103 American History (3) ^
- HIST 104 Western Civilization (3) ^
- BIOL 100 Biological Science, with lab (4)#
- PHYS 101 Physical Science (chemistry or physics), with lab (4)#
- COMM 101 Public Speaking (3)
- PSYC 123 Lifespan Development (3)
- Mathematics *(Must meet Foundations math requirement)*
- Cross Cultural Studies (6) +

*Waived with AA/AS/BA/BS degree, unless required by content area
^Either history waived with AA/AS/BA/BS, unless required by content area
#Either lab science waived with AA/AS/BA/BS, unless required by content area
+Three hours waived with AA/AS/BA/BS

NOTE: Associate of Applied Science (AAS) degree does not waive any course requirements
MAJOR REQUIREMENTS. Secondary education majors must choose one of the following majors. Each has 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 141 Finite Math \textit{or} MATH 151 Statistics (3)

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 \textit{or} MATH 111 Analytic Geometry and Calculus I (4)

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 401 Senior Research Seminar: Topics in History (3)
- GEOG 201 World Geography (3)—CCS
- PLSC 201 American Government (3)
- HIST 353 History of Economic Thought (3) or ECON 225 World Poverty and Economic Development (3)

One additional upper-level American history course from:
- HIST 231 American Colonies: 1492—1800 (3)
- HIST 232 The Making and Remaking of America: 1800—1900 (3)

One non-western history course from:
- HIST 261 History of East Asia (3)—CCS
- HIST 281 History of Africa (3)—CCS
- HIST 283 History of the Middle East, 650 to the Present (3)—CCS
- HIST 285 Development of Global Christianity (3)
- HIST 286 History of Latin American Civilization (3)—CCS

One from:
- History electives (3)

**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 electives at the 200-level or higher (3)
• CPSC 111 Elements of Programming I (3)

Secondary endorsements can be added to any secondary or K-12 licensure. Secondary endorsements require at least 24 credit hours, with at least 12 hours at the upper division and a content area test or a second major of at least 32 credit hours. The social science and science designations have more specific requirements. Full information is available through the student’s academic advisor, on Moodle, or through the Licensure Officer.
K-12 SPECIALIST

The program consists of 48 credit hours. Content areas majors include art education, music education, physical education, and Spanish education. Students will also earn a minor in education.

COHORT COURSE OF STUDY: K-12 Specialist

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 Literacy (3)
- Methods/Content course (6) *(Students take the Methods/Content course for their major)*
  - AEDU 326 Teaching Spanish
  - AEDU 327 Teaching Art
  - AEDU 328 Teaching Music
  - AEDU 329 Teaching Physical Education
- AEDU 380 General Methods (3)
- AEDU 450 Student Teaching (10)
- AEDU 454 Student Teaching Seminar: Contemporary Issues (3)
- APHL 104 Christian Worldview (3)
- ATHL 103 Biblical Perspectives (3)

OTHER REQUIRED COURSEWORK: K-12 Specialist

FOUNDATIONS REQUIREMENTS. In addition to the cohort program, coursework in the following areas is required to fulfill Foundations requirements.

- ENGL 103 English Composition (3)
- ENGL 104 Introduction to Literature (3)*
- HIST 103 American History (3) ^
- HIST 104 Western Civilization (3)^
- BIOL 100 Biological Science, with lab (4)#
- PHYS 101 Physical Science (chemistry or physics), with lab (4)#
- COMM 101 Public Speaking (3)
- PSYC 123 Lifespan Development (3)
- Mathematics *(Must meet Foundations math requirement)*
- Cross Cultural Studies (6)*

*Waived with AA/AS/BA/BS degree, unless required by content area
^Either history waived with AA/AS/BA/BS, unless required by content area
#Either lab science waived with AA/AS/BA/BS, unless required by content area
+Three hours waived with AA/AS/BA/BS

NOTE: Associate of Applied Science (AAS) degree does not waive any course requirements
MAJOR REQUIREMENTS. Secondary education majors must choose one of the following majors. Majors are at least 36 hours and have a minimum 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

- MUSC 111 Introduction to Music Literature (3)
- MUSC 201 Music Theory I (3)
- MUSC 203 Music Theory II (3)
- MUSC 204 Music Theory III (3)
- MUSC 303 Music Theory IV: Materials of Music (3)
- MUSC 252 World Music (3)—CCS
- MUSC 260 Being a Musician (3) (or other music performance/ theory course)
- MUSC 261 Reading and Writing about Music (3) (or other music history course)
- MUSC 331 Introduction to Conducting (3)
- MUSC 360 Music Performance Seminar (3) (or other music performance/ theory course)
- MUSC 361 Music History Seminar (3) (or other music history course)
- MUSC 401 Music Capstone Seminar (Topics) (3)
- COMM 232 Audio Production (3) (or other music technology course)
- PHIL 331 Aesthetics (3) (or other philosophy or music course)
- MUSC 199 Class Guitar (1) or by proficiency exam
- MUSC 200 Class Piano (1) or by proficiency exam
- Six hours of private lessons (6)

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)
- Additional advanced writing/language course (3)
- 300-level Spanish American literature course (3)
- 300-level Spanish American history/civilization course (3)
- 300-level Spanish peninsular literature course (3)
- 300-level Spanish peninsular history/civilization (3)
- Advanced Spanish electives to reach 42 hours (300-level and above) (18)

**Secondary endorsements** can be added to any secondary or K-12 licensure. Secondary endorsements require at least 24 credit hours, with at least 12 hours at the upper division and a content area test or a second major of at least 32 credit hours. The social science and science designations have more specific requirements. Full information is available through the student’s academic advisor, on Moodle, or through the Licensure Officer.
PROGRAMS FOR LICENSED TEACHERS

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 ESL 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 14-17 credit hours.

- ASPED 216 Introduction to Exceptional Children (3) *(Required if not taken previously at Trinity or another institution)*
- 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 must successfully pass the LBS1 (#155), general curriculum (#163) and APT (#104) tests.
PSYCHOLOGY

Adult Studies Psychology is an accelerated program serving adults age 23 and older who have already completed a minimum of 46 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 46 hours:

**Major courses:**
- 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)

**Foundations courses:**
- ATHL103 Biblical Perspectives (3)
- APHL104 Christian Worldview (3)

PSYCHOLOGY AND FOUNDATIONS REQUIREMENTS

Courses listed below fulfill requirements of the psychology major and/or Foundations curriculum. They may be fulfilled at Trinity Christian College or by transfer.

- 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)*
- HIST 103 American History (3)^
- HIST 104 Western Civilization (3)^
- Fine Arts (3)*
- Biological Science, with lab (3)#
• Physical Science (chemistry or physics), with lab (3)*
• Cross-Cultural Studies (3)*

*Waived with AA or AS degree
^Either history waived with AA or AS
#Either lab science waived with AA or AS

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

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

ABUS    Adult Studies Business
ACJ     Adult Studies Criminal Justice
AEDU    Adult Studies Education
APHIL   Adult Studies Philosophy
APSYC   Adult Studies Psychology
ASPED   Adult Studies Special Education
ATHL    Adult Studies Theology

ABUS    ADULT STUDIES BUSINESS

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.
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 effectively. 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 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 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 (6)
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 (6)
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 (6)
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 (6)
This course examines various teaching methods and classroom management in grades K-12.

AEDU 335 Teaching in the Middle Grades (3)
This course is an overview of middle grades school history, philosophy, and school organization. It includes a study of adolescent development and diversity, integrative and exploratory curriculum, equitable pedagogy, and assessment used in middle grades (5-8).

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

AEDU 341 Methods and Materials for ESL Students (3)
This course focuses on relevant topics concerning English as a second language along with the nature and function of language. Methods of teaching, listening, speaking, reading, and writing are presented. ESL materials are critically examined.

AEDU 342 Methods and Materials of Teaching Bilingual Students (3)
This course presents a variety of program models, methodologies, and strategies appropriate for bilingual students. Methods and materials for teaching various subject matter and for managing multilevel classrooms and curriculum development programs assisting bilingual students is studied.

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

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” disabili-
ties 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 nonver-
bal 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 re-
sponsibilities 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 103 Biblical Perspectives (3)
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.
ADMINISTRATION AND FACULTY

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Tina Decker, M.S.N. (2010)

Registrar  

Associate Director of Program Administration (USA) for Semester In Spain  
Debra Veenstra (1986)

Student Ministries Coordinator for Semester In Spain  
Jenna Swan, B.A. (2014)

Director of the Social Work Program  
Cynthia R. Bretzalff-Holstein, M.S.W. (2011)

Director of Field Education in Social Work  
Lisa Doot Abinoja, M.A. (2014)

Director of the Writing Center  
Erick Sierra, Ph.D. (2010)

ADMISSIONS AND FINANCIAL AID

Executive Director of College Enrollment  
Adam Asher, MOL (2014)

Director of Admissions  

Assistant Director of Admissions  

Senior Admissions Counselor  
David Hoeckman, B.A. (2012)

Campus Visit Coordinator  
Emily Mitchell, M.A. (2013)

Transfer Admissions Counselor  
Gina Ciametti, B.A. (2013)

Admissions Counselor  
Brittany Homan, B.A. (2014)

Admissions Counselor  
Lauren Schaffer, B.A. (2014)

International Admissions Counselor:  
Maribeth Voss, MBA (2013)

Financial Aid Director  
Ryan Zantingh, B.A. (2007)

Director of Financial Literacy Development  

Student Loan Officer  
Joan Ooms (1996)

Financial Aid Counselor  
Sharon Boss (2010)

DEVELOPMENT

Director of Development  
Eric Holtrop, M.B.A. (2014)

Director of Business and Corporate Giving  
Dennis Harms, B.A. (2001)

Director of Planned Giving and Church Relations  
Ken Boss (2001)

Director of Alumni Relations  
Bill DeRuiter, B.A. (2014)

Administrative Assistant for Development  
Linda Heyboer (2014)

SALT Director  
Ruth De Bruyn (2006)

Development and Web-Based Marketing Manager  
Nathan Laning, B.A. (2007)

Development Programs and Event Coordinator  
Jess Clevering, B.A. (2014)
FINANCE AND ADMINISTRATION

Vice President for Finance and Administration

Director of Physical Plant
Tim Timmons (1995)

Assistant Director of Physical Plant
Richard Czajkowski (2014)

Director of Information Technology

Information Technology Systems Manager

Audio Visual Services Coordinator
David Jousma (2002)

Information Technology Support Manager

Bookstore Manager
Laura Schutt (2008)

Controller

Student Accounts Manager
Sandy Norfleet, A.A. (2014)

Senior Accountant
Ashleigh Hostert (2015)

Director of Human Resources
Julia Foust, SPHR (2013)

MARKETING AND COMMUNICATIONS

Executive Director of Marketing and Communications

Assistant Director of Public Relations and Communications
Amanda Cleary, M.A. (2007)

Conference & Events Manager
Morgan Craven, B.A. (2013)

Marketing Associate
Helena Rogers, B.A. (2010)

Web Developer

STUDENT LIFE

Vice President for Student Life

Dean of Students

Chaplain and Dean for Spiritual Formation
Bill Van Groningen, Ph.D. (2007)

Director of Campus Safety and Security
Dale Gustafson, M.A. (2014)

Director of Student Programs
Troy Schepel, M.Ed. (2009)

Director of Counseling Services
Daniel Sartor, Ph.D. (2014)

Director of Career Development

Director of Athletics

Coordinator of Student Services

Cooper Center Office Manager

Area Director—South and West Halls
Lauren Outcalt, B.A. (2012)

Area Director—Alumni and Tibstra Halls
Kara VanMarion, B.A. (2011)

Director of Community Engagement and Diversity Programs
Tabitha Matthews, B.A. (2014)
FACULTY

Full-Time Faculty
* Trinity Christian College Alumni

Lisa Doot Abinoja (2014), M.A., The University of Chicago
  Assistant Professor of Social Work
  Director of Field Education
Holly Aungst (2015), M.S., Arizona State University
  Assistant Professor of Physical Education
Sara Baillie (2014), M.A., Saint Xavier University
  Assistant Professor of Special Education
John W. Bakker (1982), M.F.A., Michigan State University
  Professor of Art and Design
Todd J. Barre (2010), M.B.A., The University of Chicago
  Assistant Professor of Business
William Boerman-Cornell (2005), Ph.D., University of Illinois - Chicago
  Associate Professor of Education
Michael A. Bosscher (2013), Ph.D., The University of Chicago
  Assistant Professor of Chemistry
Robert A. Boomsma (1984)*, Ph.D., University of Illinois - Chicago
  Professor of Biology
Cynthia R. Bretzloff-Holstein (2011), M.S.W., Baylor University
  Assistant Professor of Social Work
  Director of Social Work Program
David Brodnax, Sr. (2005), J.D., University of Iowa College of Law; Ph.D., Northwestern University
  Professor of History
Clayton D. Carlson (2010), Ph.D., University of Wisconsin
  Associate Professor of Biology
Janet Chaney (2013), M.S.N., University of Phoenix
  Assistant Professor of Nursing
Jessica B. Clevering (2012), Ph.D., Claremont Graduate University
  Associate Professor of Psychology
Mary Lynn Colosimo (1989), Ph.D., The University of Chicago
  Professor of Psychology
Dennis M. Connelly (2009), Ed.D, Loyola University - Chicago
  Assistant Professor of Criminal Justice
Tina M. Decker (2010)*, M.S.N., Governors State University
  Assistant Professor of Nursing
Michael J. DeVries (1977)*, Ph.D., Duquesne University
  Professor of Psychology
  Director of the Graduate Program in Counseling Psychology
Karen Dielemann (2008), Ph.D., McMaster University - Ontario
  Associate Professor of English
John J. Fry (2003), Ph.D., University of Iowa
  Professor of History
  Dean for Academics
Eric D. Goddard (2013), Ph.D., University of Wisconsin
  Associate Professor of History
Jeannette Goddard (2015), Ph.D., University of Wisconsin
  Assistant Professor of Education
  Dean of Education Programs
Sarah Gouwens (2014), M.S.N., Rush University
  Assistant Professor of Nursing
Patricia Taliefero Griffith (2006), Ed.S. Purdue University – Lafayette
  Assistant Professor of Education
Mark Haller-Wade (2010), M.F.A., University of Southern California
  Assistant Professor of Communication Arts
  Assistant Professor of Business
Kyle Harkema (2012), M.B.A., DePaul University
  Assistant Professor of Business
Derrick L. Hassert (2003), Ph.D., Southern Illinois University
  Professor of Psychology
Christine F. Henle (2012), M.S., University of Illinois - Chicago
  Assistant Professor of Mathematics
Mark Jones (2002), Ph.D., Saint Louis University
  Professor of English
Shari Jurgens (2007)*, M.S., University of Illinois - Chicago
  Assistant Professor of Physical Education/Exercise Science
Bethany Keeley-Jonker (2012), Ph.D., University of Georgia
  Assistant Professor of Communication Arts
Tiffany King (2014), Ph.D., Loyola University – Chicago
  Assistant Professor of Psychology
David B. Klanderman (1990), Ph.D., Northern Illinois University
  Professor of Mathematics
Lenore Knight Johnson (2014), Ph.D., Loyola University - Chicago
  Assistant Professor of Sociology
Yeon Mi Lee (2014), Ph.D., University of California
  Assistant Professor of Spanish
Kelly Lenarz (2004)*, M.Ed., University of Illinois - Chicago  
Assistant Professor of Education

Brad Leshinske (2015), M.S.H.S. Candidate, Rocky Mountain University of Health Professionals  
Assistant Professor of Physical Education

Lorinda Lindemulder (1999)*, M.S.N., Governors State University  
Assistant Professor of Nursing

Debra C. Majewski (2014), Ed.D., Governors State University  
Assistant Professor of Psychology

Craig Mattson (2002), Ph.D., Regent University  
Professor of Communication Arts  
Director of the Honors Programs

Mandi Maxwell (2005), Ph.D., Iowa State University  
Professor of Mathematics

Joy Meyer (2000)*, Ed.D., Aurora University  
Associate Professor of Education  
Director of Teacher Education  
Licensure Officer

Anita Neubauer-Hickey (2014), M.S.N., Lewis University  
Assistant Professor of Nursing

Jeffrey L. Nyhoff (2013), Ph.D., University of California  
Associate Professor of Computer Science

Mark Peters (2004), Ph.D., University of Pittsburgh  
Professor of Music

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

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

Aron D. Reppmann (1998)*, Ph.D., Loyola University Chicago  
Professor of Philosophy  
Director of New Faculty Formation

Benjamin J. Ribbens (2013), Ph.D., Wheaton College Graduate School  
Assistant Professor of Theology

Assistant Professor of Business  
Director of Adult Studies Business

Sharon K. Robbert (1993), Ph.D., University of Illinois – Chicago  
Professor of Mathematics  
Provost (Interim)

Thomas R. Roose (2007), Ph.D., Stanford University  
Associate Professor of Physics and Science Education

Elizabeth A. Rudenga (1989), Ph.D., Purdue University  
Professor of Education

Daniel C. Sartor (2014), Ph.D., Biola University  
Associate Professor of Psychology  
Director of Counseling Services

Marianne Schallmo (2013), M.N., Valparaiso University  
Assistant Professor of Nursing

Janna Schemper (2014)*, M.S.N., Valparaiso University  
Assistant Professor of Nursing

Christine Scholma (2015)*, M.A., Nova Southeastern University  
Assistant Professor of Special Education

Abbie Schrotenboer (2011), Ph.D., Michigan State University  
Assistant Professor of Biology

John S. Sebestyen (2005), Ph.D., Bowling Green State University  
Associate Professor of Communication Arts

Erick Sierra (2010) Ph.D., Rutgers University  
Associate Professor of English  
Director of the Writing Center

Rick Snoeyink (2001), Ph.D., Purdue University  
Professor of Education  
Director of Online Instruction

Keith Starkenburg (2008), Ph.D., University of Virginia  
Associate Professor of Psychology

Kathryn E. Stefo (2014), B.S.N., Bradley University  
Assistant Professor of Nursing

Maureen Sweeney (2005), M.S.N., The Ohio State University  
Assistant Professor of Nursing

Louis Sytsma (1977)*, Ph.D., Ohio University  
Professor of Chemistry

Yudha Thianto (2001), Ph.D., Calvin Theological Seminary  
Professor of Theology

Ryan Thompson (2012), M.F.A., University of Illinois - Urbana  
Associate Professor of Art and Design

Trina Vallone (2003)*, Ed.D., Aurora University  
Associate Professor of Education

Helen Hoekema Van Wyck (1987), D.M.A., Michigan State University  
Professor of Music

Melissa Vanden Bout (2014)*, Ph.D., Boston College  
Assistant Professor of Philosophy

Michael Vander Weele (1986)*, Ph.D., University of Iowa  
Professor of English

Jon Vander Woude (2016)*, Ph.D. Candidate, ABD, Northwestern University  
Assistant Professor of Chemistry
Robert Wennberg (2011), M.A, Chicago State University  
Assistant Professor of Education  
Director of Adult Studies Education  
Lynn Spellman White (1989), Ph.D., C.P.A., University of Illinois - Chicago  
Professor of Accounting  
Deborah L. Windes (2010), Ph.D., University of Illinois - Urbana  
Associate Professor of Business  
Kara E. Wolff (2012), Ph.D., Western Michigan University  
Assistant Professor of Psychology  
Director of Clinical Placement  

Faculty of Semester In Spain  
Salvador Gallego (2000), Licenciado, University of Seville  
Adjunct Instructor in Spanish, Semester In Spain  
Ana Llamazares (1984), Licenciado, University of Valladolid  
Adjunct Instructor in Spanish, Semester In Spain  
José María Navarro (1985), Doctor En Historia, University of Seville  
Adjunct Instructor in Spanish, Semester In Spain  
Department Chair  
Leslie Routman (2000), B.A., Tufts University  
Spanish Director, Semester In Spain  
Carmen Suárez (1982), Licenciado, University of Seville  
Adjunct Instructor in Spanish, Semester In Spain  

Faculty of Chicago Semester  
Rebecca Burwell (2007), Ph.D., Loyola University - Chicago  
Faculty  
Practicum Group Coordinator  
Urban Intensive Track Co-Coordinator  
Lisa K. Hensey (2005), Ph.D., University of Iowa  
Faculty  
Student Teaching Program Coordinator  
Michelle McClure (2005), DNP, FNP-BC, Loyola University - New Orleans  
Faculty  
Nursing Education Coordinator  
Nancy Triezenberg Fox (1992), MSW, University of Michigan  
Faculty  
Social Work Coordinator  

Emeriti Faculty  
Kenneth L. Austin, D.M.A.  
Professor of Music  
Sharon Barnes, Ph.D.  
Professor of Communication Arts  
Nelvia M. Brady, Ph.D.  
Professor of Business  
Bradley G. Breems, Ph.D.  
Professor of Sociology  
Dick T. Cole, Ph.D.  
Professor of Psychology  
Daniel J. Diephouse, Ph.D.  
Professor of English  
John W. Hoekstra, Ed.D.  
Associate Professor of Education  
John Hoogewerf, M.S.  
Assistant Professor of Education  
Grace Huitsing, Specialist Degree  
Associate Professor of English  
Elizabeth L. Klaassens, Ed.D.  
Associate Professor of Nursing  
Richard P. Kooy, M.S.  
Associate Professor of Mathematics and Computer Science  
John W. Kooymenga, C.P.A., M.B.A  
Associate Professor of Business  
Nancy J. Kwasnienet, M.A.  
Assistant Professor of Special Education  
Virginia A. La Grand, Ph.D.  
Associate Professor of English  
George N. Pierson, Ph.D.  
Associate Professor of Philosophy  
Robert Rice, Ph.D.  
Professor of History  
Lois A. Roclofs, Ph.D.  
Professor of Nursing  
Burton J. Rozema, Ph.D.  
Professor of Classics  
Cynthia N. Sander, Ph.D.  
Professor of Nursing
Donald Sinnema, Ph.D.
   Professor of Theology
Hendrik Slickers, M.L.S.
   Director of Library Services
Donna Spaan, Ph.D.
   Professor of Metropolitan Studies
Constance B. Turner, Ph.D.
   Associate Professor of Nursing

Gerrit VanDyke, Ph.D.
   Professor of Biology
Randall J. Voorn, Ph.D.
   Professor of Marketing
Mary L. Webster Moore, Ph.D.
   Associate Professor of Mathematics Education
Don Woo, M.S.
   Assistant Professor of Education

PRESIDENTS

Dennis Hoekstra, Ed.D., 1973-1979
Derke Bergsma, Rel.D., 1979-1980, Acting
Gerard Van Groningen, Ph.D., 1980-1984, Emeritus

AJ Anglin, Ph.D., 1996-2002
Anthony Diekema, Ph.D., 2002-2003, Interim
Steven Timmermans, Ph.D., 2003-2014
Elizabeth Rudenga, Ph.D., 2014-2015, Interim
Kurt D. Dykstra, J.D., 2015-present