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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CALENDAR FOR 2008-2009

August 17, Sunday..............................................................................Bridge Program Begins
August 22, Friday..............................................................................Student Move In/ Orientation Begins
August 22-26.......................................................................................First Year Forum
August 26, Tuesday..............................................................................Final Registration 8:30-10 a.m.
August 27, Wednesday............................................................................Classes Begin 8 a.m.
August 29, Friday......................................................................................Convocation

September 1, Monday............................................................................Labor Day, No Classes

October 13-17..........................................................................................Mid-Semester Week
October 17, Friday......................................................................................Fall Reading Day

November 26, Wednesday.......................................................................Thanksgiving Recess Begins, 12 p.m.
December 1, Monday..............................................................................Classes Resume, 8 a.m.

December 8, Monday..............................................................................Final Exams Begin, 11:30 a.m.
December 12, Friday..................................................................................Final Exams End
December 12, Friday..................................................................................Christmas Vacation Begins, 5 p.m.
December 13, Saturday.............................................................................Mid-Year Commencement

January 6, Tuesday....................................................................................Interim Begins
January 19, Monday..................................................................................Interim Ends
January 21, Wednesday.............................................................................Final Registration 8:30-10 a.m.
January 22, Thursday...............................................................................Classes Begin 8 a.m.

March 9-13..............................................................................................Mid-Semester Week
March 13, Friday.......................................................................................Spring Vacation Begins, 5 p.m.
March 23, Monday.....................................................................................Classes Resume, 8 a.m.

April 9, Thursday......................................................................................No Evening Classes
April 10, Friday.........................................................................................No Class, Good Friday Observance
April 13, Monday.....................................................................................No Day Classes, Evening Classes in Session
April 28, Tuesday.........................................................................................OPUS Begins 12:30 p.m.

May 11, Monday.........................................................................................Final Exams Begin, 11:30 a.m.
May 15, Friday.........................................................................................Final Exams End
May 16, Saturday.........................................................................................Commencement

admissions@trnty.edu
GENERAL INFORMATION

HISTORY OF TRINITY CHRISTIAN COLLEGE

In 1952 a group of 10 business leaders and professionals committed to Christian education decided to establish a junior college in the Chicago area that would uphold Christian higher education from a Reformed world-and-life view and prepare students for transfer to four-year liberal arts colleges. By April 1956, this visionary group had drafted a constitution and incorporated as the Trinity Christian College Association. Membership in the Association was granted to all who accepted the constitution, including its Reformed Christian theological basis, and who contributed $25 per year to support it. Those membership criteria and that minimum contribution remain the same today.

The first board of trustees was elected in 1959, and they purchased the Navajo Hills Golf Course in suburban Palos Heights, Illinois, as its campus. After remodeling the former clubhouse and pro shop, the College opened that fall with a class of 37 students taught by five full-time and five part-time faculty, led by an academic dean who also served as the chief executive officer. In 1966 Dr. Alexander DeJong was appointed as the first president. After he returned to the pastorate in 1968, the academic dean again served as acting president. In 1969 Dr. Gordon R. Werkema was appointed to be the second president, continuing until January 1973. The third president, Dr. Dennis Hoekstra, served from 1973 until 1979. After a year with an acting president, the board appointed Dr. George Van Groningen in 1980 as the fourth president, who served a four-year term. Dr. Kenneth B. Bootsma served from 1984 until 1996, followed by Dr. AJ Anglin, who served from 1996 until his retirement in 2002. After a year of interim presidency in 2003, the board appointed Dr. Steven Timmermans as the seventh president of Trinity Christian College.

As the response of the community grew and students embraced the College’s unique perspective, it became evident that Trinity Christian College was fulfilling a greater need beyond providing a solid liberal arts foundation for two-year students. 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.

Trinity Christian College developed a cohesive approach to its general education curriculum of philosophy, history, English, and theology. In the years since its original vision was conceived, the College has kept abreast of the changing educational landscape by offering a broader scope of courses and programs that would fulfill the College’s mission more effectively. The curriculum has expanded to include business, education, nursing, and social work in addition to its traditional liberal arts focus.

A program of evening classes designed specifically for adult students was added in 1999; today the adult studies program offers degrees in business and education, as well as in business...
communication in California. The addition of these new programs reflects not only the College's physical growth but also an expanding awareness of the role and responsibilities the College assumes in its service to the larger Chicago community and the world. As Trinity's academic offerings have diversified, the College has attracted an increasingly diverse student body. While once most students were from predominantly Reformed denominations, today they represent a denominational variety as diverse as American society.

As the College grows and adds new programs, it is the united goal of board, administration, staff and faculty members that Trinity continue in the tradition established by its founders nearly 50 years ago, as a Christian liberal arts college offering accredited programs in a broadening range of disciplines.

With more than 30 majors, Trinity offers a variety of educational and ministerial experiences, including a Semester in Spain program in Seville, Spain. Interim trips to such places as South Africa, Jamaica, Italy, China, and France; and hands-on internships with corporations and nonprofit organizations. The College's proximity to the resources of metropolitan Chicago offers students an exceptional "classroom" that provides experiential learning opportunities. Intercollegiate sports for men and women, student-run ministry programs, and a full scope of creative expression in fine arts and student publications complete the Trinity experience on the 50-acre, tree-lined campus in a quiet residential neighborhood.

In February 2001, the College dedicated the Martin and Janet Ozinga Chapel, a facility that serves as a cultural and spiritual focal point for the entire student body, as well as the greater community. The building provides the music program with practice and rehearsal rooms and houses the campus ministries department. A 46-rank pipe organ dominates the stage in the 1189-seat auditorium, while a smaller Tracker organ resides in the recital hall. The Grand Lobby has hosted a variety of meetings and banquets beneath a striking stained-glass window, one of a quartet of windows throughout the building designed to celebrate Trinity's mission in Reformed higher education. In spring 2002, the Heritage Science Center opened, a 38,000-square-foot facility that provides classroom and lab space for chemistry, biology, and physics programs, as well as additional classrooms and a lecture hall for technology and computer science studies. Alumni Hall was completed in summer 2004 to meet the increased demand for on-campus housing. The new building was named in honor of Trinity graduates.
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

Trinity Christian College seeks “to provide biblically informed liberal arts education in the Reformed tradition” in an environment characterized by Christian integrity and love. We consciously seek to develop a “multiethnic, multinational, and multi-denominational student body” (Trinity Christian College mission statement).

Trinity affirms its commitment to work toward greater diversity of its students, faculty, staff, and administrators, particularly with regard to race, ethnicity, and cultural diversity. Not only do we seek diversity, but also acceptance, redemption, and new creation.

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. Thus, Trinity Christian College seeks to welcome, encourage, and support those who wish to contribute to and benefit from our mission. We aim for members of this college community who come from different geographical areas and represent differences in ethnicity and race while they are rooted in a Reformed Christian worldview and perspective.

Trinity Christian College not only welcomes such qualities in its community. In fulfilling its mission and in preparing people who will live in diverse environments, we also seek to actively recruit and include a variety of people in all aspects of our academic life: boards, administration, faculty, staff and students.

Trinity acknowledges that inclusivity, diversity and openness in the context of a Reformed Christian worldview enhance the preparation our students receive for life and service in a multicultural and global world.

Trinity’s commitment to diversity will be evident in:

- the governance of this institution. We believe that the commitment to diversity must be evident in the actions of those who are called to govern.
- the appointments of faculty, staff and administrators who have a Reformed Christian perspective. We believe that a diverse body of staff, faculty and administrators is foundational to sustaining an academic community.
- student recruitment and admissions. We believe that the students recruited to Trinity must give evidence to the diverse society in which we live.
• our place in the larger community. We believe that Trinity, as an institution of higher learning, must promote the unity of God’s family.
• its events and publications. We believe that Trinity’s publications and cultural offerings should promote diversity.
• its efforts to review actions on an annual basis. We believe that accountability and evaluation are important aspects of this plan.

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 Finance and Administration as Civil Rights, Title IX, as Section 504 Coordinator.

Trinity Christian College supports the Family Educational Rights and Privacy Act (FERPA) of 1974 and the rights accorded and the privacy guaranteed the student by this Act. Students who are currently enrolled at Trinity or formerly enrolled students, regardless of their age or status in regard to parental dependency, are protected under FERPA. Inquiries regarding FERPA compliance should be directed to the Registrar.
Trinity Christian College is a four-year, degree-granting institution operating under a charter granted by the state of Illinois in 1959. Under this charter the College has approval to award both the bachelor of arts and the bachelor of science degrees in appropriate fields.

Trinity Christian College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (www.ncacihe.org or 312.263.0456). The College is accredited by the Illinois State Board of Education for elementary, K-12, and secondary certification. The bachelor of science in nursing program is approved by the Illinois Department of Financial and Professional Regulation (www.idfpr.com) and accredited by the Commission on Collegiate Nursing Education (One Dupont Circle NW, Suite 530, Washington, D.C. 20036-1120; 202.887.6791). The business program is accredited by the Association of Collegiate Business Schools and Programs. In 2005, the bachelor of social work (BSW) program received initial accreditation from the Council on Social Work Education. The College is approved by the state of Illinois for state scholarships, grants, and loans. Trinity is approved for all federal educational aid programs, including the education of veterans under Title 38, U.S. Code; and it is approved for the education of international students by the U.S. Department of Justice, Immigration, and Naturalization Services.
ADMISSION TO TRINITY CHRISTIAN COLLEGE

CAMPUS VISITS

Students interested in enrolling at Trinity Christian College are welcome to visit campus at any time. Students are encouraged to sign up for destination Trinity, a special overnight event usually held twice a month throughout the school year. Beginning on a Thursday, destination Trinity takes students to downtown Chicago and back to Trinity for a time of upbeat, student-led praise and worship. After a night in the residence halls, students and their parents are welcome to participate in activities scheduled throughout Friday morning, including a tour, class visit, chapel, meeting with a professor, and lunch in the dining hall. Sign up online for destination Trinity at www.trnty.edu/destination.com

Individual visits may be arranged on weekdays at any time throughout the year and may include an overnight stay in the residence halls, meals in the dining hall, appointments with faculty and coaches, chapel, and a campus tour. For further information contact the Admissions Office, Trinity Christian College, 6601 West College Drive, Palos Heights, IL 60463; phone 708.239.4833 or 866.TRIN.4.ME; x4833 or e-mail jayne.hoogerwerf@trnty.edu.

APPLICATION PROCEDURE

Students may apply for admission to Trinity Christian College by submitting a Trinity “Application for Admission” form (available from the Trinity admissions office or online at www.trnty.edu), a non-refundable $20 application fee, a high school (or college) transcript, and scores from ACT or SAT I tests (ACT is preferred; subsection scores are used for placement purposes) to the admissions office. The recommended application date is January 15 to ensure priority consideration for scholarships and financial aid.

Students are encouraged to begin the application process as early as possible. High school students should apply during the first semester of their senior year. International students should contact the admissions office as early as possible prior to the intended semester of enrollment to learn about special admissions criteria. Students who meet admissions criteria are admitted on a “rolling” basis, beginning September 1 for matriculation for the following academic year.

The College maintains a policy of nondiscrimination on the basis of race, color, national origin, sex, disability, or age, as required by Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.
GENERAL REQUIREMENTS

To gain admission to the College, applicants must demonstrate their academic ability. High school students must be eligible to receive a high school diploma at the end of their senior year. An official high school transcript is required to be considered for admission. In addition to a transcript, high school students must provide the College with an official score report from the ACT or the SAT I. Transfer students must provide official transcripts from every college attended. Students transferring 24 hours or more of credit at the time of application will be evaluated based on their college records. Students who have earned the community college degrees commonly known as the ‘transfer associates’, specifically, the associate of arts or the associate of science, can be accepted into the College as juniors. See the Academic Regulations section of this catalog for details.

ACCEPTANCE INTO THE COLLEGE

Acceptance will be unconditional, conditional (Bridge Program), or unclassified.

Unconditional Acceptance—New Freshmen

Unconditional admission for freshman standing requires:

a. receipt of a completed Trinity application for admission and a non-refundable $20 application fee;

b. receipt of a high school transcript* showing
   1) a minimum of 16 units of credit,
   2) a cumulative GPA of 2.0 or above on a 4.0 scale,
   3) average or above-average grades in English and mathematics,
   4) a college-preparatory course of study with
      a) three or four years of English and mathematics
      b) two or three years of science and social studies
      c) two years of a foreign language (highly recommended)

* Home-schooled students may substitute an academic portfolio plus verification that the home-school program has been completed. If the student has been part of an association that issues transcripts, a transcript should be sent.

Students who have not completed high school may submit results of the General Educational Development examination (GED). If the GED is completed successfully, the student may be eligible for admission.

c. receipt of an official record of either ACT or SAT I scores (no minimum scores have been established; however, the average composite score for new freshmen is 23 on ACT or 1070 on SAT I);

d. a personal interview with an admissions counselor.
International students, in addition to the above, must submit the following:

1) a TOEFL score of at least 550 paper-based and 213 computer-based, or 79-80 Internet based, reported on an official score sheet, if English is not the student’s primary language;

2) an evaluation of academic transcripts (high school or college) by Educational Credential Evaluators, Inc., P.O. Box 92970, Milwaukee, WI 53202-0970, USA. Phone 414.289.3400. Students will be responsible for all fees related to the evaluation. Contact the admissions office to find out which evaluation is needed.

3) For scores between 500 - 550 (paper), 173-213 (computer) or 61-79/ 80 (Internet based), applications will be referred to the Admissions Committee to determine if there are indications that the student might be successful.

Students may also be asked to submit:

4) an audiotape recording of themselves that includes a reading and a short description of themselves, both in English;

5) a two-page handwritten essay on a topic assigned by the admissions office.

Unconditional Acceptance—Transfer Students

Unconditional admission for a transfer student requires:

a. receipt of a completed Trinity application for admission and a non-refundable $20 application fee;

b. official transcripts from every college attended (students with fewer than 24 hours of transfer credit also are required to submit a high school transcript and official record of ACT or SAT I scores). Transcripts must show:

1) a cumulative college GPA of at least 2.0 (based on all colleges attended); and

2) successful completion of all courses attempted, at a rate in accordance with Trinity’s rules for quantitative standards of satisfactory academic progress (see the Academic Regulations section of this catalog).

Trinity Christian College awards transfer credit for work successfully completed at accredited institutions. To receive credit for coursework earned at other accredited institutions, new students should request that transcripts be sent directly to Trinity’s admissions office. The registrar evaluates courses for general education and elective credit; after the student has been admitted, it is the student’s responsibility to meet with the appropriate department chair or adviser to have major or minor courses evaluated. Course descriptions and syllabi may be required in order to evaluate courses.
After enrolling at Trinity, students who plan to take courses at another college or university and have the transfer credits apply toward a Trinity degree should fill out a transfer credit pre-approval form prior to taking the course(s). Students should request that transcripts be sent directly to the registrar's office before the next enrollment period.

The guidelines for accepting transfer credit are as follows:

a. The courses must be academic and similar in nature to courses offered at Trinity Christian College. Trinity reserves the right to accept or reject courses for transfer credit. Remedial or vocational courses are not transferable.

b. Only coursework with a grade of C (2.0) or better is accepted. Courses taken for a grade of pass, credit, or satisfactory do not transfer unless the transcript indicates that the grade is equivalent to at least a C. Although a minimum grade is required, grades do not transfer. The grade-point average is computed only on work offered by or through Trinity Christian College.

c. 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. Only philosophy and theology courses from Reformed institutions will be considered for fulfilling the general education requirements.

d. A maximum of 65 hours of credit may be transferred from an accredited two-year college.

e. Degree residency requirements:
   1) All students must complete at least 45 semester-hours at Trinity.
   2) Traditional students must complete at least 12 hours of the major and six hours of the minor at Trinity.
   3) Traditional students must complete at least 12 of the last 20 hours at Trinity.

f. Graduation honors are computed on Trinity work only.

**Non-Traditional Credit Policy**

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. Some students are able to earn college credit in certain subjects. This may be earned in any of the following ways:

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

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

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

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

f. Web-Cape Placement Exam – Students may be eligible for Spanish placement credits on condition that they 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).

**Conditional Acceptance (Bridge Program)**

A limited number of incoming freshmen who do not meet the above requirements for unconditional admission may be considered for admission into the College with the understanding that they will participate in the Bridge Program for the first semester. This special category is for students who have weaker high school records and/or test scores but seem to possess the determination and discipline needed to succeed in college. An on-campus interview may be required.

All conditions described in the Academic Regulations section of this catalog will apply to the student in the Bridge Program.

A limited number of transfer students who do not meet the requirements for unconditional admission also may be eligible for conditional acceptance. See the Financial Aid section of this catalog for guidelines about continuing financial aid eligibility for transfer students who are accepted conditionally.

**Unclassified Admission**

Any interested person may take courses for credit as an unclassified student. Courses are available either days or evenings. To enroll as an unclassified student, contact the admissions office for an unclassified application form. No transcripts are necessary.
Current high school students may enroll as unclassified students for no more than 6 semester hours of credit per semester provided they have 1) a cumulative GPA of 3.0 or above on a 4.0 scale, and 2) approval of the high school. Normally, the high school will have a dual enrollment agreement with Trinity Christian College. As an unclassified student, one cannot receive a degree from Trinity Christian College. If at a later date an unclassified student decides to work toward a degree at Trinity, the student must apply through the admissions office for admission as a degree-seeking student.

Financial aid is not available for unclassified students.

**Teacher Certification**

Students who have earned a bachelor’s degree may enroll at Trinity to obtain teaching certification for the state of Illinois. Any interested person must complete the application for admission, pay the $20 application fee, and submit official transcripts from all colleges attended. Transcripts will be evaluated to determine which courses are needed for certification. Teacher certification students may apply for a limited amount of financial aid through the financial aid office if they plan to enroll for at least six semester hours of credit.

**READMISSION**

Students who have interrupted their studies at Trinity for one semester or more must complete an application for readmission through the admissions office.

Re-admitted students who are absent for two or more semesters, need to fulfill the graduation requirements under the catalog in the year of readmission. Students who have been in non-attendance for less than two semesters will graduate under the catalog in the year of initial admission.

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 requirement in the Academic Regulations section of this catalog.
TUITION DEPOSIT

Applicants who have been accepted as students must deposit $100 toward tuition. The deposit serves as a declaration of intent to enroll and is deducted from the tuition payment due on the day of registration. The tuition deposit is due May 1 or 10 days after acceptance for students admitted after May 1.

IMMUNIZATIONS

By Illinois law, all students registering for the first time at a public or private college or university are required to present evidence of immunity against measles, mumps, rubella, and tetanus-diphtheria. Students are not permitted to register for the next semester and will be charged a $50 non-compliance fee if proper immunization records are not on file in the student development office. Without immunization documents Trinity Christian College will not be permitted to reenroll students for a second semester who have failed to present appropriate evidence by that time. This does not include students enrolled less than half-time.

NEW STUDENT REGISTRATION

Information regarding registration will be sent to newly admitted students before their first semester of enrollment. First-time freshmen who are enrolling at Trinity for the fall semester and have made a tuition deposit will be eligible to participate in Blueprints, the summer registration program. Blueprints is a two-day event that includes registration for classes, academic advising, an overnight stay in the residence halls, programs for parents, and opportunities to get to know other incoming students. Information about Blueprints is available through the admissions office. For those who are unable to participate, a registration packet will be mailed immediately following Blueprints weekend. Students will be provided with the name and phone number of their academic adviser along with specific dates to call and register for classes.

Transfer students will be able to participate in a separate registration day and will also meet one on one with an academic advisor on campus or over the phone.

After students matriculate to the College, registration information for subsequent semesters is located in the Academic Regulation section of the catalog.

For new students, the institutional policy is that verification of enrollment will be available after the ten day report. 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.
FINANCIAL AID AND SCHOLARSHIPS

More than 90 percent of Trinity Christian College students receive financial aid to help them meet the costs of their education. Eligible students may receive scholarships, grants, work opportunities, educational loans, or any combination of these. Applicants and current students should review the following pages carefully to see in which areas they might be eligible and should be applying.

Trinity has many college scholarships. Included are merit-based scholarships awarded for honors students, leadership scholarships awarded for participation in extracurricular activities, and special scholarships. All entering students are automatically considered for honors scholarships when their applications are reviewed. Other scholarships have special application forms that the applicant must complete. See the scholarship section of this catalog for more detailed information.

To apply for any type of need-based federal and/or state financial aid to attend Trinity Christian College, submit the Free Application for Federal Student Aid (FAFSA). (Non-U.S. citizens should complete the Canadian International Financial Aid Form but not the FAFSA.) Trinity recommends that new students complete the FAFSA by February 15 and continuing students by April 15. Information, assistance, and all forms are available from the admissions and financial aid offices. Any appeals regarding financial aid matters should be made to the financial aid office.

Students in Trinity’s adult studies and Semester in Spain programs should refer to their program handbooks for information about available financial aid. The information in the following pages applies only to students in Trinity’s traditional liberal arts program.

STATE-SPONSORED PROGRAMS

Illinois Monetary Award Program (MAP)
The MAP is an Illinois state-sponsored program that offers grants of up to $4,968 to need-based Illinois students. Awarded amounts are based on the number of credit hours for which the student enrolls. Recipients must be enrolled at least three credit hours or more to qualify. To apply, complete the FAFSA.

The Silas Purnell Illinois Incentive for Access (IIA)
The Silas Purnell Illinois Incentive for Access (IIA) Program provides assistance to students who have a limited ability to pay for college. Its purpose is to improve access and retention for students, and possibly to reduce the amount borrowed by them. The IIA Grant provides up to $500 for freshmen who have a zero (0) expected family contribution (EFC) as determined by the results of the FAFSA. Recipients must be enrolled at least halftime to qualify.
Illinois Future Teacher Corps (IFTC) Program
The IFTC Program encourages academically talented students to pursue teaching careers in the state of Illinois. Selection criteria include cumulative grade point average (GPA), expected family contribution (EFC), minority student status, and renewal status.

Applicants may receive additional award dollars if they are studying in a teacher-shortage discipline and agree to teach at a hard-to-staff school. For the 2008-09 academic year, scholarship awards are as follows:

- up to $5,000 for individuals who agree to teach in a teacher-shortage discipline; or
- up to $5,000 for individuals who agree to teach in a hard-to-staff school; or
- up to $10,000 for individuals who agree to teach in a teacher-shortage discipline at a hard-to-staff school.

In all cases, the scholarship cannot exceed the cost of attendance. A recipient may receive up to four semesters or six quarters of assistance. A student must agree to teach for no less than five years at a non-profit Illinois public, private, or parochial preschool, or an Illinois public elementary or secondary school. This is a five-year commitment no matter the amount of the scholarship received. 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.

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 ISAC. 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 or 12 quarters 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.
FEDERALLY SPONSORED PROGRAMS

Federal Subsidized Stafford Loan Program
Under this program students may acquire educational loans from preferred lenders that are sponsored by the federal government. This loan is a need-based award. The amounts of this loan are based on a student’s academic grade level. Students are given the option of deferring all interest while they are in college. Repayment of the principal and interest begins six months after leaving college. The interest rate is variable, with a typical cap of 8.25 percent. To apply, students must complete the FAFSA and complete the online application.

Federal Unsubsidized Stafford Loan Program
This loan is not based upon need. Students must make periodic interest payments while they are in school. Other terms are similar to the subsidized Stafford Loan.

Federal College Work-Study
Under the federally sponsored College Work-Study program, eligible students may obtain on-campus employment by which they can earn up to $1,500 per academic year. To apply, complete the FAFSA.

Federal Perkins Loan
These federal loans are disbursed by the Trinity financial aid office. Preference goes to new freshmen. The interest rate is five percent, and repayment does not begin until nine months after leaving college. To apply, complete the FAFSA.

Federal Nursing Student Loan
These federal loans are disbursed by the Trinity financial aid office to students in the nursing program. Preference goes to new freshmen. The interest rate is five percent, and repayment does not begin until nine months after leaving college. To apply, complete the FAFSA.

Federal Pell Grant
The Pell Grant is a federally sponsored program that offers grants of up to $4,731 to eligible students. To apply, complete the FAFSA.

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.
Academic Competitiveness Grant (ACG)
Must be a U.S. citizen and a federal PELL grant recipient. Enrolled full-time as a first or second year student in a qualifying program of study. First year students may not have been previously enrolled in a program of undergraduate education and must have completed secondary school program of study after 1/1/2008. Second year students must have completed secondary school program of study after 1/1/2007 and have a GPA of 3.0 in an eligible program. Secondary school courses must include:
- 4 years of English
- 3 years of Mathematics
- 3 years of Science
- 3 years of Social Studies
- 1 year of a foreign language

The ACG requires completion of rigorous secondary school program; however there are alternatives available. Eligible amounts include $750 for 1st year and $1,300 for 2nd year.

National Science and Mathematic Access to Retain Talent Grant (SMART)
Must be a U.S. citizen and a federal PELL grant recipient. A 3rd year or 4th year student must be enrolled in a baccalaureate degree program full-time. The student must have a cumulative 3.0 GPA on a 4.0 scale in the student’s eligible program. Recipient of this grant must declare a major. Eligible amounts include $4,000 for both 3rd and 4th year. Major fields of study include:
- Computer Science
- Engineering
- Foreign Language
- Life Sciences
- Mathematics
- Physical Sciences
- Technology

Federal PLUS Loan Program
A PLUS is a non-need-based loan that parents may take out on behalf of the dependent student. The interest rate is variable. To apply, complete the online application process.

OTHER PROGRAMS

Education Assistance Limited (EAL) Scholarships
These scholarships are available to students as part of the need-based scholarship program. To apply, complete the FAFSA.
TRINITY-SPONSORED PROGRAMS

Athletics Scholarships
Athletics awards are available in various amounts. Awards are given to students based on their athletic ability. Interested students should contact the athletics director for more information. Students receiving an athletics award are not eligible for any other institutional aid.

Founders’ Scholarships
Two renewable full-tuition scholarships are awarded each year to first-time freshmen with a minimum high school grade-point average of 3.8 on a 4.0 scale; 30 ACT or 1320 SAT; demonstrated leadership in church, school, or community; and evidence in the students’ lives of faith in Jesus Christ as their Lord and Savior. To apply, submit the special application including personal essay, pastor’s letter of reference, and two teacher recommendations. Renewal contingent upon maintaining a 3.75 cumulative GPA at the end of each academic year.

Greater Chicago Christian Leadership Scholarships
Up to our renewable full-tuition scholarships awarded each year to incoming freshmen who come from underrepresented populations. The incoming freshman must have demonstrated academic excellence, leadership and Christian commitment. Candidates must have a 3.5 cumulative GPA on a 4.0 scale and top 10 percent of high school graduating class. Refer to the GCCLS brochure, available from the admissions office, for application information.

Candidates must apply for all state and federal grants for which they qualify. Trinity Christian College will provide funds that, when added to state and federal grants received, equal full tuition. Money from loans and outside scholarships may be applied to room, board, fees, and books.

Honors Scholarships
Honors Scholarships are offered to students with high scores on the ACT or SAT and/or excellent high school records. (Students with exceptionally high scores should apply for the Founders’ Scholarship.)

For new students who enter Trinity during the 2008-2009 academic year, the following Honors Scholarships are available: President’s Honors at $8,000; Provost Honors at $5,000, $6,000 and $7,000; Faculty Honors at $3,000; Women’s Guild at $1,500 and Academic Excellence at $500 - $3,000. To renew, students must achieve the following grade-point averages: Presidential 3.5; Provost 3.3; Faculty and Women’s Guild 3.1; and Academic Excellence 3.0. If the minimum GPA is not met based on the initial scholarship received, no Honors scholarship dollars at any level will be awarded.

For new transfer students who enter Trinity during the 2008-2009 the following Honors Scholarships are available: President’s Honors at $5,000; Provost Honors $3,500 and Faculty Honors $2,000 and Academic Excellence at $500 - $3,000. To renew, students must achieve the following grade-point averages: Presidential 3.5; Provost 3.3; Faculty 3.1; and Academic Excellence 3.0. If the minimum GPA is not met based on the initial scholarship received, no Honors Scholarship dollars at any level will be awarded.
For returning students who entered Trinity prior to fall 2007, Honors Scholarships are available. Refer to the catalog printed the year you entered Trinity. Renewal will be made at the end of each academic year based on the cumulative GPA, after records have been examined. No special application is required. Renewable for a normal four-year course of study.

**Leadership Awards**

Awards of $500 to $5,000 are available to entering students who demonstrate leadership and success in music (Concert/ Campus Choir, Gospel Choir; Instrumental), journalism, theater and student organizations, and who are unconditionally admitted to Trinity. These awards are given to students who agree to participate in similar activities while in college. Entering students must complete the scholarship application form. Included with this form is a place for a high school sponsor, coach, director, or adviser to write a recommendation. Students wanting to apply should ask the sponsors who best know their skills to write this recommendation. Unconditional acceptance to Trinity is necessary to be considered for leadership scholarships. These awards can be renewed each year for a normal four-year course of study if the student: (1) maintains a college grade-point average as described in the “Criteria for Student Financial Aid;” (2) participates at a satisfactory level in the activity or area of the award; and (3) remains a full-time student. Leadership scholarships are renewed yearly based on a sponsor’s or coach’s evaluation.

**Scholarships Based on Major**

Accounting, art, biology, chemistry, computer science, education, English, history, mathematics, music, philosophy, political science, social work, sociology and Spanish scholarships are available to students who meet the criteria. Awards range from $1,000 to $5,000; recipients are determined by the department chairperson. A scholarship application and essay are required. Renewal based on cumulative GPA of 3.0 or higher at end of each academic year.

**Canadian/International Grants**

Qualified Canadian and international students receive a grant of $2,500 ($1,250 per semester) for college-charged tuition, room, and board. Payments of fees from Canadian and international students to Trinity must be made in U.S. dollars. Complete the Trinity Canadian/ International Financial Aid form to receive this grant.

**Church Grants**

Grants are provided to students if they or their parents are members of a supporting church. Contact the financial aid office for more information.

**Trinity Grants**

The Trinity Grant is available to students who demonstrate financial need. To be considered for a Trinity Grant, a student must demonstrate extreme financial need by means of the FAFSA. The financial aid office calculates the Trinity Grant after all other scholarships and government financial aid have been included in the needs analysis process. Amounts range from $500 to $6,000. It is recommended that new students complete the FAFSA by February 15 to receive priority consideration for need-based aid; returning students by April 15.
High School Waiver Policy
A high school waiver is available for a senior student to attend Trinity Christian College equal to one-half of the cost for one class only. Please contact the financial aid office for details. In the case of a student eligible for both a dependent waiver and a high school waiver, the limit is one-half.

Senior Citizens’ Free Tuition Program
Any person aged 65 or older, regardless of his or her income level, is eligible to register for any classroom course offered by Trinity Christian College on the main campus free of charge, subject only to availability of seats in the class. This tuition waiver does not include courses in applied fields such as music or art, or internships, which require special fees. This program is for unclassified students only and allows a qualified person to audit, without credit, one course per semester. (Senior citizens desiring credit must complete all necessary registration forms in the admissions office and the registrar’s office. Tuition waiver is limited to one course per semester.) To register for this program, contact the advancement office.

FINANCIAL AID FOR OFF-CAMPUS PROGRAMS

Semester in Spain
Students enrolling in the Semester in Spain program will be charged the full Trinity semester charge.

Trinity Sponsored Off Campus Programs (page. 200)
Students enrolling in these programs may use 100 percent of their Trinity financial aid and attribute it to these program costs. Moreover, if a student attends the Semester in Spain program twice, 100 percent of Trinity financial aid may be attributed both times.

CCCU Off-Campus Semester Programs
Students attending any CCCU off-campus semester program may attribute 50 percent of financial aid awarded by Trinity for the given semester to the program. If, however, participation in a CCCU off-campus program is a requirement for a Trinity major, minor, or concentration, then 100 percent of Trinity financial aid may follow.

Other Off-Campus Semester Programs
Trinity students attending other off-campus semester programs may not apply any of their Trinity financial aid to these other programs. If, however, participation in an off-campus program is a requirement for a Trinity major, minor, or concentration, then 100 percent of Trinity financial aid may follow.

Attending a Second Off-Campus Program
Trinity students attending a second off-campus semester program may not apply their Trinity financial aid to these other programs. An exception is if the second program is either Chicago Semester or Semester in Spain, then 50 percent of Trinity financial aid for the given semester may be used. Another exception is if the second program is required for a Trinity major, minor, or concentration.
ADDITIONAL SCHOLARSHIPS

The following special named and endowed scholarships are available to students who meet the qualifications outlined. Renewable scholarships are for a normal four-year course of study. Application forms for freshman scholarships are available in the admissions office. Scholarship application forms for new students are available starting September 1. Returning student scholarship applications are available after second semester begins.

**Alumni Association Scholarship:** One renewable award of $1500 is given each year to an incoming freshman who has at least one parent who is an alumnus or alumna. The recipient will receive $500 from the Alumni Association Scholarship Fund and an additional $1,000 as a supplement from the Alumni Excellence Scholarship Fund. Involvement in college life is expected for renewal.

**Alumni Excellence Scholarship:** Up to four renewable awards of $1,500 are given each year to incoming freshmen who have at least one parent who is an alumnus or alumna. Involvement in college life is expected for renewal.

**AuSable Institute of Environmental Studies:** Institute fellowships equivalent to 50% of the tuition charges are available for participation in this summer program. See Biology and Chemistry listings for program description.

**AuSable Institute of Environmental Studies:** Institute Scholarships of $500 are available for participation in this summer program. See Biology and Chemistry listings for program description.

**Connie Bakker Memorial Scholarship:** One award of $1,500 is given to an education major with financial need. The recipient is selected by the financial aid office. Preference will be given to students from the Illiana area.

**Mary Beth Bootsma Memorial Scholarship:** Two awards of $1,750 are given to students who exhibit Mary Beth's love for learning, reading, and writing. Priority will be given to junior or senior women interested in journalism and communication arts.

**Gerda Bos English Scholarship:** An award of $200 is available to a junior or senior education student with a major or minor in English who has demonstrated academic ability, Christian qualities, and service to the College community through extracurricular activities. The recipient is selected by the English department.

**Butch and Dot Bruinius Scholarship:** One $1,000 scholarship awarded to a junior or senior special education major. The recipient is chosen based on financial need, a completed scholarship application, and an essay demonstrating their desire to teach in special education.
Karen L. Buikema Scholarship: One $1,000 award given to a rising junior or senior majoring in music, preference given to students with minimum 3.0 GPA and who are enrolled in organ instruction.

Campus Ministry Scholarship: Two awards of $1,000 are given to returning students. Recipients are selected by the chaplain on the basis of involvement in campus ministry. Preference will be given to pre-seminary students and students with financial need.

Community Foundation of Northwest Indiana Scholarship: Two awards of $1,250 are given to junior or senior nursing students who maintain a minimum GPA of 3.0 and demonstrate financial need.

Cross-Cultural Scholarship: Five awards are available each year for continuing Trinity students who plan to participate in a cross-cultural summer ministry without pay. The scholarship is given to help offset loss of summer income. The award is $250 per week of participation in a cross-cultural ministry, with a requirement of four to eight weeks of participation.

Jon Cuperus Memorial Scholarships: One $500 non-renewable award will be given to an incoming freshman who graduated from Unity Christian, Hudsonville, Michigan. Also one $500 award will be given to a rising junior or senior political science major who demonstrates genuine Christian commitment.

Clarence Davids and Josephine Davids Business Scholarship: One $1,000 scholarship is awarded each year to an entering freshman with a declared business major. The recipient is chosen based on financial need, Christian commitment, and average or above average academic performance. Renewal for three additional years is based on continuing as a business major and maintaining a GPA of at least 2.0 overall and 2.3 in business courses. Complete the FAFSA.

Josephine Davids Memorial Business Scholarship: One $1,000 scholarship is awarded each year to an entering freshman with a declared business major. The recipient is chosen based on financial need, Christian commitment, and average or above average academic performance. Renewal for three additional years is based on continuing as a business major and maintaining a GPA of at least 2.0 overall and 2.3 in business courses. Complete the FAFSA.

Howard and Verna DeHaan Family Social Work Scholarships: Two $500 awards are available to rising junior and senior social work students who demonstrate a commitment to working toward social justice through advocacy and leadership efforts. A minimum 3.3 GPA is required.

Harry and Alice DeVries Memorial Scholarship: A one-time award of $2,500 will be given each year to a freshman with a solid academic background who displays a need for assistance. Recipient will be chosen by the financial aid office.
Dirksen Transportation Scholarship: The Dirksen Transportation Scholarship is given to a graduating senior from Ripon Christian High School who will be attending Trinity Christian College in the fall of the coming year. This is a one year scholarship that is intended to assist with the financial needs of a student seeking a Christian college experience.

Nancy Drenth Nursing Scholarship: Two awards of $1,000 each will be given to juniors or seniors in the nursing program. Students must demonstrate need and have a cumulative GPA of at least 3.0. Recipients are chosen by the nursing department and the financial aid office.

The Education and Adult Studies Intern Teaching Scholarship: Two awards of $250 is presented annually to two students, one in the traditional program and one in the adult studies program; students must be teaching during the fall or spring of the next academic year.

The Susan Fulkerson Scholarship: one $1,000 award will be presented to an incoming freshman accounting major

Gardner Trucking Scholarship: The Gardner Trucking Scholarship is given to a graduating senior from Ontario Christian High School who will be attending Trinity Christian College in the fall of the coming year. This is a one year scholarship that is intended to assist with the financial needs of a student seeking a Christian college experience.

Dorothy Geurink Memorial Scholarship: Four $1,000 non-renewable awards are given to new student-athletes from western Michigan. To apply, complete the scholarship application form.

Global Student Leadership Scholarship: Awards given to international students, preferably freshmen, who demonstrate financial need and a Christlike example of leadership. Recipients are chosen by a scholarship committee.

Dennis and Jeni Hoekstra Scholarship: A $1,000 scholarship is awarded each year to a junior or senior education major with an interest in teaching in a Third World country or an inner-city school.

Elizabeth Anne Hoelzel Memorial Scholarship: A one-time award of $1,000 will be given annually to a promising senior nursing student who demonstrates compassion, care, and skill in his/her professional activities. Recipient is selected by the director of the nursing program.

Ben Hofman Memorial Scholarship: A one-time award of $1,000 will be given annually to a junior or senior special education major. Recipient is selected by the special education faculty and the financial aid office. Priority is given to students with financial need.

Hoitenga-Roelofs Nursing Scholarship: One $1,200 scholarship is awarded annually to a senior who shows commitment to nursing as a lifelong calling to serve Jesus Christ through competent and compassionate service to people of all cultures.
John and Effie Huitsing Memorial Scholarship: A scholarship of $1,600 will be awarded to an international student or recent immigrant who desires a Christian education and has an interest in the Christian faith. Recommendation required from a pastor or recent educator concerning personal integrity, promise of academic success, and a desire to serve others. The scholarship is renewable if requirements are met. The recipient is chosen by the financial aid office.

Jennie Huizenga Memorial Scholarship Program: Approximately 10 $1,400 scholarships are awarded annually to freshmen from CSI schools. Awards are renewable and are granted to eligible students who have outstanding financial need. New students applying for this award should fill out the scholarship application form and the FAFSA by February 15 to receive priority consideration. Returning students should file the FAFSA by April 1.

Carol and Henry Kamp/Edith and Clarence Schemper Organ Scholarship: One scholarship of $1,000 is awarded to a junior or senior who shows Christian commitment and contribution to church organ music programs, as well as the Trinity organ music program. The applicant does not need to be a music major; a minimum cumulative GPA of 2.5 is required.

Henry & Carol Kamp Honors Instrumental Ensemble: The Henry & Carol Kamp Honors Instrumental Ensemble will be available to perform at College functions, including but not limited to: convocation, graduation, Christmastide, music department concerts, and chapel services. Additionally, the Ensemble and director will work closely with the College development office in scheduling participation in supporting churches’ worship services approximately eight to ten times annually. Special consideration will be given to churches encouraging psalm and hymn singing in the Reformed tradition.

Harry and Barbara Kampenga Scholarship: One award of $500 is given each year to a junior or senior student from the southeast Wisconsin area. The student must have a cumulative 3.0 GPA. Preference will be given to a student majoring in nursing or education. The chairpersons of the nursing and education departments will choose the recipient of the award.

David Koole Memorial Scholarship: A one-time award of $750 is given to an upperclass student in the business department. Preference will be given to a senior who typifies the devotion, spirit, and commitment of David Koole. Minimum GPA of 2.5 required. The recipient is selected by the business department.

Rich Kooy Scholarship: One $750 non-renewable scholarship is awarded to an academically strong math or computer science major with a demonstrated faith commitment. Preference will be given to a sophomore. The recipient is chosen by the math and computer science departments.

John W. Kooyenga Business Scholarship: A $1,000 one-time award given to a senior accounting or business major with a minimum 3.0 GPA.

Koster Theatre Arts Scholarship: One $500 award given annually to an incoming freshman who has previous theater experience and who expresses interest in pursuing theater at Trinity.
Tom J. Krygsheild Memorial Scholarship: One $1,400 renewable scholarship is awarded annually to a junior or senior education major planning to teach mathematics or one of the natural sciences at the junior or senior high school level.

Alf and Marion Larsen Memorial Nursing Leadership Scholarship: A $1,400 scholarship is awarded annually to a senior nursing student who demonstrates peer leadership, professional excellence, and Christian witness in the clinical setting.

A. Glenn and Pricilla Lemmenes Scholarship: Two $1,250 awards presented annually as follows: The first award will be presented to a student planning to major in business. The second will be presented to a student planning on majoring in nursing. The scholarships are renewable for up to three years for students in good standing and making satisfactory progress toward graduation.

Joann Leo Art Scholarship: One one-time $1,000 award given to a junior or senior art major who plans to utilize his/her skills in an art field vocation, with preference given toward the field of art education.

Henry and Minnie Liepitz Memorial Scholarship: One $1,000 award is available for a rising junior or senior mathematics major with a minimum GPA of 3.0 who plans to pursue graduate work in the field of mathematical science. Financial need is not required to receive this award.

Ellyn Lubbers Special Education Teaching Scholarship: One $1,000 award given to a junior enrolled in the special education program.

Bassam Michael Madany Scholarship: One $1,000 non-renewable scholarship is awarded each year to a returning international student. The recipient is chosen by the financial aid office and the dean of students, based on financial need, Christian commitment, and academic performance.

Mephibosheth Scholarship: This scholarship is for a student who has a permanent physical impairment. Renewable awards of up to $2,500 will be given to qualified students.

Mitchell Memorial Scholarship: An award of $2,000 is given to a new student who shows potential for outstanding athletic leadership in college activities. The award may be renewed for a normal four-year course of study.

Jay C. Mol Memorial Nursing Scholarship: One $2,000 award is available to a rising junior or senior nursing student who exemplifies the characteristics of Mr. Mol: high morals, dedication to serving others, and a strong work ethic.

Ronald Oosting Teaching Scholarship: One award of $500 is given to a freshman who plans to major in mathematics or mathematics education. Preference will be given to applicants who also participated in the Trinity Math Triathlon as a middle school student.
Frank M. Ozinga Memorial Scholarship: One $1,000 scholarship is awarded annually to a freshman seeking a career in law or the political arena. Preference is given to students from Evergreen Park, Illinois. Recipient selected by the financial aid office.

Janet DeMaa Ozinga Memorial Scholarship: Thirteen awards of $1,000 per year are awarded to students selected on the basis of outstanding musical ability to participate in the Trinity Honors Ensemble, a mixed group of 12 singers and an accompanist. The scholarship application form and a performance tape are required. Freshmen and upperclass students may apply. These scholarships are renewable based upon a yearly competition and re-application.

Norman Ozinga Memorial Nursing Scholarship: One $500 renewable scholarship is awarded annually to a freshman who is interested in obtaining a degree in nursing.

Pro-Life Volunteerism Scholarship: One $2,000 award given to a student who demonstrates concern for others at any stage of human life.

Psychology Honors Scholarship: Two $1,000 awards given to psychology students of at least sophomore standing who have a 3.5 minimum GPA, who are members of the Psi Chi Honor Society or meet the eligibility requirements, and are active in community service.

Race Relations Multi-Racial Student Scholarships: Under the auspices of the Christian Reformed Church, grants of $500 to $2,000 per year are provided to students of minority races who are within the fellowship of the Christian Reformed Church. Inquiries concerning this award should be addressed to Trinity’s director of financial aid.

Roelofs Freshman Nursing Scholarship: Four $500 scholarships will be awarded to entering freshmen who have genuine Christian commitment to serve others through the profession of nursing.

The Samuel Award: A $1,500 one-time award given to a rising junior business major who has made a significant contribution to student life and who displays a Christian character.

Luke and Pauline Schaap Science Scholarship: One $1,000 award is available for a rising junior or senior science major. Preference will be given to a chemistry student, as well as those with financial need. Recipient must possess a minimum 3.0 GPA and demonstrate Christian integrity and commitment.

Will Slager Memorial Scholarship: One award of $1,000 is given annually to a graduate of Chicago Christian High School who maintained a B average or above and participated in at least two varsity sports. Renewable for three additional years if the student participates in athletics at the college level.
Clarence Solle Memorial Scholarship: Two $1,000 awards given annually to outstanding senior education students with a minimum GPA of 3.0 who plans to teach in a Christian elementary school. Recommendations are required from the director of teacher education, dean of students, and two other faculty members.

Clara and Margaret Stavinga Memorial Scholarship: One $1,500 award is given annually to a freshman student who demonstrates a desire to serve in church ministry. Preference will be given to applicants who have financial need, a 3.0 GPA, and demonstrated Christian integrity and commitment. The ideal candidate also will exhibit a positive attitude, good work ethic, and a desire for academic and professional growth. Applications are available through the financial aid office.

Student Memorial Scholarship: An $1,000 non-renewable award is presented to a returning junior or senior of outstanding Christian character. This scholarship honors the memory of Trinity students Keith Albers, Ralph H. De Jong, and Dale Friesema. The recipient is recommended by the student development office and approved by the financial aid office.

Sun Valley Scholarship: This award is presented annually to a student(s) from the Sun Valley area in the San Fernando Valley of the City of Los Angeles, California. Scholarship money will be granted to students with the encouragement that upon graduation they will contribute to the Sun Valley Scholarship Fund. In the best of all scenarios, students would contribute in the years after graduation the amount they were awarded (unless if they enter into the Christian ministry or teaching in a Christian school where income is less). In all cases, goals for contributions will be made with the office of financial aid prior to graduation.

Char Sytsma Memorial Scholarship: One award of $1,000 will be given to a junior or senior majoring in special education. The student must demonstrate a love of those with special needs. Preference given to those who desire to apply and teach at Elim Christian School.

TAC Scholarships: The Trinity Athletics Club makes $1,000 to $3,000 awards to new outstanding student-athletes. These scholarships may be renewed for three more years if requirements are met.

Roger and Gerrie Triemstra Special Education Scholarship: Two awards of $1,250 are given to rising junior or senior education majors with a 3.0 GPA or better, with preference given to special education majors.

Paul and Mercy Minority Scholarship: Two $500 one-time awards given annually to sophomore minority students. Preference will be given to students who have a 3.2 GPA or better and have demonstrated Christian integrity and commitment to learn.

Trinity Multicultural Scholarship: Two awards of $1,000 will be given annually to entering freshmen who are members of minority races from the greater metropolitan Chicago area and accepted to the College unconditionally. These scholarships may be renewed for three more years provided the recipient achieves an acceptable GPA.
**Vander Ark Family Scholarship:** An award is given annually to a student-teacher in the teacher education program.

**Van Der Laan Brothers Scholarship:** Three awards of $1,000 each are given to returning juniors and seniors with strong academics and financial need. Not renewable. To apply, file the FAFSA.

**Keith Vander Pol Memorial Scholarship:** A renewable award is given to a student from southern California with financial need. Amount of award varies. The recipient is chosen by the financial aid office.

**Maurice Vander Velde Memorial Junior Scholarship:** Up to five awards of $1,200 will be given to upperclass students chosen by selected departments as Vander Velde Junior Scholar research assistants. Assistants are chosen to work closely with a professor in a research project and participate in a special Interim course. A special application is required.

**Ed Vander Weele Memorial Scholarship:** One $1,000 scholarship is awarded to a junior or senior who is accepted into the teacher education program, exerts positive Christian influence among peers, and shows high potential for teaching success.

**Gary VanDyke Scholarship:** One scholarship of $500 is awarded to a returning junior or senior biology major who has a commitment to Christian stewardship. The applicant must show an interest in attending graduate school and/or pursuing a career in ecology, botany, or environmental science.

**VanDyken Family Scholarship:** One scholarship of $1,000 is awarded to an incoming freshman with strong leadership ability who is academically challenged. Students will be recommended by their admissions counselor, and the recipient will be chosen by the financial aid office. The scholarship application and a recommendation from a professional at the applicant's high school are required.

**Bass Van Gilst Memorial Christian Service Scholarship:** A renewable award of $1,000 for an incoming student (preference given to a freshman) from central Iowa who demonstrates a life of service to others through school, church, civic, or other charitable activities. To qualify for renewal the recipient should exhibit the life of a model Christian servant and demonstrate continued service throughout his/her college career. To apply, submit the scholarship application and a letter of recommendation from a pastor and/or director of a charitable organization.

**Harry G. Vermeer Scholarship:** Two $500 renewable scholarships are available for freshmen from the Pella, Iowa, area who have been accepted as full-time students at Trinity.

**Dewey G. Westra Scholarship:** A $1,000 renewable scholarship will be given annually to a student majoring in education, church education, business, or information systems. The recipient is chosen by the financial aid office and the chairperson of the appropriate academic department.
**Wisconsin Scholarship:** One renewable award of $1,000 will be given to a freshman from Wisconsin. Preference is given to minorities, women, and students with financial need. To apply, complete the FAFSA.

**Catherine Yonker Memorial Scholarship:** One award of $700 will be given annually to a member of the Trinity community recognized for contributions toward accomplishing Christian race relations and cross-cultural understanding. Nominations to the ethnic diversity committee by either faculty, staff, administration, or students are required.

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**College Policy Regarding Trinity-Sponsored Grants**

**Part-Time Status and Scholarships**

All Trinity scholarships and awards are awarded to full-time students taking a minimum of 12 hours per semester and paying full-time tuition. Students who take less than 12 hours during a semester will have their Trinity scholarships and awards applied as follows: Students enrolling for 9, 10, or 11 hours per semester may receive 65 percent of the institutional grants and institutionally controlled monies they would have received as full-time students. Students taking less than nine hours will not be eligible for institutional monies. Students who change from full-time to part-time status or leave the College during a term will receive reduced awards.

**Criteria for Student Financial Aid**

In order for a student to receive state, federal, or institutional funds at Trinity, he or she must maintain satisfactory academic progress. The guidelines are on the following page.

1. A student must be enrolled as a degree-seeking student. Recipients who enroll less than full-time will be awarded any government aid on a reduced basis according to government guidelines. A recipient who changes from full-time to part-time status or leaves the College during a term will receive reduced awards. Trinity's adult studies program students are not eligible for Trinity-sponsored grants or scholarships.

2. Recipients must demonstrate satisfactory academic progress each semester. The minimum expected standard for full-time is 12 hours per semester. The maximum time frame is 12 semesters for a traditional full-time student.

3. A student must continue to make satisfactory academic progress according to both the qualitative and quantitative standards described below:
   a. Qualitative measure is based on cumulative GPA. To maintain satisfactory academic progress to receive financial aid a student must maintain the following minimum grade-point averages.
### Cumulative GPA Policy

<table>
<thead>
<tr>
<th>Hours Attempted</th>
<th>Minimum GPA Required</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>

b. Quantitative measure is based on cumulative hours completed. To maintain satisfactory academic progress, a student must maintain a minimum of 67% successful completion rate each semester.

4. Students who fall below either the qualitative or quantitative standards will be placed on probation. Students are allowed to receive one semester of aid while on probation. If the student remains below the standards for a second consecutive semester on probation, the student will not be eligible for aid until regular academic standing is again attained.

5. An exception is made for new freshmen whose acceptance was conditional. If the registrar allows the student to remain for a second semester on probation, aid will continue for this second semester as well.

6. Transfer students who are accepted on probation may receive one semester of aid while on probation, but they must attain Trinity's regular academic standing by the end of their first semester in order to continue receiving aid.
LIFE AT TRINITY

STUDENT LIFE

New Student Orientation/First Year Forum/Framing Your Future
New and transfer students participate in orientation activities prior to the start of the semester. The purpose of orientation is to ease the transition to Trinity by acquainting students and their families with each other and the mission, people, systems, and setting of the College. The orientation program takes place in conjunction with the First Year Forum for traditional students or Framing Your Future program for transfer students. Information about this program is mailed to new students prior to the start of the semester and available on the student development website. For additional information about FYF 101/111, see page 158.

Faith Development
Every aspect of Trinity Christian College participates in the goal of helping students, faculty, and staff grow in Christian faith. The Chaplain’s Office offers a variety of opportunities designed especially for students: student ministry leadership, worship events, service activities, ministries of prayer, small group discipleship, and the like. While participation in any of these ministries is voluntary, we encourage every student to seek out those opportunities that will help them take the next step in their faith development and become a more mature disciple of Christ.

Chapel services for the entire faculty, staff, and student community are offered on Wednesday and Friday mornings (10am). A student led worship gathering meets weekly on Thursday evenings (10pm). And, in addition to more spontaneous worship events and ministry opportunities that arise throughout the semester and across the campus, there are also numerous local Chicago-area churches that offer weekly opportunities for worship and service—and they love it when Trinity students join in!

Residence Life
At Trinity Christian College, learning occurs both inside and outside the classroom. Here, students develop a variety of skills and talents in accordance with God’s place and purpose for their lives. The residence life division of Trinity strives to foster the total development of students by facilitating life lessons, building and sustaining meaningful relationships, and supporting the pursuit of academic scholarship.

Trinity provides housing in four on-campus residence halls and two off-campus apartment residences. Student housing options are designed to encourage student interaction and facilitate healthy peer relationships. All students 21 years of age and under who leave home to attend college are required to live in Trinity residences. Students residing in any of the four on-campus residence halls are required to purchase a student meal plan, while those residing in the off-campus residences are required to purchase a $200 debit meal plan per semester. All students must inform the student development office of their housing arrangements.
In efforts to provide an engaging and holistic education experience for all students, Trinity residences are staffed by both professional and student residence life staff. Wellness programming is provided to stimulate students' academic, spiritual, social, and cultural growth. Full-time live-in professional residence directors are employed in each of the residences to foster the student development and community involvement as well as to provide non-professional counseling, conflict resolution, and facility management. It is our desire that all students experience the benefits of this community by participating in the residential living opportunities that Trinity Christian College offers.

**Intramural Athletics**

Trinity students consider the intramurals program a very popular campus activity. The wide variety of recreational activities provides student the opportunity to participate in both co-ed and single-sex sports throughout the entire academic year.

Student involvement is an especially important aspect of the program. Seventy percent of the students participate in one or more intramural activities during the academic year. Along with the intramurals director, several student assistants are responsible to promote, organize, and conduct intramural activities.

**Fitness Center**

A fitness center, located in Alumni Hall basement, is available to students and staff at designated hours.

**Intercollegiate Athletics**

Students at Trinity have the opportunity to participate on intercollegiate teams in several sports. Men's and women's soccer, cross country, and women's volleyball are offered in the fall; men's and women's basketball in the winter; softball, 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).

**Student Government**

The Student Association supervises student organizations and promotes student involvement in Trinity life through its committees on student activities, multicultural awareness, academic affairs, student publications, and service. It also receives reports from students serving on faculty and college committees. Officers and upperclass representatives are elected each spring for the following year. Freshmen student representatives are elected in the fall. A representative from the Student Association serves as an observer at meetings of the Board of Trustees. The Student Association offices and conference room are located in the lower level of South Hall.

**Student Publications**

The student Newspaper, the Courier, is staffed solely by students and is under the supervision of an advisory board. The Allelu is the student yearbook that is under the direction of the Student Association and a staff advisor.
**Student Rights and Community Standards**

Appeal procedures for students with academic grievances or questions concerning disciplinary actions are detailed in the Student Handbook, which is distributed to all students each year. In addition, policies concerning sexual standards and conduct, including sexual harassment and AIDS education, are available through the student development office. Campus Crime Act summaries are also available in the student development office or on the Campus Safety and Security web site.

**Vehicle Registration**

All students, commuter and residents, with vehicles parked on campus must register their vehicle(s) each school year. The registration process can be completed on-line at the Campus Safety and Security website.

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**STUDENT SERVICES**

**Accident and Health Insurance**

All students registered for more than six credit hours per semester are required to carry health and accident insurance. Students who have personal family coverage are required to sign a waiver at time of registration. Students who are not covered under their personal family plan will be required to enroll in Trinity’s student plan. Details can be obtained by contacting the business office.

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

**Bookstore**

The bookstore is located in Bootsma Bookstore Café and provides most campus needs: textbooks, general books, study aids, sportswear, cards and posters, school supplies, art supplies, gift items, candy, and basic toiletries. The bookstore carries the required texts as suggested by the professors.

**Business Office**

The business office is located on the main floor of the administration building. All billing statements are generated from this office. Here, students also may do the following: pay tuition, cash personal and payroll checks, turn in time sheets from campus jobs, pay parking fines, change meal plans, sign loan checks, and notarize documents.
Cooper Center for Career and Counseling
The Cooper Center, located in the Molenhouse Student Center, is open to everyone in the Trinity community. With the guidance of Center staff, students discover what they do well and enjoy, explore career options and internships, and develop strategies to make their career search efficient and successful. Vocational testing and career guidance software is available. The Career Library offers information on employers, salaries, and employment trends. The Center serves as the clearinghouse for graduate school and entrance exam information, and assists in the application process. The staff provides workshops on resume and cover letter preparation, interviewing, and job search strategies.

Trinity's Cooper Center is a member of the Illinois Small College Placement Association, which provides joint services with 23 other small colleges in Illinois. Among those services are Interview Network for Chicago area employers, a resume referral program, job listings, and CareerFest and TeacherFest, annual local job fairs. Check www.coopercenter.edu for more information or stop by the Center any weekday.

Counseling
The services of professional Christian counselors are available to students through local agencies. Personal counseling with graduate student interns is available on campus. Contact the Cooper Center for further details.

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 email accounts when they enroll at the College. Official notifications made by campus offices are increasingly made using email. Students are expected to read their campus email, and must use their campus email accounts in official correspondence with campus offices, to ensure proper identification. More information about electronic mail can be found in the student handbook.

Health Center
The Elizabeth C. Meyer Health Center serves all students of Trinity Christian College and is located in the lower level of Alumni Hall. The hours the Health Center is open are posted on the College's website and at the Health Center.

International Student Services
The student development office, located in the Pro Shop, provides support for incoming international students' documentation, and advice and information on international student issues.
**Library**

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

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

The library is typically open over 83 hours per week. There are group study and listening/viewing rooms, seating for 120 at study tables and carrels and 25 computers.

The Jennie Huizenga Memorial Library is a member of:

- Association of College and Research Libraries
- American Library Association
- Consortium of Academic and Research Libraries in Illinois
- LIBRAS
- Metropolitan Library System

More information is available on the College Web site, www.trnty.edu/library

**Mailroom**

All student mailboxes are located on the lower level of the Molenhouse Student Center. It is the student’s responsibility to regularly check his/her campus mailbox for official notifications from campus offices. On-campus mailboxes are available for resident and commuting students. Mailboxes are secured by combinations that are assigned at the beginning of the year. Postage may be purchased. Packages are received and sent from this mailroom during the hours of 10 a.m. to 4 p.m., Monday through Friday, and Saturdays for mail pickup only after 12 p.m. More information about the mailroom can be found in the student handbook.
Office of Learning Services

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

a. Services for All Students
   1) Peer Tutoring and Mentoring:
      Both individual and group peer tutoring can be arranged for any student who is not making desired progress in a course. Mentoring may be recommended for a student who would benefit from assistance with organization and/or work prioritization.

   2) The Writing Center:
      An upper-level student is available during publicized hours to assist in the planning, structuring, and completion of written assignments.

   3) Referrals for Diagnostic Testing/Counseling for Academic Progress:
      It's not uncommon for students to experience areas of academic difficulty when faced with the rigors of college work. The director of Learning Services is available to meet with individual students to help determine if a learning, physical, emotional, or attentional disability could be present and if diagnostic testing is indicated. Trinity has an agreement with Moraine Valley Community College for the completion of diagnostic evaluations.

   4) Advising for Students with Probationary Status:
      It is mandatory for students with probationary status to meet with the director of the Office of Learning Services to review their Learning Accountability Contract and to discuss services available to support academic progress.

b. Disability Services and Accommodation Plans
   A student with a verified learning, physical, emotional or attentional disability may, along with the director of the Office for Learning Services, develop an individualized accommodation plan. This plan is communicated in writing each semester to the student's instructors and is a legally binding document.

c. The Bridge Program
   First-year students who do not meet entrance criteria for unconditional acceptance may be enrolled in this program which includes a week of preparation at the end of the summer and enrollment in SDEV 101, a one-credit academic wellness course during their first semester.
EXPENSES

Trinity’s Financial Contribution
To help keep tuition affordable for students, Trinity Christian College gratefully receives gifts from many individuals, churches, corporations, and foundations. The College raises more than $1,300 annually for each student enrolled.

Tuition and Related Fees, 2008-2009
Tuition charges per semester:

Full-time program of 12 to 18 semester-hours................................. $ 9,968
Part-time program of 1 hour.............................................................. $ 664
Part-time program of 2 hours............................................................ $ 1,328
Part-time program of 3 hours............................................................ $ 1,992
Part-time program of 4 hours............................................................ $ 2,656
Part-time program of 5 hours............................................................ $ 3,320
Part-time program of 6 hours............................................................ $ 3,984
Part-time program of 7 hours............................................................ $ 4,900
Part-time program of 8 hours............................................................ $ 5,600
Part-time program of 9 hours............................................................ $ 6,660
Part-time program of 10 hours......................................................... $ 7,400
Part-time program of 11 hours......................................................... $ 8,250
Each credit-hour over 18................................................................. $ 664

Specialized Program Charges
Internship in Business (one semester)............................................... $ 9,968
Internship in Teaching (one semester)............................................... $ 9,968
Chicago Semester Program (one semester)................................. $ 9,968
Study Abroad Programs (one semester)......................................... Varies

1 Students in this off-campus program are responsible for room and board costs. These costs are approximately the same as on-campus charges. The Chicago Semester Center will assist in arranging for approved housing.

2 Study-abroad program charges for tuition, room, and board vary from program to program. Extra charges for travel and other miscellaneous costs must be paid by the student; details of these costs may be obtained from the office of off-campus programs. Full payment of room, board, tuition, and travel expenses is required at the time of registration for all study-abroad programs.
### Miscellaneous Charges

<table>
<thead>
<tr>
<th>Description</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private music lesson fee per semester-hour</td>
<td>$325</td>
<td>$645</td>
</tr>
<tr>
<td>Private music lesson fee per semester-hour, audit only</td>
<td></td>
<td>Varies</td>
</tr>
<tr>
<td>Clinical nursing fees (per semester for juniors and seniors)</td>
<td>$150</td>
<td></td>
</tr>
<tr>
<td>Auditing fee per semester hour</td>
<td>$90</td>
<td></td>
</tr>
<tr>
<td>Bad check</td>
<td>$10</td>
<td></td>
</tr>
<tr>
<td>Change in registration (student-initiated)</td>
<td>$5</td>
<td></td>
</tr>
<tr>
<td>Change or replacement of meal ticket (student-initiated)</td>
<td>$20</td>
<td></td>
</tr>
<tr>
<td>Deferred payment fee</td>
<td>$30</td>
<td></td>
</tr>
<tr>
<td>Deferred payment delinquency fee</td>
<td>$25</td>
<td></td>
</tr>
<tr>
<td>Electronic portfolio fee (education majors and minors)</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Graduation fee (robes, diplomas, etc.)</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>Late registration fee (non-refundable)</td>
<td>$25</td>
<td></td>
</tr>
<tr>
<td>Transcripts</td>
<td>$2</td>
<td></td>
</tr>
<tr>
<td>Accident/Health Insurance (all students)</td>
<td>$780</td>
<td></td>
</tr>
<tr>
<td>First Year Forum</td>
<td>$210</td>
<td></td>
</tr>
<tr>
<td>Transfer Nursing Fee</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>Health &amp;Technology Fee</td>
<td>$110</td>
<td></td>
</tr>
<tr>
<td>Vehicle registration (annually, see student handbook for further details)</td>
<td>$100</td>
<td></td>
</tr>
</tbody>
</table>

1. A student’s qualification to receive credit is determined by the music faculty prior to enrollment. Charges are the same whether enrolled for credit or non-credit.

2. Students may audit a course only with permission of the class instructor. Full-time students are permitted to audit a course at no cost.

3. Trinity accepts personal checks for the convenience of students and parents. 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.

4. The change of registration fee is charged beginning on the seventh calendar day after registration each time a student adds or drops a class. Before the change is issued, the student must secure approval from the registrar.

5. This fee is required for all students who graduate, whether they participate in the commencement ceremonies or not.

6. Requests for transcripts must be in writing and cannot be honored unless payment accompanies the written request. No official transcript is issued for students owing money to the College.

7. All students will be charged for insurance, but the fee will be waived for students who can verify other coverage.
One credit-hour course required of all new students.

Nursing students that transfer to Trinity as a junior or senior, a per semester fee.

Students will be charged $55 each semester.

**Interim Fees**

Interim is considered an extra course that a student may take without additional charge if full tuition is paid for either semester. Students who are dismissed at the end of the fall semester will not be eligible to participate in interim for that year. When a student does not pay full tuition for either semester, a charge of $1,328 is made for interim tuition payable at registration prior to the beginning of the interim. Such payment will be applied to the second semester registration fee in the event the student elects to take 12 or more hours.

Part-time students who have earned at least 24 hours at Trinity may be eligible to have the interim tuition waived.

No housing refunds for interim are issued; no meal plan refunds for interim are issued.

**Room and Board Fees**

Rates for room and board are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Semester Rate</th>
<th>Per Year Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus Housing</td>
<td>$1,985</td>
<td>$3,970</td>
</tr>
<tr>
<td>Off Campus Village</td>
<td>$1,805</td>
<td>$3,610</td>
</tr>
<tr>
<td>Block-meal plan</td>
<td>$1,835</td>
<td>$3,670</td>
</tr>
<tr>
<td>12-meal plan</td>
<td>$1,725</td>
<td>$3,450</td>
</tr>
<tr>
<td>8-meal plan</td>
<td>$1,550</td>
<td>$3,100</td>
</tr>
</tbody>
</table>

1The dining hall is closed during Thanksgiving, Christmas, and spring vacations. The residence halls are closed during Christmas and spring vacations only.

2A $75 refundable room deposit is required of all resident students at registration to cover room damage and unpaid telephone bills. With proper care of the room, the complete amount will be returned after graduation. Room deposits cannot be applied toward tuition or other fees.

3Block plan is 225 meals per semester

4These figures represent the number of weekly meals allowed from Sunday through Saturday. In addition, meal plans include annual allowances called FLEX dollars that may be used in Trinity’s dining hall or the Bootsma Bookstore Cafe. The Block meal plan includes $250 annual FLEX dollars, $200 in the 12-meal plan, and $150 in the 8-meal plan.
Payment of Financial Obligations
Tuition, room and board, and all other fees are to be paid in full (U.S. funds) each semester. All grants, loans, and other financial aid awards are taken into consideration each semester, which will reduce the overall balance due. 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 before the start of the semester they will not be assessed this fee.

Billing statements will be sent to all students in a timely manner with information regarding the amount due and the payment due date. A delinquency fee of $25 is assessed for each payment date not met. Students whose accounts are delinquent will not be permitted to register for the following semester, and all requests to release grade reports and official transcripts will be denied. Annual interest (at a rate that will be established annually) will be charged monthly on unpaid balances after the final payment date of the semester.

Students who enroll in a study-abroad program are required to pay in full for tuition, room, board, and fees before attending the program.

Tuition Coverage at Other Colleges
Under certain circumstances, Trinity Christian College will pay tuition charges for students to take a course at another college. Before such payment is approved, all the following conditions must be met:

1. The required course is in the course schedule to be offered but has been canceled, or the course has been identified by the College as available only through arrangement with a specific neighboring institution.

2. The course is required in the student's major, minor, or concentration.

3. The course has been approved by the department chairperson and the registrar as equivalent to the Trinity course for which it is a substitute.

4. The student has not changed majors, minors, or concentrations within the previous two years.

5. The student entered Trinity as a freshman or transferred at least two years prior to needing the course. Students who transfer to Trinity are required to meet the prerequisites for their majors, minors, and concentrations within the same time frame as those who enter as freshmen and therefore are not covered normally under this policy.

6. The student has been a full-time student for the previous two years.

7. The institution where the course will be taken has been approved by the registrar.

8. Tuition will be paid contingent on the student completing the course. If the student drops the course before completion, the student will be billed for full payment of the tuition paid to the other college.
Summer Tuition
Trinity does offer a limited number of summer courses at approximately half the normal tuition rate. Financial aid is not available for the summer term and payment is expected before the first class session. More information regarding summer classes is available from the registrar’s office.

Withdrawal, Refunds, and Return of Funds
Any student who is suspended or dismissed by College authorities shall not be entitled to any refund of tuition or room charges.

Tuition
Any student who desires to withdraw from one or more classes must obtain written approval from the registrar’s office. The date on which such written approval is received from the registrar determines the amount of refund, and failure by the student to obtain such approval makes the student ineligible for any refund. Refunds for approved withdrawals shall be based on the following schedule:

<table>
<thead>
<tr>
<th>Week of Withdrawal</th>
<th>Amount of Total Tuition Charge Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before end of 2nd Friday</td>
<td>100%</td>
</tr>
<tr>
<td>Before end of 3rd Friday</td>
<td>80%</td>
</tr>
<tr>
<td>Before end of 4th Friday</td>
<td>60%</td>
</tr>
<tr>
<td>Before end of 5th Friday</td>
<td>40%</td>
</tr>
<tr>
<td>Before end of 6th Friday</td>
<td>20%</td>
</tr>
<tr>
<td>Thereafter</td>
<td>None</td>
</tr>
</tbody>
</table>

Any student who reduces his or her semester hours to less than 12 with written approval of the registrar’s office shall receive a refund for the difference in total tuition charges according to the above schedule. Any student who withdraws completely during the first full week of classes will be charged an administrative fee. For Adult Studies students, please see Adult Studies Student Handbook regarding withdrawal, refunds, and return of funds.

Housing
Any student who desires to withdraw for personal reasons during the semester shall receive a refund of the unused charges less an administrative fee, provided he or she has obtained written approval from the student development office. Such withdrawals shall be dated as of the end of the calendar week in which the student moves out of the room.

Board
Any student who desires to withdraw for personal reasons during the semester shall receive a refund of the unused charges provided he or she has obtained written approval from the student development office. Such withdrawals shall be dated as of the end of the calendar week in which the student moves off campus.
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 will be withdrawing, then 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 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.

Academic Adviser

When a student is admitted to the College, a faculty adviser is appointed to give the student assistance in developing a program and to monitor progress toward completion of that program. During the advising periods each semester, the adviser will help select courses that meet the goals of the student's program. The initial adviser appointment is made on the basis of the student's interests as stated on the application form. A student should visit the registrar's office to request a change of adviser whenever interests or goals change.

Academic advising is an important area of faculty responsibility in a supportive environment which emphasizes the importance of teaching and learning. Throughout the educational program at Trinity, each student is offered advisement in the selection and planning of his/her academic program. Academic advising is seen as a continuous process through which the student clarifies and evaluates personal goals in life, career, and education. Ultimately, however, a student's educational program is his/her own responsibility. By recognizing the student's right to personal decisions and freedom of choice, Trinity seeks to stimulate and support the individual person's development and maturation.
Registration Procedure
The following Registration procedure has been established for students in the traditional program at Trinity.

1. Shortly after the mid-point of each semester, the process of academic advisement begins for the subsequent semester.
2. Registration information is sent to student and faculty mailboxes and is also available online.
3. Students sign up to meet with their faculty advisers to review their academic history, including the courses for which they are currently registered, and to plan for the next semester’s course load.
4. Once a course schedule is developed and mutually agreed to, the student registers online through the student portal at the assigned time.

Note: Students with holds on their accounts will not be allowed to complete the registration process until the holds are cleared.

Business Hold - You will be directed to the Business Office to make arrangements for payment and for permission to register.

Immunizations Hold - You will be directed to the Student Development Office for arrangements and for permission to register.

Registrar’s Hold - Graduating seniors who have not completed the Application to Graduate form will be directed to the Registrar’s Office.

5. After registration is completed, students may print off a copy of their course schedules online through the student portal.
6. Billing statements, with due dates are mailed to each student on dates established by the Business Office.
7. Final registration for the semester will be held the morning before the first day of class.

Student Load
The student load is normally 16 hours per semester. A heavier load is permitted only with the approval of the advisor. An overload is taking more than 18 hours per semester and students are assessed a per credit fee as established by the College. A student’s previous academic record and current employment responsibilities are important factors in the number of semester hours he/she is permitted to take. Twelve hours is the minimum number for classification as a full-time student.
**Attendance**

Students are expected to attend all class and laboratory sessions for which they are registered. While faculty members are not required to take attendance, no system of “cuts” is recognized. A student’s attendance record will affect the instructor’s evaluation of his or 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 development office. Faculty members are requested to bring to the attention of the student development office when an absence on the part of a student that can 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 the students of policies and procedures regarding absences, makeup privileges and the extent to which class attendance will be 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.

**Auditing**

A student may elect to audit a course rather than take it 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 auditors work. Changes from audit to credit and vice versa will be 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 will be charged $90 per credit hour. An audit form is available online and at the registrar’s office, and must be submitted at the time of registration.

**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.

A maximum of six (6) hours of independent study will be computed in requirements for graduation. A maximum of one course (3-4 hours) of independent study may be used to fulfill the requirements for a given major or minor. Students should complete the Independent Study Request form in cooperation with the faculty supervisor who will determine the format of the independent study. The form is available in the Registrar’s Office, as well as online. The completed request form should 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.
**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>H/P/F</td>
<td>Honors/Pass/Fail is used in selected courses</td>
<td>0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>CR/NC</td>
<td>Credit/ No Credit is used for interim courses and FYF courses</td>
<td>0</td>
</tr>
<tr>
<td>NR</td>
<td>No Report is issued for grades not submitted</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (hours included in GPA calculation)</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Authorized withdrawal (2nd - 6th week of the semester)</td>
<td>0</td>
</tr>
<tr>
<td>WP</td>
<td>Authorized withdrawal passing (after 6 weeks of the semester)</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td>Authorized withdrawal failing (after 6 weeks of the semester)</td>
<td>0</td>
</tr>
<tr>
<td>R</td>
<td>Repeated course</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Grade-point average is determined by dividing the number of grade points earned by the number of semester hours attempted. To meet graduation requirements, a student must earn at least 125 hours with a minimum cumulative grade-point average of 2.0.

**Course Grade Change**

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.
Incomplete Grades

A temporary grade of I is given only when the student is not able to complete required coursework for reasons deemed acceptable by the instructor. A student must request permission from the instructor to receive an I grade and identify, with the instructor, the precise work that remains to be done and the deadline for completion. The work must be made up within the time period agreed upon by the student and instructor, but in no case may it be more than 30 days after the end of the semester in which the I grade was given.

If the work is not made up within the time period allowed, the instructor will submit a grade on the basis of the student's performance in the course to date, and this grade will be recorded on the student's transcript. If more days are needed, due to truly extraordinary circumstances, approval from the instructor must be obtained. Students with incomplete grades, whose GPA's are below good-standing, are not eligible to enroll in the following semester until the incomplete grades are finished.

Academic Honors

Academic achievement of full-time students is recognized each semester by publication of a Dean's List. To qualify for this honor, a student must achieve a semester GPA of 3.5 or better.

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

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

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

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 be shown along with a notation indicating a repeated course, which will no longer affect the calculation of the cumulative GPA.

3. A grade earned at Trinity cannot be replaced by transferring the equivalent course from another college.

Changes in registration, withdrawals from courses, and requests for an incomplete grade must be done in the registrar's office at the student's initiative.
Changes in Registration
Through the first full week of classes, courses may be dropped or added without any charge for the registration change, but appropriate tuition charges will apply. After the first full week a charge will be assessed for any change in registration. After the 10th day of a semester, students cannot add a course.

Withdrawal from Courses
A student may withdraw from a course without a transcript entry through the first full week of the semester. After the 10th day of the semester, every registered course will have a transcript entry. Normally a student is not permitted to withdraw from a course after the 10th week of the semester.

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

1. A student will be placed on academic probation if either of the following conditions occurs:

   a. Cumulative grade point average (GPA) meets minimum GPA needed for continuation but falls below the minimum cumulative GPA required for good-standing.

<table>
<thead>
<tr>
<th>Cumulative Hours Attempted</th>
<th>Min Cumulative GPA Needed for Continuation</th>
<th>Min Cumulative GPA Required for Good-Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>1.00</td>
<td>1.50</td>
</tr>
<tr>
<td>16-29</td>
<td>1.10</td>
<td>1.60</td>
</tr>
<tr>
<td>30-45</td>
<td>1.20</td>
<td>1.70</td>
</tr>
<tr>
<td>46-59</td>
<td>1.30</td>
<td>1.80</td>
</tr>
<tr>
<td>60-75</td>
<td>1.40</td>
<td>1.90</td>
</tr>
<tr>
<td>76-89</td>
<td>1.50</td>
<td>2.00</td>
</tr>
<tr>
<td>90-105</td>
<td>1.70</td>
<td>2.00</td>
</tr>
<tr>
<td>106-119</td>
<td>1.90</td>
<td>2.00</td>
</tr>
<tr>
<td>120 or more</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>
b. Cumulative completion rate falls below the minimum standards for academic progression.

<table>
<thead>
<tr>
<th>Cumulative Hours Attempted</th>
<th>Min Percentage of Successful Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-29</td>
<td>50%</td>
</tr>
<tr>
<td>30-45</td>
<td>55%</td>
</tr>
<tr>
<td>46-59</td>
<td>60%</td>
</tr>
<tr>
<td>60-75</td>
<td>65%</td>
</tr>
<tr>
<td>76-89</td>
<td>70%</td>
</tr>
<tr>
<td>90-105</td>
<td>75%</td>
</tr>
<tr>
<td>106-119</td>
<td>80%</td>
</tr>
<tr>
<td>120 or more</td>
<td>85%</td>
</tr>
</tbody>
</table>

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

2. Students placed on academic probation will be required to meet a number of conditions outlined by the Academic Performance Review Committee. Conditions will include, but are not limited to, a reduced number of semester hours, faithful class attendance, and meeting with the director of Academic Support and Services who, along with the student, will determine the appropriate academic assistance for student success. All students on academic probation are expected to limit extracurricular activities and the number of hours of employment. Failure to meet the specified conditions of probation will subject students to immediate dismissal.

3. During a probationary semester, the student must achieve a current semester GPA as defined below. Failure to meet this current semester goal will subject the student to academic dismissal.

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

Example: A student who has attempted 14 semester hours during the first semester is placed on probation in the second semester must average a 1.80 or above in the second semester. Students who fail to meet the semester GPA goal during the semester they are on academic probation will be subject to academic dismissal. Students may continue on probation for successive semesters if they meet the minimum semester GPA requirement during a probationary semester; however, their cumulative GPA is still below good-standing.
Academic Dismissal

1. A student will be subject to academic dismissal if any of the following conditions occurs:
   a. Failure to achieve the minimum cumulative GPA needed for continuation.
   b. During a probationary semester, failure to achieve the minimum current semester GPA required to avoid dismissal.
   c. Failure to achieve the minimum academic progression standard by the end of a probationary semester.
   d. During a probationary semester, failure to meet the conditions of probation.

2. 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 Academic Performance Review Committee for disposition before the final registration date of the next semester.
   b. The basis of the appeal must be 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.
   c. Students readmitted on the basis of an appeal will be placed on academic probation and subject to the probation policy stated above.

3. A student who is dismissed and does not appeal or whose appeal is not granted must demonstrate significant progress before he/she is readmitted. The reapplication must include a letter of appeal that explains activities during the time away from Trinity, rationale for re-admittance, and a plan for improved academic performance. A request for readmission will be reviewed by the Academic Performance Review Committee. Readmission following academic dismissal will be based upon evidence that the difficulties previously encountered can be overcome and that eventual completion of degree requirements can reasonably be expected. Students readmitted on the basis of an appeal will be placed on academic probation and subject to the probation policy stated above.

Academic Grievance

Academic grievances are defined as disagreements between students and faculty members in matters of grading, course expectations, accusations of cheating, and related aspects of completing the academic work required in a course. An appeal procedure for academic grievance is found in the student handbook, which is available on the Trollweb.
Academic 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, software that allows the student to identify possible integrity issues before handing in an assignment, 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 has 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.
- Turning in the same work to multiple instructors without their knowledge and 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 some or all of the following characteristics:
- limited in size relative to the scope of the assignment
- has minimal impact on the student’s grade in the course
- does not involve others
- does not involve planning or premeditation

The typical penalty for a minor offense is zero credit for the work with respect to which the violation occurred.

Major Offense: This is a more serious breach of integrity with some or all of the following characteristics:
- substantial in size relative to the scope of the assignment
- 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 breach of integrity

The penalty for a major offense ranges from a final grade of “F” for the course in which the violation occurred to permanent dismissal from the college. 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 penalty for a flagrant offense is permanent dismissal from the college.

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 in writing of violation. This notification will include the:
   - specific nature of the offense
   - evidence of the offense
   - course instructor's assessment of the level of the offense
     (minor, major, or flagrant)
   - intended penalty

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 penalties.

2. 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.

3. If the student's file includes previous violations of academic integrity that would change the level of violation and/or the penalties 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, or upon review of the student's academic integrity violation file, the Provost will appoint an official academic integrity review committee. The committee will include two full-time faculty members, named by the provost, and two full-time students, named by the Vice President for Student Development. 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 written request from the student or instructor. 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 penalties.
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 of the alleged violation. The committee and the instructor may question the student or other witnesses concerning the evidence. Witnesses will testify individually and will not be present during the testimony of others.
4. The instructor will be excused, and the student will be given the opportunity to present a final statement to the committee.
5. The student will be excused, and the committee will deliberate the merits of the case. The committee will decide, by majority vote, if the information presented supports the alleged violation. The committee will also decide, by majority vote, the appropriate sanction. In the case of a deadlock, both sides of the committee must present their positions and rationale to the Provost and/or President for decision.

Within 24 hours of completing the hearing, the committee chair will notify the student, instructor, and Provost of the committee's decisions. In cases where the committee assesses a penalty 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)

In accordance with the Family Educational Rights and Privacy Act of 1974, Trinity Christian College requires that every student who chooses to have the College release copies of grades, transcripts, or any other information relative to academic performance to either parents, guardians, billpayers, prospective employers, or governmental agencies, must authorize the College to do so.

Therefore, all requests either to secure or release these types of information must be accompanied by a written authorization which has been signed by the student. Without such authorization, the College will not release such information. This policy extends and applies to parents who request access and disclosure of their child’s educational records. A student’s educational record will never be released without written consent, except to Trinity Christian College faculty and staff who have demonstrated a clear need to know. Other exceptions to the above policy include compliance with a judicial order or an emergency involving the health or safety of a student or other person.

In addition, Trinity Christian College hereby designates the following categories of student information as public or “Directory Information.” Unless specifically requested by the student within ten (10) days of the beginning of each semester to withhold disclosure of this information, such information may be disclosed by the institution for any purpose, at its discretion.

Category I: Full name, address, college assigned email, telephone listing, date and place of birth, classification (full or part-time), major/degree program.

Category II: Previous institution(s) attended, dates of attendance, awards, honors, degree(s) conferred, including dates.

Category III: Past and present participation in officially recognized activities, height and weight of members of athletic teams.

Currently enrolled students, or any who have previously attended Trinity Christian College, may inspect their academic records by making an official request in writing to the Registrar and obtaining an appointment to do so. A student may challenge possible inaccuracies or misleading items in his/her record during the course of such an inspection. However, the fairness of a grade may not be challenged under this provision. Students also have the right to file a complaint with the United States Department of Education over alleged failures by the College to comply with the requirements of FERPA.

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

General Educational Assumptions
The specific courses that make up an individual student’s degree program are a unique selection depending upon that person’s educational interests and needs. In consultation with a faculty adviser, each student is encouraged to choose those courses that best meet his or her educational and vocational goals.

One of the guiding principles of program planning at Trinity is that every student should study one or two areas in sufficient depth to master that discipline beyond the level of a general survey and build the foundation for further academic or vocational work. Every student, therefore, is required to complete a major program, and most are required to complete a minor area as well.

A good education includes more than a major. A well-educated person must have knowledge and understanding that includes more than specialization, and true meaning can be grasped only when knowledge is seen in the context of a coherent whole. Thus all students, in all programs, are required to complete a set of courses outside the major, both in fixed requirements and distributive electives.

The fixed requirements are based on the premise that certain studies are foundational to all academic work: philosophy, theology, history, English composition, and literature. Students are encouraged to complete these courses in the early years of their studies, so that major courses can build on the knowledge and insights gained in these foundational studies. The general distribution requirements address the need for breadth and variety to enable students to appreciate the diversity of the creation and discover interests and aptitudes beyond their major fields of study.

Finally, because the concept of vocation is viewed at Trinity as a calling by God to service in one’s occupation, students are helped to understand the dynamic application of their studies to lives of service in their chosen vocations. The field education requirement enables students to experience the workplace with the aim of fulfilling this goal.

General Educational Outcomes
The Trinity faculty and staff view education as an integrated whole, with each component complementing and building upon the others. This integration pertains to all areas of the academic program as well as student life outside the classroom. It is our goal that each student will grow as an individual at Trinity, as a student, and as a member of the college community. It is our further expectation — and challenge — that each student will strive for excellence and seek with diligence to accomplish the goals of the Trinity experience. To that end, we articulate the following educational outcomes for the curriculum and student life. These outcomes are based on the principles and philosophy of education that underlie the perspective presented by Trinity, and they inform the general education requirements as well as infuse the theoretical foundations of the individual disciplines.
Based on the mission and purposes of Trinity Christian College, these learning outcomes represent the goals of the Trinity experience, including the major program, general educational requirements, professional preparation, and student activities outside the classroom. It is the aim of a Trinity education that graduates will exhibit, at a high level of competence and commitment, the following 15 outcomes in five broad areas.

Learning Outcomes and Educational Excellence

1. In the area of **Biblical Perspective**, the Trinity graduate will:
   a. Articulate how God is revealed in creation as well as in the Bible
   b. Apply the biblical framework of “creation-fall-redemption-new creation” to issues in the major field.
   c. Demonstrate an understanding of biblical principles of ethical integrity

2. In the area of **Worldview Analysis**, the Trinity graduate will:
   a. Analyze contemporary worldviews.
   b. Evaluate historic expressions of worldview.
   c. Articulate a Christian worldview in the major field of study.

3. In the area of **Cultural Engagement**, the Trinity graduate will:
   a. Value artistic and literary expression as articulation of cultural identity and a form of service to God.
   b. View participation in social and political institutions as integral to one’s personal role as citizen and servant of God.
   c. Analyze broad historical and cultural commitments and their implications for the major field of study.
   d. Work effectively with the concepts of mathematics and modern science that are basic to living as responsible Christians in a technological society.
   e. Assume responsibility for lifelong learning, personal and professional development, and personal wellness.

4. In the area of **Effective Communication**, the Trinity graduate will:
   a. Communicate competently in written and oral formats.
   b. Value competent written and oral expression as means of effective interaction and engagement in God’s world.

5. In the area of **Diversity**, the Trinity graduate will:
   a. Appreciate the significance of diversity in historical and cultural expressions.
   b. Analyze societal inequalities and the Christian’s role in working for social justice.
General Educational Curriculum

**FYF 101/111** - 1 hour. This course, required of all incoming students during their first semester of studies, is designed to help new students transition academically and socially into the life of the college. Students entering with freshmen status will register for FYF 101, First Year Forum. Students transferring in 30 or more hours of college coursework will register for FYF 111, Framing Your Future.

**Theology** - 6 hours in Theology 121-122. Those with less Bible knowledge may take Theology 101 prior to taking 121 and 122. These courses study the central themes of Scripture, which are foundational to Christian academic work, and examine the major Christian traditions.

**Philosophy** - 6 hours in Philosophy 101-102, Philosophical Foundations. These courses treat foundational questions in a systematic manner and examine Western philosophical perspectives pertaining to God, reality, and humanity. 101 should be taken in the second semester of the freshman year and 102 in the first semester of the sophomore year. Students admitted to the Honors Program will take Philosophy 108 in place of Philosophy 102.

**History** - 6 hours in History 103-104, Historical Foundations. These courses develop historical consciousness by studying American History and Western Civilization. Students analyze the processes of cultural development in Western history and critique them from a Christian world and life view.

**English** - 6-9 hours in English 102-103-104, College English. These courses are designed to develop sensitivity to literary form and rhetorical nuance. Students admitted to the Honors Program will take English 108 in place of English 103. English 102 may be waived with one of the following:
1. an ACT English score of 18 or an SAT English score of 450; or
2. the acceptable transfer of a course equivalent to English 103 for transfer students.

**Mathematics** - 3 hours selected from Mathematics 103, 105, 109, 110, 111, 112, 141, 151, and 210. Prior to enrolling in any of these mathematics classes, students should have successfully completed a minimum of three years of College Preparatory mathematics courses or the equivalent; some courses have additional course prerequisites. See individual course descriptions for details.

**Natural Science** - 6 hours in natural science courses that include laboratory work. One course must be in biology and the other must be in the physical sciences.
1. At least 3 hours from a course in biology with a lab. Biology 100, 101, and 102 are designed to meet this requirement for non-science majors, but students may select from any of the biology courses to fulfill this requirement.
2. At least 3 hours from a course in physical science with a lab. Chemistry 100 and Physics 101 are designed to meet this requirement for non-science majors, but students may select from any chemistry or physics courses to meet the physical science requirement. **Note:** Geology 101 does not fulfill the physical science requirement.
Social Science - 3 hours selected from Economics 121, Political Science 121, Psychology 121 or 123, and Sociology 121.

Fine Arts - 3 hours in fine arts courses selected from Art 103, Music 111, Communication Arts 125, 225, or 234, or Education 201; or 6 hours from the following.
1. 6 hours in Music 131, 132, 134;
   Note: A maximum of 10 hours of applied music or ensemble courses may be applied toward graduation except for music majors and minors
2. 6 hours of studio art courses;
3. 6 hours in Communication Arts 226 or 227;
4. 6 hour combination of performance ensembles with Communication Arts 226 or 227.

Physical Wellness - 1 hour selected from Physical Education 110 or 112

Cross-Cultural Studies - 6 hours in cross-cultural studies: These courses are designed to serve students from all majors and programs. They offer a general understanding of the discipline in which the course is taught and give insights into societal structures and the development of cultures that are not fundamentally western. Choose one of the following:
1. 6 hours from: Art 230, Business 337, Communication Arts 250, Economics 225, English 330 or 334, Geology 201, History 261, 281, 285, 286, or 383, Music 252, Political Science 270, Psychology 252, Sociology 252 or 254, Theology 242, 285, or 306
2. one full year of college-level modern language study
3. one semester overseas
4. one semester in the Chicago Semester Program, with a cross-cultural internship.

Interim - 4 hours of interim courses. Students must complete two interim courses in subsequent years during their plan of study. Interim is a 10-day January period which is scheduled before the second semester. Here a student concentrates on a single course, providing an opportunity for alternative educational coursework that emphasizes nontraditional, experiential learning supplemental to the regular course offerings. This may involve sessions on campus, local field trips, and/ or some long distance travel, depending on the course selection. Note: Education majors must complete the interim requirement before student-teaching in the senior year.
Programs of Concentration (Majors and Minors)

Each degree-seeking student must complete at least one major and one minor program approved by the registrar. A minor is not required for students majoring in accounting, business (with an upper-level concentration), nursing or social work.

Majors. All major programs at Trinity lead to the awarding of the bachelor’s degree, normally after four years of study. To be eligible to major in a department, students must maintain at least an overall 2.0 average in courses taken in that department during the freshman and sophomore years. Some departments have a higher GPA requirement for prerequisite and major courses (e.g., Education, Nursing, Music, and Social Work). General requirements for each major include a capstone experience, a field education course, and either a course or an acceptable alternate experience that satisfies the communications requirement of the general education program. At least 12 hours of the major must be completed at Trinity. Specific requirements for each major can be found elsewhere in this catalog in the description of each department’s program. Students will have opportunities to select a major in the discipline of their choice in consultation with a faculty adviser.

Major programs include:

- Accounting
- Art Studio
- Art Education, K-12
- Biology
- Biology Education
- Business
- Business Communication
- Business Education
- Chemistry
- Chemistry Education
- Church/Ministry Leadership
- Communication Arts
- Computer Science
- Elementary Education
- English
- English Education
- Exercise Science
- History
- History Education
- Mathematics
- Mathematics Education
- Music
- Music Education, K-12
- Nursing
- Philosophy
- Physical Education, K-12
- Political Science
- Psychology
- Sociology
- Social Work
- Spanish
- Spanish Education, K-12
- Special Education
- Sport and Leisure Studies
- Theology

Minors. 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 credit hours. At least six hours of a minor must be taken at Trinity.

Note: The Art History Minor is considered a separate field of study for Art Studio Majors and fulfills the minor requirement. Church Ministry Leadership Majors must complete another minor in addition to the Theology minor due to program overlap.
Minor programs include:

- Accounting
- Computer Science
- Philosophy
- Art History
- Economics
- Physical Education
- Art Studio
- Education
- Political Science
- Biology
- Education Studies
- Psychology
- Biopsychology
- English
- Science, General
- Business
- ESL/Bilingual
- Sociology
- Business and Spanish
- Graphic Design
- Spanish
- Chemistry
- History
- Special Education
- Church Music
- Health Education
- Theatre
- Church/Ministry Leadership
- Mathematics
- Theology
- Coaching
- Mathematics Education
- Communication Arts
- Music

**Field education:** Each student must complete a field education course in at least one major program. The objective of the field education program is to introduce each student to a professional application of the chosen major to a work situation off campus in the metropolitan area. While remaining a Trinity student, the student has an opportunity to relate academic learning to its concrete use in an actual setting similar to the work situation he or she will face upon graduation.

This experience also gives the opportunity to test the Christian cultural perspective gained at Trinity against the direction and spirit of contemporary society at a time when students are still able to discuss questions and problems with professors. Field experience can be taken in a variety of ways depending on the major program. The number of semester-hours of credit earned is determined by the student’s adviser, with a general guideline of 40 clock-hours of experience for each semester-hour of credit. Students may register for field education in more than one semester but may earn no more than 12 semester-hours total for field education and/or internship. See major program requirements for the number of field education hours of credit that may be applied to a given program. If the placement agency offers to pay compensation, it is permissible for students to accept wages for their work.

A more intensive work-study experience is available in some departments through internships. These are semester-long, full-time, experiential programs in which students are placed in supervised positions in appropriate agencies. Typical of such programs are student-teaching and the internship in business.

There is also the opportunity for a full semester of work and living off campus through Trinity’s Chicago Semester Program. Here, in cooperation with other colleges who send students to the program, students may engage in a personally designed and planned, full-time program of research, seminar work, and supervised professional work placement. This field opportunity may be applied for by all students regardless of major because the work placement is designed to meet the interests and academic needs of a variety of people.
Policy for Double Majoring
Students may have multiple majors appear on their transcripts when the majors are from two different academic departments. A minor is not required for students who double-major. Students who double-major are required to complete the senior seminar/capstone course in both majors but need to complete only one field education requirement. Field education hours in one major may replace field education hours in a second major. If there is a disparity in the field education hours required by the two majors, the student must meet the higher field education requirements.

Honors Program
The Honors Program at Trinity seeks to challenge and support academically gifted students through seminars, unique opportunities within the major program, and participation in co-curricular activities. Requirements include at least 15 semester hours, as follows:

1. **Four honors courses that satisfy general requirements:**
   a. English 108 (Honors Writing), 3 hours
   b. Philosophy 108 (Honors Philosophy), 3 hours
   c. two interim courses, 2 hours each. At least one honors interim is offered each year.

2. **At least one honors seminar**, to be taken in the sophomore, junior, or senior year, 3 hours.

3. **At least two semester hours of honors work in the major.** This requirement may be fulfilled by taking a designated honors course in the major, by taking an additional hour of honors credit attached to two regularly scheduled major courses, or by participating in the Vander Velde Junior Scholars program. Arrangements for fulfilling this requirement are made by a contract with a supervising faculty member in the major and the director of the Honors Program.

**Co-curricular activities.** Honors students are invited and encouraged to attend a selection of on-campus and off-campus cultural, social, and intellectual events.
General Graduation Requirements

Trinity grants four types of degrees: The bachelor of arts (B.A.) is granted to those completing requirements in the traditional liberal arts disciplines, the bachelor of science (B.S.), is awarded in two specialized areas: accountancy and business, the bachelor of science in nursing (B.S.N.), and the bachelor of social work (BSW). The Registrar’s office posts degrees four times a year: January, May, August and December.

To complete a bachelor’s degree at Trinity, students must complete all of the following requirements:

• 125 total credits. These credits will consist of courses fulfilling major, minor, and general education requirements as well as electives.

• A cumulative grade-point average (GPA) of at least 2.00 in all courses taken and in all courses within the major, unless specified by the department. Please refer to the department’s section of the catalog for program requirements.

• All of the requirements for an academic major and minor. A minor is not required for students who major in programs that lead to a B.S., B.S.N., or BSW degree.

• The general education requirements. These vary slightly by the type of major.

• The residency requirement. Students must complete 45 hours of the total credits required for graduation at Trinity. In addition, at least twelve hours of all major courses and six hours of all minor courses must be completed at Trinity, and 12 of the last 20 hours must be completed at Trinity.

Requirements for Transfer Students

In order to receive a degree from Trinity, transfer students must meet all of the general requirements stated above with the following exceptions:

a. Those entering Trinity with 30 or more transfer credits will be required to take only one interim course at Trinity.

b. Those entering Trinity with 60 or more transfer credits will be required to take one interim, and either philosophy 101 or 102, and either theology 121 or 122 at Trinity.

c. Those entering Trinity with either an associate of arts or associate of science degree approved by the registrar will receive waivers for any deficiencies in the English literature, mathematics, biological or physical science, social science, fine arts, and physical education requirements, but must take the following:

1) Philosophy 101 or 102 at Trinity;
2) Theology 121 or 122 at Trinity;
3) One interim course at Trinity;
4) English 103 at Trinity or by transfer;
5) History 103 or 104 at Trinity or by transfer;
6) One cross-cultural course at Trinity or by transfer.
Participating in Commencement Ceremonies

Trinity holds two commencement ceremonies each year: in May and December. Students can participate in either commencement ceremony but must have completed all the graduation requirements of the major and minor, with the exception of either:

1) Six or fewer credits of coursework, or
2) A fieldwork or internship (e.g., student-teaching).

All academic requirements and financial obligations must be met to receive a diploma. Academic honors will be reflected on the transcript when all requirements are completed at the next regularly scheduled date for conferral of degrees.

Graduation Application Procedures

All students wishing to earn a degree from Trinity must complete a graduation application. 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.
THE CENTER FOR LAW AND CULTURE

Charles J. Emmerich, J.D., LL.M., executive director

Established in the spring of 2001, the Center for Law and Culture is an Illinois not-for-profit organization located on the campus of Trinity Christian College. Although not formally a part of Trinity, the Center enjoys a close working relationship with the College. The Center has been granted federal tax-exempt status as an educational charity. For more information, visit www.lawandculture.org.

MISSION

To inspire students and other citizens to serve God faithfully in public life, particularly in the strategic fields of law, government, and politics. The Center does this by recovering the traditional Judeo-Christian understanding that law is based on a moral order grounded in God’s authority as Creator.

PROGRAMS

Through its two educational initiatives, the Law, Justice and Culture Institute and the Creation Care Program, the Center provides worldview training in the Judeo-Christian tradition. This training stresses formation of a vibrant, biblical view of public engagement, focusing on the threefold obligation to glorify God, serve our neighbor, and care for creation.

- Law, Justice, and Culture Institute: an exciting academic experience held at Trinity Christian College in May, leading to three credit-hours for students from participating institutions in the Council for Christian Colleges & Universities. One of the unique aspects of the Institute is that the Center actively recruits students from other Council schools by awarding generous scholarships. See History/Political Science 244, Law, Justice and Culture.
- Creation Care Program: a groundbreaking initiative providing resources that educate citizens and communities concerning their obligations to care for God’s creation.

PARTNERING ORGANIZATIONS

- The Council for Christian Colleges & Universities
- InterVarsity Christian Fellowship
- National Association of Evangelicals
- American Studies Program
- The John Jay Institute

COUNCIL SCHOOLS ENDORSING THE INSTITUTE

- Trinity Christian College
- Trinity International University
- Cornerstone University
- Redeemer University College
- Olivet Nazarene University
- Wheaton College
- Biola University
- Covenant College
- John Brown University
- Judson University
CONTRIBUTING SCHOLARS AND LAW FIRMS

• Theologians J.I. Packer and Harold O.J. Brown
• Federal Appellate Judge Michael McConnell
• Law Professor Phillip Johnson
• Bio-ethicists Nigel Cameron and John Kilner
• Political theorist J. Budziszewski

• Hoogendoorn & Talbot, LLP
• Ruff, Weidenaar & Reidy, Ltd.
• Davis & Kuelthau, S.C.
• Law Office of Wayne Johnson

THE ALEXANDER DE JONG CENTER FOR SPECIAL EDUCATION

Patti Powell, Ph.D., Director

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

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

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

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

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

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

Trinity Christian College is a unique four-year Christian college whose educational plan is built upon biblical principles and operates to effect a union of 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. Some students intend to enter the world of work immediately upon completion of their degrees, while others intend to go on to graduate studies or professional schools. Some careers require rather specific education, while preparation for others can be accomplished with a variety of majors.

PRE-PROFESSIONAL PROGRAMS

These programs prepare students for admission to professional and graduate schools while meeting the requirements of a major and minor for a bachelor's degree from Trinity. For more information, please refer the Professional Studies section of the catalog. Completion of a pre-professional program is not designated on the student's diploma or transcript.

Pre-professional programs:

Allied Health Sciences  Pre-Medicine
Pre-Dentistry      Pre-Physical Therapy
Pre-Law            Pre-Seminary

Pre-Professional Training for Programs in Allied Health Sciences

Robert A. Boomsma, Ph.D., faculty advisor

Many clinical programs in the allied health sciences are being introduced in this growing field of careers. Several professional schools in the Chicago area and elsewhere specialize in such programs, most of which require some college course work prior to application. Some examples include occupations such as physician assistant, occupational therapy, anesthesiologist assistant, respiratory therapist, cardiovascular technologist, clinical lab scientist, radiation therapist, dental hygienist, and perfusionist. Students wanting to broaden their Christian perspective while preparing for entrance into one of these programs can take their pre-professional training in the context of a Christian community at Trinity. Students should work closely with their advisers to ensure that they include all necessary courses required by the schools to which they intend to apply.
<table>
<thead>
<tr>
<th>Program</th>
<th>Prerequisite</th>
<th>No. Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood Bank Technician</td>
<td>Medical Technology Degree</td>
<td>1</td>
</tr>
<tr>
<td>Cytotechnologist</td>
<td>2-3 years of college</td>
<td>2</td>
</tr>
<tr>
<td>Nuclear Medicine Technologist</td>
<td>M.T., B.A., or R.N.</td>
<td>3</td>
</tr>
<tr>
<td>Medical Record Administrator</td>
<td>2-4 years of college</td>
<td>7</td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td>2-4 years of college</td>
<td>8</td>
</tr>
<tr>
<td>Respiration Therapist</td>
<td>2-4 years of college</td>
<td>7</td>
</tr>
<tr>
<td>Registered Dietitian</td>
<td>B.S. or master's degree</td>
<td>2</td>
</tr>
</tbody>
</table>

Students should work closely with their advisers to ensure that they include all necessary courses required by the schools to which they intend to apply.

**Pre-Law**

Charles J. Emmerich, J.D., LL.M., Pre-Law Director

Law schools generally require a college degree from an accredited institution. During his or her undergraduate education, the pre-law student should generally pursue a liberal arts education and should complete a rigorous major and a minor. The pre-law program is not itself a major. Majors usually chosen by pre-law students include political science, history, philosophy, English, communication arts, and business. Students with more specialized interest in law may pursue a different major. Although Trinity does not prescribe a single pre-law program for all students who aspire to attend law school, Trinity does recommend that pre-law students enroll in courses chosen from the list below. The faculty adviser and the pre-law director on campus assist the student in planning the undergraduate program and in applying for graduate study.

The **pre-law program**, 39 hours, includes the following:

- **ACCT 221** Principles of Financial Accounting I 3 hours
- **BUAD 353** Legal Environment of Business 3 hours
- **COMM 101** Fundamentals of Public Speaking 3 hours
- **ECON 121** Principles of Macroeconomics 3 hours
- **ENGL 321** Advanced Writing 3 hours
- **HIST 231** American Colonies: 1492-1800 3 hours
- **HIST 232** The Making and Remaking of America, 1800-1900 3 hours
- **PHIL 206** Logic 3 hours
- **PHIL 351** Theories of Society 3 hours
- **PLSC 121** Introduction to Politics 3 hours
- **PLSC/HIST 241** Law and Western Culture 3 hours
- **PLSC 250** U.S. Constitutional Law 3 hours
- **SOC 121** Principles of Sociology 3 hours

In addition, it is recommended strongly that pre-law students take Political Science/History 244, the Law, Justice, and Culture Institute offered every May-term, plus core, major, and minor requirements.
Pre-Professional Training for Medicine and other Doctoral Degrees in Health Sciences

Robert A. Boomsma, Ph.D., faculty advisor

Students wanting to enter into doctoral level professional training programs in the health sciences often find it advantageous to have a strong background in the physical and biological sciences. Completion of a biology and/or chemistry major along with the cognate requirements provides such a background and includes the required courses for entering schools of medicine, dentistry, optometry, osteopathic medicine, podiatry, and chiropractic. However, a major in any discipline is acceptable to these schools as long as their pre-requisite courses are taken prior to matriculation.

Most of these schools prefer candidates with a bachelor’s degree; the exceptional student may gain admittance into certain programs after two or three years of undergraduate work. Students who desire to gain entrance into a school of veterinary medicine may find it appropriate to transfer to a university with more specialized courses after two years of study at Trinity. All of these schools require a specific entrance exam; students should work closely with the adviser to be sure they are ready for the exam at the appropriate time. Each student will develop a program of study based on the type of program and the particular school they want to attend.

Pre-Physical Therapy

Robert A. Boomsma, Ph.D., faculty advisor

The pre-physical therapy program at Trinity allows students to prepare for entry into a graduate degree physical therapy program. Usually, students major in biology but some have chosen a major in exercise science and adding the additional courses to their schedule. While these professional schools prefer candidates with a bachelor’s degree, the exceptional student may gain admittance into some programs with two or three years of undergraduate work. Each student will develop a program of study based on the type of program and the particular school they want to attend.
Pre-Seminary

Yudha Thianto, Ph.D., faculty advisor

The pre-seminary program at Trinity is designed with flexibility to allow students to meet the entrance requirements of the seminary of their choice. Although those requirements vary in detail, most seminaries require a strong liberal arts education and a background in Greek and in a modern foreign language. A student must still have a major. It is strongly recommended that a pre-seminary student at Trinity select a major in one or more of the following: history, English, philosophy, communication arts, psychology, or sociology, and give serious attention to his or her language studies. A student may have a minor in a field of his or her choice.

In addition to other college requirements, the suggested pre-seminary program at Trinity includes the following:

- 4 Greek courses                          12 hours
- 1 communication arts course from: 101 or 225              3 hours
- Any 3 theology courses beyond 121 and 122               9 hours
- 2 philosophy courses from: 321, 322, 335                6 hours
- 2 history courses beyond 103, 104, including 343           6 hours
- 2 English courses beyond 103, 104, including 321 and one literature course   6 hours
- 4 Modern Foreign Language courses; German or Dutch recommended.

**Note:** second-year college proficiency should be achieved. Foreign language study at the high school level may reduce or eliminate this requirement.                      12 hours

- 2 psychology courses (121 and 123)                      6 hours
ART AND DESIGN

John Bakker, M.F.A., department chairperson
Verily Blim, program coordinator

Trinity’s Department of Art and Design offers majors in art studio — fine art; art studio — graphic design; and art education; and minors in art studio, graphic design, and art history. Built on the creative and intellectual foundation of the fine arts, the art department offers concentrations of courses that can lead to graduate school in fine art or careers in the graphic arts. The program culminates with an internship and an exhibition in the College gallery. In recent years the Senior Show has been presented in a gallery in Chicago’s gallery district.

The gallery program is central to the art department. The College gallery exhibits work by a wide range of artists from internationally known to emerging artists. Students have opportunities to exhibit their own work on “The Wall,” the student gallery, and also in the College gallery. Student designers can work for the Student Design Organization doing design for campus events and occasionally for local businesses. In short, students begin to think and act like artists and designers long before their internships and graduation place them in the larger culture.

Art Studio — Fine Art

Students in the fine arts pursue a bachelor of arts in studio art. In order to prepare for graduate school, students take a set of foundational studio courses and concentrate on one medium — drawing, painting, sculpture, printmaking, ceramics, or photography. This work is grounded by a concurrent study of art history and art theory. The program culminates with an exhibition in the College gallery and an internship in an artist’s studio, an art gallery, or an art organization. This experience helps students connect their work in the classroom to the art world (60 hours, which includes an art history minor).
Required of all studio majors:

ART 108    Two-Dimensional Design                 3 hours
ART 111      Beginning Drawing*                   3 hours
 or 211    Figure Drawing
ART 201    Beginning Painting                   3 hours
ART 203    Beginning Sculpture                   3 hours
ART 209    Digital Media                     3 hours
ART 400    Internship                      3-6 hours
ART 420    Senior Seminar                    3 hours

*Students who test out of Art 111 must take Art 211

A concentration in drawing, painting, sculpture, ceramics, photography, or printmaking consists of one beginning course, one intermediate course, two advanced and/or topics courses, and two electives. (18 hours)

Required cognate courses in art history and theory:
ART 103    Art Fundamentals                    3 hours
ART 230   Art History: Art and World Religions             3 hours
ART 232   Art History: Renaissance to Rococo, 1400-1760         3 hours
ART 234   Art History: Neoclassicism to Surrealism            3 hours
ART 235   Art History: After 1945, Abstract Expressionism to the present 3 hours
ART 331   Aesthetics                        3 hours
COMM 101  Fundamentals of Public Speaking              3 hours

**Art Studio — Graphic Design**

Students in graphic design pursue a bachelor of arts in studio art. In order to prepare for entry-level positions in graphic design or advertising, students first take a series of fine arts courses that develop a creative and critical foundation; concurrently, design students take a concentration of six courses that build design and computer skills necessary for entry-level work in graphic design. The program culminates with an exhibition in the College gallery and with an internship at a design firm. This experience helps students connect their work in the classroom to the design community (60 hours, which includes an art history minor).

Required of all studio majors:

ART 108    Two-Dimensional Design                 3 hours
ART 111      Beginning Drawing*                   3 hours
 or 211    Figure Drawing
ART 201    Beginning Painting                   3 hours
ART 203    Beginning Sculpture                   3 hours
ART 209    Digital Media                     3 hours
ART 400    Internship                      3-9 hours
ART 420    Senior Seminar                    3 hours

*Students who test out of Art 111 must take Art 211
A graphic design concentration consists of:

ART 215    Introduction to Graphic Design              3 hours
ART 225    Typography                      3 hours
ART 315    Intermediate Graphic Design: Advertising          3 hours
ART 345    Advanced Graphic Design: Web Design           3 hours
ART 360    Studio Topics                     3 hours
One art elective                           3 hours

Required cognate courses in art history and theory:

ART 103    Art Fundamentals                   3 hours
ART 230    Art History: Art and World Religions            3 hours
ART 232    Art History: Renaissance to Rococo, 1400-1760    3 hours
ART 234    Art History: Neoclassicism to Surrealism           3 hours
ART 235    Art History: After 1945, Abstract Expressionism to the present 3 hours
ART 331    Aesthetics                       3 hours
COMM 101   Fundamentals of Public Speaking             3 hours

Art Education

Students intending to teach art at the elementary, middle, or secondary level pursue a bachelor of arts degree in art education. Students develop expertise in one medium and competence in four other media. The program culminates with an exhibition in the College gallery and a teaching internship. This experience helps students connect their work in the classroom to experience of teaching. Contact the director of teacher education for Illinois certification requirements and education department requirements. (40 hours)

Required of all art education majors:

ART 103    Art Fundamentals                   3 hours
ART 108    Two-Dimensional Design                 3 hours
ART 111   Beginning Drawing*                   3 hours
    or 211    Figure Drawing                    3 hours
ART 201    Beginning Painting                   3 hours
ART 203    Beginning Sculpture                   3 hours
    or 207    Beginning Ceramics               3 hours
ART 205    Beginning Printmaking                   3 hours
    or 213    Beginning Photography             3 hours
ART 209    Digital Media                        3 hours
    or 215    Beginning Graphic Design            3 hours
ART 420    Senior Seminar                     3 hours

*Students who test out of Art 111 must take Art 211
Art history and theory courses:

ART 230    Art History: Art and World Religions            3 hours
And two of the following:
ART 232    Art History: Renaissance to Rococo, 1400-1760        3 hours
ART 234    Art History: Neoclassicism to Surrealism           3 hours
ART 235    Art History: After 1945, Abstract Expressionism to the present 3 hours
ART 331    Aesthetics                       3 hours

Students also must take one 300-level course in the same medium as was taken from the list of foundation courses

Professional education courses:

ART 380    Methods of Teaching Art, K-8               2 hours
ART 381    Methods of Teaching Art, Grades 6-12           2 hours

Students with a teaching major in art education will minor in education and follow the special program (K-12) education minor course requirements as listed in the education department section of the catalog.

The art studio minor consists of a minimum of 18 hours to include Art 103 and 108; a six-hour block in painting, sculpture, drawing, printmaking, photography, or ceramics; a three-hour course in an alternate medium; and three additional hours of art history.

The graphic design minor consists of a minimum of 18 hours to include Art 103, 108, 215, 315, 225 if you want to design for print or 345 if you want to design for the Web, and an art history course. Art 111, 201, and 213 are recommended.

The art history minor consists of a minimum of 18 hours to include Art 103, 230, 232, 234, 235, and either Art 108, 331, or 361.

Students should expect field trips to Chicago for special lectures and shows as well as reading in both studio and art history courses. Communications requirement is met by taking Communication Arts 101. The capstone requirement is met by taking Art 420, Senior Seminar.

Art Courses

Note: Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

103 Art Fundamentals (3)        Fall, Spring
This introductory lecture/studio course includes discussions of art theory and history. Studio projects are geared to people with no experience of art. There are two field trips. Fulfils the fine arts general education requirement.
108 Two-Dimensional Design (3)  Fall, Spring
This beginning studio course is a study of principles for organizing line, shape, color, texture, and value. Projects may include work in cut paper, collage, drawing, paint, photography, and basic skills in Adobe Illustrator.

111 Beginning Drawing (3)  Fall, Odd
This studio course covers basic drawing techniques in both dry and wet media. It also covers methods of controlling depth of field, from building deep space to maintaining flat surface of the paper.

201 Beginning Painting (3)  Fall, Spring
This studio course is designed to intensify students’ knowledge of color theory and introduce basic techniques for rendering in paint. The final section of the course deals with personal imagery and the exploration of paint quality and surface. Prerequisites for art majors only: Art 108, 111 or 211.

203 Beginning Sculpture (3)  Fall, Spring
This studio course provides a base in the history of sculpture and physical construction of three-dimensional form. Course projects include plaster casting and construction in wood, clay, plaster, and metal.

205 Beginning Printmaking (3)  Varies
This studio course introduces students to relief, collograph, screen, or intaglio printing techniques. Art 111 or 211 recommended. Prerequisites for art majors only: Art 108, 111 or 211.

207 Beginning Ceramics (3)  Varies
In this studio course, students learn ways of working with clay, including hand-built forms and wheel-thrown construction. The course includes consideration of the ceramic form as decorative and sculptural design. Techniques in glaze calculation, firing, and glaze application also are covered.

209 Digital Media (3)  Fall, Spring
This is a studio course that explores ways to make art using the computer and related devices. The course make extensive use of Adobe Photoshop to create images on a variety of subjects. Prerequisite: Art 108.

211 Figure Drawing (3)  Fall, Spring
This studio course is an introduction to the figure using a variety of media. Significant attention is given to anatomical studies of skeleton and musculature.

213 Beginning Photography (3)  Fall, Spring
This studio course introduces black and white photographic techniques, materials, and darkroom processes. Students are introduced to the history of photography and theory. The course emphasizes image selection through design analysis and sensitivity to subjects. Students must provide their own 35mm single lens reflex camera with a fully manual setting. Prerequisites for art majors only: Art 108, 111 or 211.
215 Introduction to Graphic Design (3)  
This studio course applies principles of design to the organization of type and images. Students will learn concepts and skills basic to the practice of graphic design, including introduction to Adobe InDesign. Does not fulfill fine art requirement. Prerequisite: Art 108.

225 Typography (3)  
This studio course in graphic design explores the development of typography and layout from Gutenberg to the present. Working with page layout software Adobe InDesign, students use their knowledge of type to design posters, brochures, annual reports, and books. Does not fulfill fine art requirement. Prerequisites: Art 108 and 215.

230 Art History: Art and World Religions (3) - CCS  
This course covers the art of India, China, Japan, Arabia, Native America, and Africa, and Greco-Roman art and Christian art up to the Renaissance. Fulfills one of the cross-cultural studies general education requirements.

232 Art History: Renaissance and Rococo, 1400-1760 (3)  
This lecture course studies the development of Renaissance styles. Students gain insight into the historical roots and spirit of Renaissance style. The course involves the student in analysis of Renaissance imagery, development through Italy and Northern Europe, and its development through Mannerism, Baroque, and Rococo.

234 Art History: Neoclassicism to Surrealism, 1789-1945 (3)  
This lecture course studies the rise of European modernism from the French Revolution and its expression in Neoclassicism to the School of Paris until its demise at World World II. This course explores the changes in art brought on by the Enlightenment's influence on politics, and on the industrial and scientific revolutions of the 19th and 20th centuries.

235 Art History: After 1945, Abstract Expressionism to the Present (3)  
This lecture course looks at American and European art from 1945 to the present: abstract expressionism and the responses it generated through the 1970s; post-modernism in the 1980s and '90s.

248 Dutch Art and Architecture (3)  
Concentrated study of major regional and international styles in painting, sculpture, and architecture of the late 19th and 20th centuries. Based on observations in museums, galleries, and the environment. Offered in connection with the Netherlands Study Abroad program. See page 88 for more information.

301 Intermediate Painting (3)  
This studio course is a continuation of Art 201 in oil or acrylic paint. In the first half of the course, students focus on the ways in which the material quality of paint and the process of creation contribute to the meaning of an art work. In the second half of the course, students explore the problem of scale and the development of personal imagery. Prerequisite: Art 201.
303 Intermediate Sculpture (3)  
This studio course is a continuation of Art 203. It focuses on the 20th century problems in the relationship of sculpture to its site. Prerequisite: Art 203.

305 Intermediate Printmaking (3)  
This studio course is a continuation of Art 205. Students focus on the print technique of their choice: relief, collograph, screen, or intaglio. Prerequisite: Art 205.

307 Intermediate Ceramics (3)  
In this studio course, a continuation of Art 207, students focus primarily on the potter’s wheel and develop a set of five or more glazes.

311 Figure Painting (3)  
This is a studio course that builds on students’ experiences of drawing the figure by working in paint and color. The course begins with rendering the figure accurately in paint and moves on to expressive and formal uses of the figure. Prerequisites: Art 201 and 211.

313 Intermediate Photography (3)  
A continuation of Art 213, this studio course in black and white photography focuses on developing a series of related images concerned with formal issues or the problems of photojournalism. Prerequisite: Art 209, 213.

315 Intermediate Graphic Design: Advertising (3)  
This studio course is a continuation of Art 215. It focuses primarily on problems in advertising. Students will master Adobe Photoshop, a photo manipulation program. Does not fulfill fine art requirement. Prerequisites: Art 108, 209, 215. Art 225 is recommended.

331 Aesthetics (3)  
This is a seminar course designed to acquaint students with fundamental questions concerning the nature of art and the character of aesthetic activity. It is identical to Philosophy 331. Prerequisites: Philosophy 101 and 102.

345 Advanced Graphic Design: Web Design (3)  
This studio course is a continuation of Art 215, 225, and 315, and focuses on Web site design. It introduces HTML coding and the code editor, Dreamweaver. Prerequisites: Art 108, 215, and 315.

349 Advanced Studio: Drawing (3)  
This advanced studio course will enhance expertise in drawing and meets with other advanced studio and topics courses. Students will develop a series of images/objects that relate their work in previous courses to the history of art and aesthetic theory more explicitly. Images from this course will be suitable for submission to graduate school. Prerequisites: completion of Art 211 with a GPA of 2.7 or better; completion of two courses in art history/aesthetics. This course may be repeated.
351 Advanced Studio: Painting (3)   Fall, Spring
This advanced studio course will enhance expertise in painting, and meets with other advanced studio and topics courses. Students will develop a series of images/objects that relate their work in previous courses to the history of art and aesthetic theory more explicitly. Images from this course will be suitable for submission to graduate school. Prerequisites: sophomore standing and completion of two courses in art history/aesthetics. This course may be repeated.

353 Advanced Studio: Sculpture (3)   Fall, Spring
This advanced studio course will enhance expertise in sculpture, and meets with other advanced studio and topics courses. Students will develop a series of images/objects that relate their work in previous courses to the history of art and aesthetic theory more explicitly. Images from this course will be suitable for submission to graduate school. Prerequisites: sophomore standing and completion of two courses in art history/aesthetics. This course may be repeated.

355 Advanced Studio: Printmaking (3)   Fall, Spring
This advanced studio course will enhance expertise in printmaking, and meets with other advanced studio and topics courses. Students will develop a series of images/objects that relate their work in previous courses to the history of art and aesthetic theory more explicitly. Images from this course will be suitable for submission to graduate school. Prerequisites: sophomore standing and completion of two courses in art history/aesthetics. This course may be repeated.

357 Advanced Studio: Ceramics (3)   Fall, Spring
This advanced studio course will enhance expertise in ceramics, and meets with other advanced studio and topics courses. Students will develop a series of images/objects that relate their work in previous courses to the history of art and aesthetic theory more explicitly. Images from this course will be suitable for submission to graduate school. Prerequisites: sophomore standing and completion of two courses in art history/aesthetics. This course may be repeated.

359 Advanced Studio: Photography (3)   Fall, Spring
This advanced studio course will enhance expertise in photography, and meets with other advanced studio and topics courses. Students will develop a series of images/objects that relate their work in previous courses to the history of art and aesthetic theory more explicitly. Images from this course will be suitable for submission to graduate school. Prerequisites: sophomore standing and completion of two courses in art history/aesthetics. This course may be repeated.

360 Topics in Studio Art (3)   Fall, Spring
This is a studio course in which students make work that explores a particular topic in the current art scene in depth. Prerequisites: One 300-level course in area of concentration and two art history courses.

361 Topics in Art (3)   Varies
This is an art course in which non-studio majors explore a particular topic in the current art scene in depth. Prerequisites: Art 234 or 235. This is a non-studio companion course to Art 360 for art history minors.
380 Methods for Teaching Art in Grades K-8 (2)  
Spring, Odd  
Students should expect to cover theories of art education for grades K-8, their implications for curriculum design, producing subsequent lesson, unit, and curriculum plans. This course links curriculum planning to budget preparation, ordering, and distributing materials.

381 Methods for Teaching Art in Grades 6-12 (2)  
Fall, Odd  
Students should expect to cover theories of art education for grades 6-12, their implications for curriculum design, producing subsequent lesson, unit, and curriculum plans. This course links curriculum planning to budget preparation, ordering, and distributing materials.

399 Independent Study (2-9)  
Fall, Spring  
Projects are selected from students’ major interests. Prerequisite: permission of the department.

400 Internship (3-9)  
Fall, Spring  
Must be arranged with the department prior to registration. No more than three hours of credit may be applied to the 54-hour studio total. Remaining hours may be applied to general electives.

420 Senior Seminar (3)  
Spring  
This is a seminar in which students prepare for their senior show. It includes work in the students’ areas of concentration, preparation of an artist’s statement, an introduction to professional practice, readings in current topics in the discipline, and a review of the implications of Reformed practice in the arts beyond Trinity. Prerequisites for art studio majors: completion of concentration, two art history courses, and Art 331. Prerequisites for art education majors: completion of an intermediate studio course, art history/aesthetics requirement.

Dordt Netherlandic Studies Program  
This program, operated by Dordt College at the Gereformeerde Hogeschool in Zwolle, provides courses in the Dutch language (required), art, culture, and history. Philosophy and theology courses are also available by special arrangement. Offered in the spring semester only. Contact Dordt College’s Director of Off-Campus Programs for more information.
The biology department offers complete programs for students wanting to major or minor in biology as well as courses needed for a wide variety of careers in the health sciences. There are opportunities for individual research and independent study for upper-level students, and field experience in laboratories or other appropriate agencies as part of the field education program in the senior year.

A biology major may be used as preparation for entrance to advanced training or direct entrance into a career. Three tracks are available. The general biology track is designed for students seeking entry into jobs requiring a general biology background, medical school, or a graduate school program requiring a general background in biology. The ecological track is designed to prepare students for job entry or graduate school work in ecological areas. The allied health science track is for students seeking entry into various allied health science programs such as physical therapy, medical technology, etc. Some students in this track may gain entry into allied health schools before completion of the program.

The secondary biology education major is designed for teachers in grades 6 through 12. This program meets the major graduation requirement only for students completing the secondary education certification program. The student-teaching experience satisfies the field education requirement.

Students desiring to enroll in courses offered by the biology department should have completed high school courses in biology and chemistry. Those planning for a major or minor in biology are urged to complete at least three years of high school mathematics and one year of high school chemistry and physics.
Biology Major Tracks

The oral communication general education requirement is met by making presentations in various biology courses. The capstone requirement is met through participation in the Science Majors Seminar.

The **general biology track** consists of 64 hours:

**Required biology courses:**
- BIOL 110 Introduction to Biology 4 hours
- BIOL 111 Survey of Plants and Animals 4 hours
- BIOL 201 Ecology 4 hours
- BIOL 306 Cell and Molecular Biology 4 hours
- BIOL 391 Science Majors Junior Seminar 1 hour
- BIOL 392 Science Majors Senior Seminar 1 hour
- BIOL 400 Field Education 2-4 hours

**Elective courses.** Students must complete 12 hours of electives, which must be at the 200- or 300-level; at least 8 hours must be at the 300-level. All must include laboratories.

**Required cognate courses:**
- CHEM 103-104 Fundamentals of Chemistry 8 hours
- CHEM 205-206 Organic Chemistry 8 hours
- MATH 111-112 Calculus 8 hours
- PHYS 121-122 General Physics 8 hours

Recommended: Mathematics 151, Statistics.

The **ecological track** consists of 65-70 hours:

**Required biology courses:**
- BIOL 110 Introduction to Biology 4 hours
- BIOL 111 Survey of Plants and Animals 4 hours
- BIOL 201 Ecology 4 hours
- BIOL 306 Cell and Molecular Biology 4 hours
- BIOL 391 Science Majors Junior Seminar 1 hour
- BIOL 392 Science Majors Senior Seminar 1 hour
- BIOL 400 Field Education 2 hours

**Elective courses.** Students must complete 12 hours (all courses must have a laboratory component) selected from the following:
- BIOL 204 Microbiology 4 hours

Students may choose courses available from partner institutions (see descriptions at end of Biology section) Au Sable Institute of Environmental Studies, Morton Arboretum, and Shedd Aquarium.
Required cognate courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CHEM 103-104</td>
<td>Fundamentals of Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 205-206</td>
<td>Organic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 121-122</td>
<td>General Physics</td>
<td>8</td>
</tr>
<tr>
<td>MATH 111-112</td>
<td>Analytic Geometry and Calculus</td>
<td>8</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

The **allied health science track** consists of 65 hours:

Required biology courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 110</td>
<td>Introduction to Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 205-206</td>
<td>Human Anatomy and Physiology</td>
<td>8</td>
</tr>
<tr>
<td>BIOL 303</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 204</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>or 316</td>
<td>Advanced Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 306</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 308</td>
<td>Developmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 391</td>
<td>Science Majors Junior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 392</td>
<td>Science Majors Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 400</td>
<td>Field Education</td>
<td>2</td>
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</table>

Required cognate courses:

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<th>Hours</th>
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<tbody>
<tr>
<td>CHEM 103-104</td>
<td>Foundations of Chemistry</td>
<td>8</td>
</tr>
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<td>CHEM 205-206</td>
<td>Organic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Analytical Geometry and Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 121-122</td>
<td>General Physics</td>
<td>8</td>
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</table>

Other courses that may be needed for specific programs:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 244</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PE 290</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 123</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
</tbody>
</table>

appropriate ACCA courses

The **secondary biology education major** consists of 60 hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 110</td>
<td>Introduction to Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 111</td>
<td>Survey of Plants and Animals</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 201</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 303</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 204</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 306</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 391</td>
<td>Science Majors Seminar</td>
<td>1</td>
</tr>
<tr>
<td>SCI 380</td>
<td>Teaching Science in Grades 6-12</td>
<td>3</td>
</tr>
</tbody>
</table>
Elective courses. Students must complete 3-4 hours of electives at the 200- or 300-level. Courses in human anatomy and physiology or field courses in botany or zoology, and courses at AuSable Institute of Environmental Studies or Morton Arboretum highly are recommended.

Required cognate courses:

- CHEM 103-104 Fundamentals of Chemistry 8 hours
- CHEM 205-206 Organic Chemistry 8 hours
- PHYS 121-122 General Physics 8 hours
- GEOL 101 Earth Science 3 hours

MATH 101 or high school equivalent. Note: Mathematics 101 does not meet the College's general education requirement. Mathematics 141 or 151 are recommended highly.

Students with a teaching major in biology education will minor in education and follow the secondary education minor course requirements as listed in the education department section of the catalog.

The biology minor consists of 20 hours:

- BIOL 110 Introduction to Biology 4 hours
- BIOL 111 Survey of Plants and Animals 4 hours
- BIOL 201 Ecology 4 hours
- Electives (must include laboratories) 8 hours

Recommended: two semesters of chemistry.

Courses offered by the biology department generally consist of both lectures and laboratory work each week. Biology 100, 101 and 102 are designed for non-majors to meet general education requirements.

**Biology Courses**

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

**100 Introduction to Biological Science (3)**

This course provides an introduction to the life and environmental sciences. The characteristics of living things and their relationships to each other are emphasized. Topics include cell structure and function, genetics, life cycles of plants and animals, the structure and function of animal organ systems, the functioning of ecosystems, and human impacts on ecosystems. The history of and methods used in science are considered. The course includes a laboratory component. This course is designed primarily for students in the elementary education program and is designed to meet the biology requirement for non-science majors. Because of content overlap, students cannot receive credit for Biology 100 if they take Biology 110 or 111.
101 Human Biology (3)  Fall
This course begins a survey of organic compounds and cell structure and function. It proceeds through a systematic study of the human body emphasizing both normal and diseased states. The course covers human nutrition, exercise, reproduction, growth and development, and the spread of disease. Ethical issues raised by modern technology and human ecology are included. The course includes a laboratory component and is designed to meet the biology requirement for non-science majors. Because of content overlap, students cannot receive credit for Biology 101 if they take Biology 205 or 206.

102 Environmental Science (3)  Spring
This course covers ecology principles related to population, ecosystem, and biosphere levels of organization. It then applies these principles to understand environmental issues brought on by the 21st century exponential growth in human population and human resource consumption. The course includes a laboratory component and is designed to meet the biology requirement for non-science majors. Because of content overlap, students cannot receive credit for both Biology 102 and 201.

110 Introduction to Biology (4)  Fall
An introduction to biological principles and processes common to living organisms. Topics covered include basic cell biology, biochemistry, photosynthesis, respiration, cell division, gene regulation, and principles of genetics and evolution. The course includes a laboratory component. This course is designed for biology majors and minors and is not recommended for non-majors to meet their general education requirement.

111 A Survey of Plants and Animals (4)  Spring
This course consists of surveys of the kingdoms of life. Taxonomic relationships and physical, morphological, and behavioral adaptations of organisms are emphasized. The course includes a laboratory component. Prerequisites: Biology 110 or permission of instructor.

201 Ecology (4)  Fall
A study of the concepts and principles of ecology at various levels of organization. Laboratory work emphasizes field studies and may include weekend field trips. Prerequisites: Biology 110 and 111.

204 General Microbiology (4)  Spring
A study of structures, metabolism, and genetics of microorganisms. Pathogenic relationships with humans and body defense mechanisms are studied. Laboratory work involves isolation, culture, identification, and antibiotic sensitivities of microorganisms. The course includes a laboratory component. Prerequisites: one year of chemistry and one course in biology.
205 Human Anatomy and Physiology (4)                      Fall
This course is designed for students interested in allied health sciences and others who wish to know the structure and function of the human body. It begins with a brief introduction to cell structure and function, body organization, and tissue components. A systematic study of the integumentary, skeletal, muscular, nervous, and sensory systems follows. The course includes a laboratory component. The course is designed as an introductory course that, along with Biology 206, constitutes a complete survey of the human body. Prerequisite: sophomore standing or permission of instructor.

206 Human Anatomy and Physiology (4)                   Spring
A continuation of Biology 205, this course covers basic genetics and the endocrine, digestive, respiratory, circulatory, excretory, and reproductive systems. The course includes a laboratory component. Prerequisite: Biology 205.

244 Medical/Biological Terminology (1)               Fall, Spring
Basic biological and medical terminology is reviewed, including the construction of words from Greek and Latin word elements. Medical terminology as used in the allied health sciences is emphasized. The course is taught by the self-study method. It does not meet the requirements of the education program.

303 Genetics (4)                             Spring, Even
An investigation of the principles of inheritance with some emphasis placed on human genetics. Mendelian inheritance, pedigree analysis, genetic mapping, chromosomal aberrations, mutations affecting fitness, and natural selection for population genetics are discussed. The course includes a laboratory component. Prerequisite: 8 hours in biology, including Biology 306.

306 Cell and Molecular Biology (4)               Spring
A study of cell structure and physiology with emphasis on cell organelles, cell physiology, molecular genetic control, and cell division. The course includes a laboratory component. Prerequisites: Biology 110 and completion of or current enrollment in Chemistry 206.

308 Development Biology (4)                      Fall, Even
A study of a maturation of germ cells, cleavage, and early development of various organisms, with special emphasis on the formation of fetal membranes and structures in vertebrates. The course includes a laboratory component. Prerequisites: Biology 110, and eight additional semester-hours in biology; Biology 306 highly recommended.

310 Mammalian Physiology (4)                   Fall, Odd
A comparative study of the physiology of mammals. Emphasis is placed on the functioning of human organ systems. The course includes a laboratory component. Because of content overlap, students may not take Biology 310 and receive credit for either Biology 205 or 206. Prerequisite: Biology 306.
313 Vertebrate Zoology (4)  
This course is a survey of vertebrate diversity including phylogeny, adaptations, behavior, and relationships with the environment. Fish, amphibians, reptiles, birds, and mammals are given approximately equal treatment, but students will choose specialized projects of their own preference. The laboratory emphasizes identification of local species and investigational projects such as diversity surveys and studies of behavior. Visits to museums, zoos, and nature preserves are incorporated. Labs may include weekend field trips. Prerequisites: Biology 111 & Biology 201, or permission of the instructor.

316 Advanced Molecular Biology (4)  
Advanced Molecular Biology combines an in-depth study of the complex molecular interactions leading to gene expression with a primary literature-based analysis of how this information is being used in the growing field of biotechnology. Gene therapy, genetically modified organisms, cloning, cancer, DNA forensics and more will be covered in this field which permeates modern biology. A laboratory component is included. Prerequisite: Biology 306.

324 Individual Research (2-4)  
Must be arranged with a member of the biology department prior to registration.

391 Science Majors Junior Seminar (1)  
A seminar for all junior majors in biology and chemistry. Meets one hour per week to discuss the nature of scientific research, the relationship between faith and science, and ethical issues. Students begin developing a major paper on the ethics of a scientific topic. Prerequisite: junior standing.

392 Science Majors Senior Seminar (1)  
A seminar for all senior majors in biology and chemistry. Similar to Biology 391 but includes the completion and oral presentation of the major paper begun in Bio 391. Prerequisite: senior standing.

399 Individual Study (2-4)  
Must be arranged with a member of the biology department prior to registration.

400 Field Education (2-4)  
Must be arranged with a member of the biology department prior to registration.

Environmental Studies Program  
An environmental studies program is available through the AuSable Institute of Environmental Studies at Mancelona, Michigan. Students register for courses at Trinity and receive credits directly on their Trinity transcripts. Vocational certification is available from the institute in the following areas: naturalist, land resources analyst, water resources analyst, and environmental analyst. Some scholarship money to attend AuSable is available. Prerequisites vary and are set by AuSable.
Two sessions are offered each summer. Normally, a student takes two courses per session. Each course has a laboratory component and carries three or four semester-hours of credit. A partial list of courses follows; other courses must be approved by the Biology Department.

**Advanced Field Botany (AuSable Biol. 411)**
**Animal Ecology (AuSable Biol. 321)**
**Aquatic Biology (AuSable Biol. 322)**
**Birds of the African Tropics (AuSable Biol. 307)**
**Directed Individual Study (AuSable Biol./Chem./Geog. 390)**
**Ecology of the Indian Tropics (AuSable Biol. 427)**
**Field Biology of the Pacific Northwest (AuSable Biol./Geog. 266)**
**Field Botany (AuSable Biol. 311)**
**Field Natural History (AuSable Biol. 361)**
**Fish Biology and Ecology (AuSable Biol. 342)**
**Insect Biology and Ecology (AuSable Biol. 312)**
**Land Resources (AuSable Biol./Geol./Geog. 301)**
**Limnology (AuSable Biol. 302)**
**Mammals of East Africa (AuSable Biol. 329)**
**Mangrove Ecosystem Ecology (AuSable Biol. 321)**
**Marine Invertebrates (AuSable Biol. 377)**
**Marine Mammals (AuSable Biol. 359)**
**Natural History of the Chesapeake (AuSable Biol./Geog. 267)**
**Natural Resources Practicum (AuSable Biol./Geog. 303 or 304)**
**Ornithology (AuSable Biol. 305/306)**
**Plant Ecology (AuSable Biol. 477)**
**Restoration Ecology (AuSable Biol. 482)**
**Tropical Botany (AuSable Biol. 319)**
**Winter Biology (AuSable Biol. 310)**
**Winter Stream Ecology (AuSable Biol. 346)**
**Woody Plants (AuSable Biol. 315)**

The Natural Resources Practicum or Directed Individual Study may be taken in place of Biology 400 as a way to meet the field education requirement for a biology major. Students should see their adviser concerning specifics of the program each summer.

Several opportunities are available through our membership in the Associated Colleges of the Chicago Area (ACCA). Students register, pay tuition, and receive credit at Trinity for all courses.
The following courses are available at **Shedd Aquarium:**

**362 Marine and Island Ecology of the Bahamas (4)**  
*Spring*
This course provides an introduction to marine and island ecology. Classes are held at the Shedd Aquarium. The course includes a one-week laboratory trip to the Bahamas during the last part of May. Prerequisites: Biology 110 and 111. Biology 201 highly recommended.

**363 Marine Mammology (3)**  
*Fall, Odd*
This course provides an introduction to the biology of marine mammals. A laboratory component is not included. Classes are held at the Shedd Aquarium. Prerequisites: Biology 110 and 111. Biology 201 highly recommended.

**364 Freshwater Ecology (3)**  
*Fall, Even*
This course provides an introduction to the components of a freshwater habitat and a survey of the plants and animals that exist there. A laboratory component is not included. Classes are held at the Shedd Aquarium. Prerequisites: Biology 110 and 111. Biology 201 highly recommended.

The following botany courses are offered at **Morton Arboretum** in Lisle, Illinois. Scheduling and course descriptions may vary from year to year. Specific information will be available from members of the biology department. Prerequisites: Biology 110 and 111. Biology 201 highly recommended.

**252 Economic Botany, 3 hours**
**253 Woody Plants of the Western Great Lakes Region, 4 hours**
**254 Introduction to Horticulture, 3 hours**
**351 Plant Ecology, 4 hours**
**355 Vascular Plant Taxonomy, 4 hours**
**357 Biology of Fungi, 4 hours**
**352 Plant Genetics, 4 hours**
**358 Plant and Soil Relations, 4 hours**
**360 Medical Botany, 3 hours**

**395 ACCA Seminar Course (2)**  
*Fall, Spring*
The biology division of ACCA offers a two-hour seminar-format course each semester. These courses consist of 10 lectures by experts drawn from universities and other institutions of the greater Chicago area. The seminars are held at a central location; Trinity provides transportation for its students. Topics vary from year to year as determined by the faculties of the schools involved. Prerequisite: Biology 110 and one other biology course.
BUSINESS/ACCOUNTING/ECONOMICS

Lynn Spellman White, Ph.D., C.P.A., department chairperson

“The professors demonstrate Christian values while teaching essential business skills. I believe that as I apply this worldview in the workplace, others too will be changed.”

Tamika Strickland ’09
Business (Chicago, Illinois)

The mission of the Trinity Christian College business department is to provide, within a Reformed Christian liberal arts context, a comprehensive foundation in business theory and practice which prepares students to fulfill their professional career goals and/or graduate studies. The business department uses a servant-leadership perspective as it introduces students to the foundational areas of business practice. This perspective encourages students to evaluate business practices by applying Christian principles to consider the impact of business practices on society.

The business programs strive to provide students with opportunities to consider how business theory and practice can be engaged with the ultimate goal of Christlike service toward others, both as individuals and collectively. The business programs recognize that the boundaries of necessary business knowledge continually change and that currency in business practices is critical in order for students to be able to engage in practices that will help to reform business practices and make them more pleasing to God. The mission of the business department echoes the mission of Trinity Christian College which states “We strive to offer the highest quality of instruction to prepare students for excellence in further study and careers beyond Trinity.”

The business degree program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The ACBSP is regarded as the quality standard for business education. Students may pursue either a bachelor of arts or a bachelor of science degree within the business program. The business major provides all business students with an introduction to the following major areas of business: accounting, economics, finance, global business, information technology, management, marketing, and strategic management. The bachelor of science degree provides an opportunity for in depth study beyond the business major in a specific professional field or career interest. The bachelor of arts degree permits the student to select a minor in another academic discipline.
Although formal admission to the business program is not required, continuation in the program is based upon the student’s performance in required courses within the business major. Students who are entering their junior year will have their progress reviewed by the business department. Students are required to have at least a 2.0 cumulative GPA in all business requirements to graduate.

Attendance will play a critical role in the student’s successful completion of the goals and objectives of the business program. Students are expected to attend all class sessions. Students who miss more than 20 percent of a course’s scheduled classes will be required to withdraw officially from the course.

**Business Major**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ACCT 221</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 222</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 121</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 131</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 211</td>
<td>Professional Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 241</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 301</td>
<td>Business Ethics and Society</td>
<td>3</td>
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<tr>
<td>BUAD 311</td>
<td>Global Business</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 321</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 332</td>
<td>Business Research</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 353</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 362</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 423</td>
<td>Organizational Consulting</td>
<td>3</td>
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<tr>
<td>CPSC 260</td>
<td>Information Technology Management</td>
<td>3</td>
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<tr>
<td>ECON 121</td>
<td>Macroeconomics</td>
<td>3</td>
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<tr>
<td>ECON 122</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Analytic Geometry and Calculus I</td>
<td>4</td>
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<tr>
<td>or 141</td>
<td>Finite Mathematics</td>
<td>3</td>
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<tr>
<td>MATH 151</td>
<td>Statistics</td>
<td>3</td>
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</tbody>
</table>

Business 211 fulfills the general education communication requirement, and Business 423 fulfills the general education field education requirement and capstone requirements.

**B.A. in Business** (54 hours)

In addition to the business major, the student is required to complete a minor program within another academic discipline. Many minor programs appropriately complement a business major: art, computer science, English, mathematics, psychology, and Spanish, for example. The business department, in cooperation with the foreign languages department, also offers an interdisciplinary minor in Business and Spanish. A full description of this minor is listed under interdisciplinary minors (page 177). **Note:** Business majors cannot use the accounting, business, or economic minors as their first minor.
**B.S. in Accountancy** (72 hours)

Students interested in the accounting profession normally pursue a bachelor of science degree in accountancy within the business program. In addition to the business major, the accounting student is required to complete the following upper level concentration of accounting courses. A minor is not required for the bachelor of science degree in accountancy:

- ACCT 321 Intermediate Financial Accounting I 3 hours
- ACCT 322 Intermediate Financial Accounting II 3 hours
- ACCT 331 Taxes I 3 hours
- ACCT 341 Advanced Cost Accounting 3 hours
- ACCT 343 Principles of Auditing 3 hours
- ACCT 352 Advanced Financial Accounting 3 hours

Students are required to take nine credit-hours in their upper-level concentration at Trinity. Senior students who qualify may elect to serve an internship for academic credit. Students planning to sit for the CPA examination are encouraged strongly to take the following additional courses:

- ACCT 332 Taxes II 3 hours
- BUAD 343 Financial Statement Analysis 3 hours
- BUAD 351 Contract Law 3 hours

Candidates sitting for the CPA examination in Illinois are required to have completed 150 undergraduate and/or graduate credit-hours successfully. Students are required to have 125 hours to graduate from Trinity Christian College. The additional 25 hours above and beyond the 125 needed for graduation can be completed within the 300-level courses offered in Trinity’s business department or additional accounting courses may be taken as part of a graduate degree program at another college or university. Either strategy will enable the student to sit for the CPA exam in Illinois. Students who will take the CPA exam in another state should determine the specific requirements of that state.

**B.S. in Business** (72 hours)

In addition to the business major, the student is required to take an adviser-approved concentration of six upper-level courses. A minor is not required for the bachelor of science degree in business. With assistance and guidance from her/his adviser, the student may concentrate in one of the following fields:

**Finance (**required**)

- ACCT 321 Intermediate Financial Accounting I 3 hours
- ACCT 331 Taxes I 3 hours
- BUAD 341 Financial Institution Management 3 hours*
- BUAD 343 Financial Statement Analysis 3 hours*
- BUAD 344 Security Markets 3 hours*
- BUAD 345 Risk Management and Insurance 3 hours
- BUAD 346 Global Finance 3 hours*
- BUAD 401 Topics in Business 3 hours
- ECON 305 Money and Banking 3 hours

www.trnty.edu
Management (*required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ACCT 331</td>
<td>Taxes I</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 322</td>
<td>Small Business Management</td>
<td>3*</td>
</tr>
<tr>
<td>BUAD 326</td>
<td>Global Management</td>
<td>3*</td>
</tr>
<tr>
<td>BUAD 333</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 334</td>
<td>Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 341</td>
<td>Financial Institution Management</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 351</td>
<td>Contract Law</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 361</td>
<td>Human Resource Management</td>
<td>3*</td>
</tr>
<tr>
<td>BUAD 371</td>
<td>Operations Management</td>
<td>3*</td>
</tr>
<tr>
<td>BUAD 401</td>
<td>Topics in Business</td>
<td>3</td>
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<tr>
<td></td>
<td>Cognate elective in art, communication arts, psychology, or sociology</td>
<td>3</td>
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</tbody>
</table>

Marketing (*required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUAD 331</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 333</td>
<td>Marketing Management</td>
<td>3*</td>
</tr>
<tr>
<td>BUAD 334</td>
<td>Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 335</td>
<td>Product Management</td>
<td>3*</td>
</tr>
<tr>
<td>BUAD 336</td>
<td>Advertising and Sales Promotion</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 337</td>
<td>Global Marketing (CCS)</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 338</td>
<td>Services Marketing</td>
<td>3*</td>
</tr>
<tr>
<td>BUAD 339</td>
<td>Principles of Selling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cognate elective in art, communication arts, psychology, or sociology</td>
<td>3</td>
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</tbody>
</table>

Students are required to take nine hours in their upper-level concentration at Trinity. Senior students who qualify may elect an internship for academic credit.

Secondary Business Education Major

Students intending to teach secondary business education can complete a certified major in business education. Contact the director of teacher education for certification requirements and education department requirements.

To complete the secondary business education program, the student must fulfill the following requirements:

1. general graduation requirements specified by the state of Illinois,
2. Trinity Christian College's general graduation requirements,
3. Students with a teaching major in business education will minor in education and follow the secondary education minor course requirements as listed in the education department section of the catalog,
4. a secondary business education major within the business department, which includes 51 hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ACCT 221</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 222</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 121</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 131</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 211</td>
<td>Professional Communications</td>
<td>3</td>
</tr>
</tbody>
</table>
BUAD 241    Business Finance                        3 hours
BUAD 301    Business Ethics and Society           3 hours
BUAD 311    Global Business                      3 hours
BUAD 321    Strategic Management                 3 hours
BUAD 353    Legal Environment of Business        3 hours
BUAD 362    Organizational Behavior              3 hours
BUAD 380    Teaching Business in Grades 6-12     3 hours
BUAD 423    Organizational Consulting            3 hours
CPSC 260    Information Technology Management    3 hours
ECON 121    Macroeconomics                       3 hours
ECON 122    Microeconomics                       3 hours
MATH 141    Finite Mathematics                   3 hours

Business Program Minors

Accountancy
The accountancy minor consists of 18 hours of academic preparation: Accounting 221, 222, 321, and three additional courses selected from Accounting 322, 331, 341, 343, and 352, and Business 343 and 351.

Business
The business minor consists of 18 hours of academic preparation in the following courses: Accounting 221, Economics 121, Business 121 and 131, and two accounting courses or two business courses at the 200- or 300-level.

Economics
The economics minor consists of 18 hours of academic preparation in the following courses: Economics 121 and 122; and four of the following courses: Economics 225, 305, 322, 353, and 399; Business 341 and 344.

Interdisciplinary Minor in Business and Spanish
The interdisciplinary minor in Business and Spanish consists of 18 hours of academic preparation in the following courses: Spanish 201, 202, and 309; Business 311, 326, and either 337 or 346. A full description of this minor is listed under interdisciplinary minors (see page 177.)
**Accounting Courses**

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

**221 Accounting Principles I (3)**  
**Fall**  
An introductory course to the principles of financial accounting. A general ledger software package is utilized to provide students with the opportunity to work with a computerized accounting system. Topics to be covered include the accounting cycle, accounting systems and principles, current and long-term assets, current and long-term liabilities, owner's equity, and the preparation and interpretation of the balance sheet, income statement, and statement of owner’s equity. Prerequisites: Mathematics 141 (or current enrollment) and sophomore standing.

**222 Accounting Principles II (3)**  
**Spring**  
This course extends the accounting knowledge acquired in the financial accounting course to the internal corporate environment. Students gain an understanding of the importance of accounting information to internal management decision-making. Spreadsheet and general ledger software packages are utilized to provide students with the opportunity to work with computer applications. Prerequisites: Accounting 221, and Computer Science 104 or equivalent experience.

**321 Intermediate Financial Accounting I (3)**  
**Fall**  
The conceptual framework underlying the accounting interpretation of financial transactions is emphasized in this course, along with the political nature of the environment within which accounting regulations are developed. Accounting standards then are applied to investigate the complexities of accounting for corporate assets and liabilities. Prerequisite: Accounting 222.

**322 Intermediate Financial Accounting II (3)**  
**Spring**  
This course is a continuation of the material presented in Accounting 321. The conceptual framework underlying accounting is utilized to analyze the accounting treatment of equity transactions, income taxes, pensions, and leases. The statement of cash flows is presented and the full disclosure principle is studied and implemented. Concepts of accounting information systems (AIS) and AIS transaction processing, AIS controls, and security within AIS. Prerequisite: Accounting 321.

**331 Taxes I (3)**  
**Spring, Odd**  
In this course, students study and apply the basic principles of federal income tax law as it relates to individuals. Hands-on experience in the preparation of individual tax forms also will be provided. Prerequisite: Accounting 222 (or current enrollment).

**332 Taxes II (3)**  
**Fall, Odd**  
This course will focus on tax issues unique to the corporate form of business organization, including analysis of the tax treatments, problems, planning techniques, and underlying governmental policies involving corporations and their shareholders. Specific topics will include the formation, operation, distribution, and liquidation of corporations. Prerequisite: Accounting 331 or junior standing.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semesters</th>
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</thead>
<tbody>
<tr>
<td>341</td>
<td>Advanced Cost Accounting (3)</td>
<td>Spring, Even</td>
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<tr>
<td></td>
<td>Subjects relevant to internal decision-making are discussed, and topics introduced in Accounting 222 are dealt with in greater depth. A major objective of this course is to prepare students for the Certified Management Accountant examination. Prerequisites: Accounting 222 and Mathematics 151.</td>
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<tr>
<td>343</td>
<td>Principles of Auditing (3)</td>
<td>Fall, Even</td>
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<td>The principles, practices, and procedures used in the auditing of a client's financial records according to generally accepted auditing standards are covered. The preparation of the related working papers and the final audit report are the primary topics of discussion. The code of professional ethics and auditor’s liability also are examined. Current GAAS pronouncements will be discussed and evaluated. Prerequisite: Accounting 222.</td>
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<tr>
<td>352</td>
<td>Advanced Financial Accounting (3)</td>
<td>Fall</td>
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<td></td>
<td>This course will focus on accounting issues unique to the legal formation of business organizations not covered at the intermediate level, including partnerships, state and local governments, not-for-profits, and consolidations. Prerequisite: Accounting 322.</td>
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<tr>
<td>399</td>
<td>Independent Study in Accounting (2-4)</td>
<td>Fall, Spring</td>
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<tr>
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<td>This is an opportunity for the student to do guided independent research of business topics particularly related to accounting practice. It will be the student’s responsibility to define and outline the research project and to arrange for a faculty supervisor. Departmental approval of the research proposal is required. Prerequisites: senior standing and 3.0+ GPA.</td>
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<tr>
<td>425</td>
<td>Internship in Accounting (4-9)</td>
<td>Spring, Summer</td>
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<td></td>
<td>The student will spend a semester serving in an entry-level accounting position in an accounting firm, under the direction of the firm and the business department. Responsibilities will include periodic on-campus seminars. Prerequisites: senior standing and business department faculty approval.</td>
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</table>

**Business Courses**

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semesters</th>
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<tbody>
<tr>
<td>121</td>
<td>Principles of Management (3)</td>
<td>Fall, Spring</td>
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<tr>
<td></td>
<td>An analysis of the managerial functions of planning, organizing, staffing, leading, directing, and controlling. Incorporated within the presentation of these functions is a discussion of our responsibilities as Christians. Attention also is given to career preparation.</td>
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</tr>
<tr>
<td>131</td>
<td>Principles of Marketing (3)</td>
<td>Fall, Spring</td>
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<td></td>
<td>An introduction to the activities and decisions faced by marketing managers in business and non-business organizations. Emphasis is placed on a basic understanding of the principles of marketing and on the operation of the marketing function.</td>
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</tbody>
</table>
211 Professional Communications (3)  Fall, Spring
The student will learn the skills essential to becoming a successful business communicator. The communication process, listening and speaking skills, and nonverbal communication will be explored in the context of ethical behavior, changing technology and workforce diversity. Students will be provided with an opportunity to write short business messages and to integrate their skills into communication for employment and preparation for a professional career. Prerequisite: sophomore standing

241 Business Finance (3)  Spring
A study of financial decision-making in the areas of working capital management, short-term and long-term financing, financing risk, and capital asset management. The topics of present value, future value, taxes, depreciation, and financial markets are presented also. Prerequisites: Accounting 222 (or current enrollment).

301 Business Ethics and Society (3)  Spring
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. Prerequisite: junior standing.

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

321 Strategic Management (3)  Spring
An examination of the strategic management process. This course serves to integrate the knowledge the student has gained in previous business courses. Special emphasis will be placed on the management of information for business decisions. Prerequisite: junior standing.

322 Small Business Management (3)  Spring, Odd
This course focuses on the applications of the managerial principles of planning, organizing, directing, and controlling to the functional responsibilities of management in the areas of marketing, finance, personnel, and operations. The concepts of business strategy and competitive niche are explored through the use of small business case studies and business plans. Prerequisites: Accounting 222; Business 121, 131, 241; and junior standing.

326 Global Management (3)  Spring, Even
This course addresses the implementation of the management functions of planning, organizing, leading, and controlling, together with the behaviors required for effective cross-cultural management from the organizational perspective. Cross-cultural situations are evaluated in the context of recent global changes. Emphasis is placed on ways that the variable of culture interacts with other national and international factors to affect managerial decision making. Prerequisites: Business 121, and junior standing or permission of instructor.
331 Consumer Behavior (3)  
An analysis of the basic concepts of consumer and organizational buying behavior from the standpoint of psychology, sociology, and social psychology. Emphasis is placed on current research findings and developments as well as practical marketing implications. Prerequisites: Business 131 and junior standing.

332 Business Research Methods (3)  
The gathering and interpretation of customer, market, and business information in solving business problems through the use of current research methods. Emphasis on developing hands-on experience with questionnaire development, focus group research, and other practical business research methodologies. Prerequisite: junior standing.

333 Marketing Management (3)  
An analysis of advanced marketing problems with emphasis on decision-making. Product planning, promotion, pricing, and channels of distribution are integrated into complete marketing programs. Student teams will develop a marketing plan for a client. Prerequisites: Business 131 and junior standing.

334 Sales Management (3)  
This course focuses on the procedures and techniques used by sales managers to implement and manage marketing and sales programs. Topics include sales planning; the staffing, training, and directing of the sales force; sales force analysis and evaluation; and social, ethical, and legal selling issues. Course concepts will be developed through case studies of actual selling situations. Prerequisites: Business 131 and 211, and junior standing.

335 Product Management (3)  
This course focuses on the management of existing products during their life cycles and on the new product development process from the generation of new product ideas to commercialization and eventual withdrawal from the market. Emphasis is placed on applications, case analysis, and project work. Prerequisites: Business 131 and junior standing.

336 Advertising and Sales Promotion (3)  
Advertising and Sales Promotion focuses on the planning, creation, evaluation, and use of both advertising and sales promotion techniques. The topics include setting advertising objectives and budgets; media and creative strategy; measuring advertising and promotion effectiveness; and legal, social, and ethical issues. Students will participate in the development of a summary media plan. Prerequisites: Business 131 and 211, and junior standing or permission of the instructor.

337 Global Marketing (3) - CCS  
Global Marketing examines the marketing opportunities, problems, and strategy development for the firm operating internationally. Analysis will be made of the firm’s marketing strategy and mixes in various societal and cultural settings. These topics will be examined through reading, case analysis, and class presentations. Fulfills one of the cross-cultural studies general education requirements. Prerequisite: junior standing.
338 Services Marketing (3)  Fall, Even
This course covers the key topics in service marketing; included are topics such as understanding services, designing the service offering, service pricing policy, communications strategy, and service quality. The course includes a case approach using real-life current cases for each subject. Prerequisites: Business 131 and junior standing.

339 Principles of Selling (3)  Spring, Even
Principles of Selling is intended to introduce students to the world of sales and selling products and services. Topics include the role of selling in the economy, prerequisites for successful selling, the sales process, selling and management practices, and the many social, legal, and ethical issues inherent in the field of sales. Prerequisites: Business 131 and junior standing.

341 Financial Institution Management (3)  Fall, Even
A study of financial management, the U.S. financial system, and the relationship between financial management and our financial system. The principles of financial management that guide financial decision-makers, the institutions that participate in and aid the flow of funds from surplus spending units to deficit spending units, and the markets in which the funds are traded will be the primary focal points of the course. Prerequisites: Business 241, Economics 121, and junior standing.

343 Financial Statement Analysis (3)  Fall, Odd
The study and analysis of the statements produced in the financial accounting process. The primary objective is to analyze the income statement, the statement of cash flows, and the balance sheet from the perspective of the end users: the firm’s managers, stockholders, stakeholders, security analysts, suppliers, lending institutions, employees, labor unions, regulatory agencies, and the general public. The case study method will be used throughout the course. Prerequisites: Accounting 222, Business 241, and junior standing.

344 Security Markets (3)  Spring, Odd
This course is designed to cover the basics of investing, ranging from the descriptive materials on how securities are bought and sold to the theoretical materials on how securities are valued in an efficient financial market. Corporate securities, security markets, exchanges, and market mechanics will be discussed. The legal and ethical dimensions of investing will be incorporated into the presentations and discussions. Prerequisites: Accounting 222, Business 241, and junior standing.

345 Risk Management and Insurance (3)  Spring, Even
This course is designed to provide a basic understanding of how insurance works and how the insurance industry operates. Topics covered include property and liability insurance, personal insurance, commercial insurance, financial instruments and services provided by the insurance industry, and risk management. Prerequisites: Business 241 and junior standing.
346 Global Finance (3)  
Spring, Odd
This course is designed to provide an understanding of the financial needs, requirements, and opportunities of a U.S.-based multinational organization. Topics studied will include but are not limited to the following: the global financial environment, exchange rate management, financial risk management, and asset and liability management. Prerequisites: Business 344, Economics 305, and junior standing or permission of instructor.

351 Contract Law (3)  
Fall, Odd
A study of the laws related to contracts, contractual relationships, negotiable instruments, bailments, sales, agency and commercial paper. The Uniform Commercial Code (UCC) provides the legal framework for the course. Integrated within the course will be discussion cases to acquaint the student with the ethical issues from a Christian perspective. Prerequisite: junior standing.

353 Legal Environment of Business (3)  
Spring
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. Prerequisite: junior standing.

361 Human Resource Management (3)  
Spring, Odd
This course will provide an overview of the field of human resource management and the nature of human resource activities in an organization. The course will explore the essentials of HR management, key HR legislation, recruitment and selection techniques, the basics of compensation and benefits, training and performance appraisal, diversity in the workplace; HR development; employee and labor relations; and occupational health, safety, and security. Prerequisites: Business 121 and junior standing.

362 Organizational Behavior (3)  
Fall
An analysis through readings, case discussion, research, and exercises of the conceptual framework for understanding human behavior in organizations. Emphasis on the development of personal knowledge and skills in interpersonal, group, and organizational relationships and activities. Prerequisites: Business 121 and junior standing.

371 Operations Management (3)  
Fall, Odd
An introduction to the concepts, techniques, and applications of operation/production management, with practical applications in manufacturing and service organizations. The managerial issues will be combined with the technical tools and quantitative applications. This is an appropriate course for students in all functional areas of business who need a body of knowledge in P/OM to promote quality and productivity in their future jobs. Prerequisites: Accounting 222, Business 241, Mathematics 141 and 151, and junior standing.
380 Teaching Business Education in Grades 6-12 (3)  
This course is designed to complement Education 380: General Education Methods. 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. Prerequisites: acceptance into the teacher education program, and Education 380 or current enrollment.

399 Independent Study in Business (2-4)  
Fall, Spring  
This is an opportunity for students to do guided independent research on selected topics particularly related to current business practice. It will be the student's responsibility to define and outline the research project and to arrange for a faculty supervisor. Departmental approval of the research proposal is required. Prerequisites: senior standing and 3.0+ GPA.

401 Topics in Business (2-4)  
Varies  
This course provides an opportunity to study the current critical issues and “hot topics” in business. Topics may include but are not limited to the functional areas of management, marketing, finance, operations, technology, and economics. Students will be provided with the opportunity to conduct research in their particular areas of interest while working closely with one or more of the business department faculty. Prerequisites: junior standing or permission of instructor.

423 Organizational Consulting (3)  
Fall  
A senior capstone course required of all business majors. The primary focus is on preparing the student for assimilation into the professional work force. Students, working in teams, will participate in an organizational consulting assignment in cooperation with their client and the Service Corps of Retired Executives. Meets field education graduation requirement. Prerequisites: Business 321 and a GPA of 2.0.

425 Internship in Business (4-9)  
Spring, Summer  
The student will spend a semester serving in an entry-level professional position in a business firm, under the direction of the firm and the business department. Responsibilities include periodic on-campus seminars. Prerequisites: senior standing and business department faculty approval.

Economics Courses  
Note: Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

121 Macroeconomics (3)  
Fall, Spring  
A study of the choices societies must make regarding the use of resources. This course traces the historical development of economic society, evaluates the appropriateness of the market system for making economic decisions, and examines the United States economic system particularly as it addresses the problems of inflation, unemployment, and growth. Fulfills the social science general education requirement.
122 Microeconomics (3)  Fall, Spring
A study of economic choices made by individuals and organizations in a market economy. This course examines behavior of individuals and institutions and compares economic systems. Prerequisite: Economics 121 or permission of instructor.

225 World Poverty and Economic Development (3) - CCS  Fall, Odd
A study of causes of widespread poverty, primarily in the Third World countries, and development of policies designed for its alleviation. Special emphasis is placed on the responsibility of First World institutions in addressing this issue. Fulfills one of the cross-cultural studies general education requirements.

305 Money and Banking (3)  Fall, Even
The Federal Reserve System, commercial banking, money, monetary policy, and fiscal policy are discussed. Financial institutions are detailed and described operationally and the impact of current federal legislation is integrated into the course. Prerequisites: Economics 121 and junior standing.

322 Entrepreneurial Service Learning (3)  Spring
Students will design and implement economically focused projects for middle school and high school students that demonstrate how the free enterprise system and entrepreneurship function in our economic system. Students will be given an opportunity to implement these projects in an educational environment within the schools in the communities surrounding Trinity Christian College. This course will allow students to learn about the free enterprise system in a real working environment. This course will challenge students to use the knowledge they have obtained in the classroom to better their surrounding communities. Students may teach concepts, such as budgeting, accounting, and supply and demand. In addition, they may help mentor at-risk students or budding entrepreneurs get their plans off the ground. Prerequisites: Economics 121, junior standing or permission of instructor.

353 History of Economic Thought (3)  Spring, Even
This course is a representative study of the economic ideas that had a formative role in shaping economic theories and institutions from the Reformation to the present. This course is identical to History 353.

399 Independent Study in Economics (2-4)  Fall, Spring
This is an opportunity for the student to do guided independent research of selected topics particularly related to current economic conditions. It will be the student's responsibility to define and outline the research project and to arrange for a faculty supervisor. Departmental approval of the research proposal is required. Prerequisites: junior standing and 3.0+ GPA.

BUSINESS COMMUNICATION
See Communication Arts

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The chemistry major is designed to prepare students for professional careers in chemistry, medicine, and teaching, or for graduate studies. The program includes opportunity for research and independent study for upper-level students. There is opportunity for excellent field experience assignments in area laboratories or other agencies. Instrumentation in the chemistry labs is augmented by instruments available to chemistry students at Argonne National Laboratories.

The **chemistry major** consists of 48-50 hours:

**Required of all majors:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 103-104</td>
<td>Fundamentals of Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 205-206</td>
<td>Organic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 331</td>
<td>Physical Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 391</td>
<td>Science Majors Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 392</td>
<td>Science Majors Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 400</td>
<td>Field Education</td>
<td>2-4</td>
</tr>
</tbody>
</table>

**Plus one of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 303</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 305</td>
<td>Advanced Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 332</td>
<td>Physical Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 333</td>
<td>Environmental Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 340</td>
<td>Instrumental Methods of Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required cognate courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 111-112</td>
<td>Calculus</td>
<td>8</td>
</tr>
<tr>
<td>PHYS 211-212</td>
<td>Physics</td>
<td>8</td>
</tr>
</tbody>
</table>

**Recommended:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 151 or 351</td>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>
The secondary chemistry education major consists of 54 hours:

- CHEM 103-104 Fundamentals of Chemistry 8 hours
- CHEM 202 Quantitative Analysis 4 hours
- CHEM 205-206 Organic Chemistry 8 hours
- CHEM 331 Physical Chemistry 4 hours
- CHEM 391 Science Majors Seminar 1 hour
- CHEM 392 Science Majors Seminar 1 hour
- one chemistry elective 4 hours
- SCI 380 Teaching Science in Grades 6-12 3 hours

Required cognate courses:
- BIOL 100 Introduction to Biological Science 3 hours
- GEOL 101 Earth Science 3 hours
- MATH 111-112 Calculus 8 hours
- PHYS 211-212 Physics 8 hours

Students with a teaching major in chemistry education will minor in education and follow the secondary education minor course requirement as listed in the education department section of the catalog.

The chemistry minor, 19 hours, consists of the following:

- 103-104 Fundamentals of Chemistry 8 hours
- 205-206 Organic Chemistry 8 hours
- One elective in chemistry (200-level or higher) or physics 3-4 hours

Chemistry Courses

Note: Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

100 Chemistry in Society (3)

This course introduces students to the methods of science, basic chemistry, and the role of chemistry in our modern world. The course includes a one-and-one-half hour laboratory period each week. Note: Designed to meet the physical science general education requirement for non-science majors, this course does not count toward the completion of a chemistry major or minor.

101 General Chemistry (4)

This introductory course presents the fundamental principles of inorganic chemistry, emphasizing applications relevant to health sciences. Basic treatment of stoichiometry, atomic structure, bonding, states of matter, solutions, and chemical reactions is given. One three-hour laboratory period per week is included. Chemistry 101 does not count toward a chemistry major or minor.
102 Principles of Organic and Biochemistry (4)  
An elementary treatment of organic and biochemistry studying the fundamental classes of organic compounds and their syntheses and reactions, followed by a survey of the chemistry involved in living systems. One three-hour laboratory per week is included. The course emphasizes applications relevant to health sciences. Chemistry 102 does not count toward a chemistry major or minor. Prerequisite: Chemistry 101.

103 Fundamentals of Chemistry (4)  
An introduction to the basic laws and theories of modern chemistry (including atomic and molecular structure, bonding, solids, liquids, gases, and solutions); stoichiometry, and thermodynamics. The laboratory work stresses quantitative experiments designed to illustrate basic laws. The course includes three lectures and one three-hour laboratory period per week.

104 Fundamentals of Chemistry (4)  
A continuation of 103 includes equilibrium, electrochemistry, kinetics, and the descriptive chemistry of the elements. The laboratory work stresses equilibrium and the solution chemistry of the elements as illustrated by the techniques of qualitative inorganic analysis. Prerequisite: Chemistry 103.

202 Quantitative Analysis (4)  
This course consists of two hours of lecture and six hours of laboratory per week. Approximately equal emphasis is placed on (1) a study of the theory underlying various analytical methods including equilibrium manipulation, electrochemistry, and optical methods of analysis, and (2) the mastery of the laboratory techniques needed for the routine analyses of unknowns, using classical methods as well as instrumental methods. Prerequisite: Chemistry 104.

205 Organic Chemistry (4)  
This concentrated introduction to the chemistry of carbon compounds emphasizes the integration of descriptive chemistry with basic principles: bonding theory, reaction mechanisms, stereochemistry, acid-base relationships, and others. For the most part, aliphatic compounds are treated. The laboratory work, consisting of one four-hour laboratory period per week, introduces the student to various techniques and stresses preparative procedures of typical organic compounds. Prerequisite: Chemistry 104.

206 Organic Chemistry (4)  
This continuation of 205 increases emphasis on the chemistry of aromatics, heterocycles, and “natural” products. The laboratory work is more quantitative and introduces the use and theory of various spectral methods. Prerequisite: Chemistry 205.

303 Biochemistry (4)  
This study combines the intermediary metabolic pathways and corresponding chemical structure with an overview of enzyme mechanism and kinetics, bioenergetics, and macromolecular biosynthetic pathways. Students participate in a four-hour lab period each week. Prerequisites: Chemistry 206, Biology 306, or approval of instructor.
305 Advanced Organic Chemistry (4)  
These lectures consist of a study of selected topics in advanced organic chemistry with considerable time spent on the use of spectral methods of analysis (infrared, ultraviolet, mass spectroscopy, nuclear magnetic resonance spectroscopy) in the qualitative identification of organic compounds. Laboratory work consists of classical separations, qualitative organic analysis, and use of spectral techniques to identify organic unknowns. Use of the chemical literature, including complete literature searches to aid in syntheses and subsequent reports, is emphasized. Prerequisite: Chemistry 206.

324 Individual Research (2-4)  
Fall, Spring
Must be arranged with a member of the chemistry department prior to registration.

331 Physical Chemistry I (4)  
Fall, Odd
A study of gas laws, chemical and physical equilibria, thermodynamics, and kinetic molecular theory. Students participate in a four-hour lab period each week. Prerequisites: Chemistry 202 and Physics 212 or concurrent registration; Mathematics 112 or permission of instructor.

332 Physical Chemistry II (4)  
Varies
This continuation of Chemistry I covers studies in kinetics with increased focus on mechanisms. It also discusses quantum theory with application to atomic and molecular structure, statistical mechanics/kinetic theory, and electronic, rotation/vibration, and magnetic resonance spectroscopies. Students participate in a four-hour lab period each week. Prerequisite: Chemistry 331 I.

333 Environmental Chemistry (4)  
Summer
Principles and analysis of chemical movement and distribution in natural environments. Sampling and analytical methods are included for water, soil, and air. Students work in natural habitats and in the laboratory. Prerequisites: one year of General Chemistry and one semester of Organic Chemistry. This course is offered through Trinity's affiliation with AuSable Institute of Environmental Studies at Mancelona, Michigan. See description of the program under the Biology listings.

340 Instrumental Methods of Analysis (4)  
Varies
This course introduces the principles of spectroscopic, electrometric, and chromatographic methods of analysis and the types of instruments currently available. Several Argonne staff members describe the instruments they use, including strengths and weaknesses, and guide the student through basic uses of the instruments. Prerequisite: Chemistry 202.

391 Science Majors Seminar (1)  
Spring
A seminar for all junior majors in biology and chemistry. Meets one hour per week to discuss the nature of scientific research, the relationship between faith and science, and ethical issues. Students begin developing a major paper on the ethics of a scientific topic. Prerequisite: junior standing.

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392 Science Majors Seminar (1)  Spring
A seminar for all senior majors in biology and chemistry. Similar to Chemistry 391 but includes the completion and oral presentation of the major paper begun in CHEM 391. Prerequisite: senior standing.

395 Special Topics in Chemistry (2)  Fall
Each fall, the chemistry division of the Associated Colleges of the Chicago Area (ACCA) offers a special course given in a seminar format by experts in that field. The class meets one evening per week off site. The topic for fall 2008 Nuclear Chemistry.

399 Independent Study (2-4)  Fall, Spring
Topics selected from student’s major interests. Prerequisite: permission of the department.

400 Field Education (2-4)  Fall, Spring
Must be approved by a member of the department prior to registration.

Through our membership in the Associated Colleges of the Chicago Area (ACCA), students have opportunity to hear outside lecturers or participate in special group programs in chemistry (see Chemistry 395). Students also may present the results of laboratory or literature investigations at the annual ACCA student symposium. Students anticipating graduate study especially are encouraged to make such a presentation.
The church and ministry leadership major is based in the liberal arts, incorporates significant field experience, and draws on the resources of the Chicago area churches and parachurch agencies, preparing students to be of immediate service to churches and Christian agencies locally and beyond.

Requirements for the church and ministry leadership major include courses to satisfy the requirements of a minor in theology. Due to program overlap, students who complete the church and ministry leadership major must also complete a second minor program. Sociology, psychology, or communication arts are recommended areas for the second minor.

Students meet the oral communication requirement of general education by taking Communication Arts 101. The capstone requirement is met through Senior Seminar 401. The field education requirement is met through a required internship.

The **church and ministry leadership major** consists of 52 hours and includes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHML 101</td>
<td>Introduction to Church and Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CHML 201</td>
<td>Administration and Leadership for Church and Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CHML 203</td>
<td>Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>CHML 302</td>
<td>Evangelism for the Church</td>
<td>3</td>
</tr>
<tr>
<td>CHML 400</td>
<td>Field Education/Internship</td>
<td>6</td>
</tr>
<tr>
<td>CHML 401</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 243</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>THEO 221</td>
<td>Biblical Literature: the Pentateuch</td>
<td>3</td>
</tr>
<tr>
<td>THEO 232</td>
<td>Biblical Literature: the Epistles</td>
<td>3</td>
</tr>
<tr>
<td>THEO 301</td>
<td>Basic Teachings of the Christian Faith</td>
<td>3</td>
</tr>
<tr>
<td>THEO 304</td>
<td>The Nature and Ministry of the Church</td>
<td>3</td>
</tr>
<tr>
<td>THEO 343</td>
<td>Religion in America</td>
<td>3</td>
</tr>
</tbody>
</table>
Two church and ministry leadership electives from the following:

- CHML 202 Introduction to Youth Ministry 3 hours
- CHML 305 Urban Ministry 3 hours
- CHML 307 Worship Leadership 3 hours
- THEO 242 Cross-Cultural Missions 3 hours

One Biblical Literature elective from:

- THEO 222 Historical Books 3 hours
- THEO 223 Wisdom Books 3 hours
- THEO 224 Prophets 3 hours
- THEO 231 Gospel and Acts 3 hours
- THEO 233 Biblical Literature: The Future in Biblical Perspective 3 hours

One social science elective from:

- PSYC 123 Life Span Development 3 hours
- PSYC 201 Psychology of Personal Growth 3 hours
  or 211 Basic Helping Skills 3 hours
- SOC 241 Sociology of Marriage and Family 3 hours
- SOC 246 Urban Sociology 3 hours
- SOC 260 Sociology of Race and Ethnicity 3 hours
- SOC 250 Sociology of Social Problems 3 hours
- SOC 331 Sociology of Religion 3 hours

The church and ministry leadership minor consists of 21 hours and includes:

- CHML 101 Introduction to Church and Ministry 3 hours
- CHML 201 Administration and Leadership for Church and Ministry 3 hours
- CHML 203 Spiritual Formation 3 hours
- CHML 302 Evangelism for Church and Ministry 3 hours
- PSYC 243 Group Dynamics 3 hours
- THEO 221 Biblical Literature: the Pentateuch 3 hours
- THEO 231 The Gospels and Acts 3 hours
  or 232 Biblical Literature: the Epistles 3 hours

Church Music Interdisciplinary Minor

Please see Interdisciplinary Minors, page 178.
Church Ministry & Leadership Courses

Note: Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

101 Introduction to Church and Ministry (3)  Fall
This course is designed to introduce students to the theological foundation for and the historical development of ministry and calling within the context of the local church. The course will seek to provide students with an understanding of the tools that lead to their own philosophy of ministry (mission, vision, and core values) within the various church ministry settings. Contextual models of ministry will be examined in this course.

201 Administration and Leadership for Church and Ministry (3)  Fall, Even
This course serves as a basic introduction to the principles and issues related to administration and leadership within any ministry setting. Issues to be studied include the definition of leadership, the vision of a leader, the heart of a leader and many of the practical challenges of daily ministry leadership.

202 Introduction to Youth Ministry Leadership (3)  Spring, Even
This course will examine the nature and needs of adolescents, their moral and faith development, and models for youth ministry in the local church and/or Christian organization. Prerequisites: Church and Ministry Leadership 101 and sophomore standing.

203 Spiritual Formation Spring (3)  Spring
This course will introduce students to foundational concepts and practices in the area of the spiritual disciplines, which provide a needed pathway for their own spiritual formation and ability to teach spiritual formation to others. Stages of spiritual formation and its barriers also are discussed.

302 Evangelism for Church and Ministry (3)  Spring, Odd
A study of the theology, history, culture, and practice of mission in the context of the local church and/or Christian organization, including a brief overview of evangelism and mission in the urban and cross-cultural missions settings. Prerequisites: Church and Ministry Leadership 101 and junior standing.

305 Urban Ministry Leadership (3)  Spring, Odd
This course will introduce and expose students to issues related to ministry in urban areas. Students will gain an understanding of both the challenges and rewards of ministry in urban settings. Students also will be exposed to an understanding of holistic ministry in the urban setting. Prerequisites: Church and Ministry Leadership 101 and junior standing.
307 Worship Leadership (3) Fall, Odd
This course will introduce students to worship in the Old & New Testaments, with an overview of its development over the centuries. The primary focus is on the theological development of worship in a postmodern world. Included in this focus is the development of skills and strategies for planning and leading public worship in a variety of ministry settings, the development of a worship team, and the necessary formation of a worship leader. Prerequisites: Church and Ministry Leadership 101 and junior standing.

400 Field Education/Internship (6) Fall, Spring

401 Senior Seminar (1) Spring
This is a capstone course that will meet one hour weekly during the spring semester. Students will meet to discuss how a Christian worldview specifically influences the development and implementation of ministry leadership, and plans and strategies that have been developed throughout both the general education program and the entire church and ministry leadership major. Students will revisit the philosophy of ministry they began to develop in Church and Ministry Leadership 101, seeking to refine it toward the specific ministry setting they anticipate working in. They will give an oral update weekly and a final oral presentation toward the end of the semester.
COMMUNICATION ARTS/BUSINESS COMMUNICATION

Annalee R. Ward, Ph.D., department chairperson

The department of communication arts seeks to graduate competent, Christ-like communicators who are able to engage cultural critically with a kingdom vision. The mission of the department is to provide broad yet integrative perspective, knowledge, and skill development on the powerful, practical, and creative component of human nature called communication. All this is done within the boundaries of a biblical perspective as shaped by the Reformed tradition.

With our goal and mission in mind, we offer two majors: Communication Arts or Business Communication and two minors: Communication Arts and Theatre. Communication Arts majors choose a concentration in communication studies, media, theatre, or film. The multiple options equip diverse student interests and career goals by exploring contexts, theories, and applications as well as developing skills in speaking and writing.

The communication arts major consists of 36-46 hours. Majors complete a common 21 hours of core and competencies AND must choose a concentration from Communication Studies, Film Studies, Media Studies, or Theatre. The field education requirement is met in COMM 410. All majors are strongly encouraged to pursue an internship experience, COMM 400.

Required of all majors:

<table>
<thead>
<tr>
<th>Core (15 hours)</th>
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</thead>
<tbody>
<tr>
<td>COMM 111    Foundations of Human Communication</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 231    Mass Media and Society</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 301    Communication Theory</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 333    Communication Ethics</td>
<td>3 hours</td>
</tr>
<tr>
<td>COMM 410    Senior Seminar</td>
<td>3 hours</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competencies (6 hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101    Fundamentals of Public Speaking</td>
<td>3 hours</td>
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</tbody>
</table>

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Choose one of the following:
COMM 201    Persuasive Speaking                           3 hours
COMM 225    Oral Interpretation                             3 hours
COMM 241    Introduction to Journalism                            3 hours
COMM 304    Communication Criticism                   3 hours

In addition to the above requirements, students must complete one of the following concentrations:

**Communication Studies (15 hours)**
Choose four of the following with at least one at the 300 level.
COMM 201    Persuasive Speaking                   3 hours
COMM 202       Interpersonal Communication               3 hours
COMM 225    Oral Interpretation                   3 hours
COMM 243    Group Dynamics                   3 hours
COMM 250    Intercultural Communication                3 hours
COMM 304    Communication Criticism                3 hours
COMM 325    Public Relations                   3 hours
COMM 346    Topics in Communication                3 hours
Plus one communication arts elective                   3 hours

**Note:** Competencies may not be counted towards hours required for Communication Studies concentration

**Film Studies (25 hours, 9 on campus, 16 LAFSC)**
COMM 234    Aesthetics of Film                   3 hours
Choose two of the following:
COMM 270    Acting                       3 hours
COMM 280    Production Design                          3 hours
COMM 316    Directing                      3 hours
COMM 237    Audio Production                  3 hours
COMM 238    Video Production                   3 hours
COMM 335    Video Editing                    3 hours
COMM 348    Topics in Media                   3 hours

**Los Angeles Film Studies Center Program (requires separate admission p. 128)**
LAFS 300    Hollywood Prod. Workshop                  3 hours
LAFS 310    Theology in Hollywood                4 hours
LAFS 320    Internship in Hollywood                6 hours
Choose one from the following:
LAFS 372    Motion Picture Production                   3 hours
LAFS 382    Screenwriting                          3 hours
LAFS 392    Independent Study                   3 hours
**Media Studies (17 hours)**

Choose one of the following:
- COMM 241  Introduction to Journalism  3 hours
- COMM 242  Media Writing  3 hours

Choose four of the following:
- COMM 234  Aesthetics of Cinema  3 hours
- COMM 237  Audio Production  3 hours
- COMM 238  Video Production  3 hours
- COMM 280  Production Design  3 hours
- COMM 335  Video Editing  3 hours
- COMM 348  Topics in Media  3 hours

Complete at least two of the following practicum:
- COMM 345  Journalism Practicum  1 hour
- COMM 355  Webcasting Practicum  1 hour
- COMM 365  Station Mgmt Practicum  1 hour

(Practicum may be repeated)

**Theatre (21 hours)**

- COMM 125  Principles of Theatre  3 hours
- COMM 225  Oral Interpretation  3 hours
- COMM 226  Theatre Practicum*  3 hours
  
or  
- COMM 227  Theatre Forum*  3 hours
- COMM 270  Acting  3 hours
- COMM 280  Production Design  3 hours
- COMM 316  Directing  3 hours
- ENGL 305  English Drama: Shakespeare  3 hours

* 1 hour course repeated 3 times

The business communication major is designed as an interdisciplinary major that prepares students to work in communicative dimensions of profit and non-profit organizations of various sizes. This preparation is accomplished through a program that blends principles and skills from business, communication, and computer science.

This major consists of 49-55 hours of the following:

**Core:**
- COMM 111  Foundations of Human Communication  3 hours
- COMM 231  Mass Media and Society  3 hours
- COMM 301  Communication Theory  3 hours
- COMM 333  Communication Ethics  3 hours
  
or  
- BUAD 301  Business Ethics  3 hours

- COMM 400  Internship  3-9 hours
- COMM 410  Senior Seminar  3 hours

**Competency:**
- COMM 101  Fundamentals of Public Speaking  3 hours
### Additional required courses:

- **BUAD 121**  
  **Principles of Management**  
  3 hours

- **BUAD 131**  
  **Principles of Marketing**  
  3 hours

- **BUAD 336**  
  **Advertising & Sales Promotion**  
  3 hours

- **BUAD 362**  
  **Organizational Behavior**  
  3 hours

- **BUAD elective**  
  **one 300-level Business course**  
  3 hours

- **ECON 121**  
  **Macroeconomics**  
  3 hours

  *or*  
  **ECON 122**  
  **Microeconomics**

- **CPSC 104**  
  **Spreadsheet Applications**  
  2 hours

- **CPSC 107**  
  **Web Page Design**  
  2 hours

Choose two from the following:

- **COMM 201**  
  **Persuasive Speaking**  
  3 hours

- **COMM 243**  
  **Group Dynamics**  
  3 hours

- **COMM 241**  
  **Introduction to Journalism**  
  3 hours

- **COMM 325**  
  **Public Relations**  
  3 hours

**Recommended for general education:**  
**MATH 151** and **COMM 250**.

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**Note:** If business communication majors choose to minor in business or in communication, they must complete all requirements for the existing minor plus additional hours for a total of 18 hours outside of the major courses for the business communication major. **Due to program overlap business communication majors cannot double-major with communication.** Students who minor in business must complete 18 unique hours in the business department including those required for the minor.

### The communication arts minor (18-21 hours):

- **COMM 111**  
  **Foundations of Human Communication**  
  3 hours

- **COMM 231**  
  **Mass Media & Society**  
  3 hours

- **COMM 301**  
  **Communication Theory**  
  3 hours

- **COMM 333**  
  **Communication Ethics**  
  3 hours

- **COMM electives**  
  **two elective courses**  
  6 hours

**Required Competency**

- **COMM 101**  
  **Fundamentals of Public Speaking**  
  3 hours

### The theatre minor (20 hours):

- **COMM 111**  
  **Foundations of Human Communication**  
  3 hours

- **COMM 125**  
  **Principles of Theatre**  
  3 hours

- **COMM 226**  
  **Theatre Practicum***  
  2 hours

  *or*  
  **COMM 227**  
  **Theatre Forum***

- **COMM 280**  
  **Production Design**  
  3 hours

- **COMM elective:**  
  **one 300-level course**  
  3 hours

- **ENGL 305**  
  **English Drama: Shakespeare**  
  3 hours

One from the following:

- **COMM 225**  
  **Oral Interpretation**  
  3 hours

- **COMM 270**  
  **Acting**  
  3 hours

- **COMM 316**  
  **Directing**  
  3 hours

*1 hour repeated 2 times

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admissions@trnty.edu
Communication Arts Courses

Note: Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

101 Fundamentals of Public Speaking (3)               Fall, Spring
A practical course with emphasis on composition (style, research, and reasoning), delivery, and criticism of public speech. Prerequisite: English 103 recommended.

111 Foundations of Human Communication (3)                  Fall
An establishment of the foundation of communication studies, its breadth, various cultural contexts, and the major issues and concerns in the field. This will set the agenda for developing a Christian worldview on communication studies.

125 Principles of Theatre (3)                       Fall, Even
This course studies theatre through analysis of its artistic principles, genres, and forms. It also emphasizes that theatre is an immediate art whose meaning is grasped through an understanding of the encounter between those who create theatre — performers, writers, directors, designers, technicians — and members of the audience. Students practice script analysis, investigate theatre history and theory, and participate in practical projects throughout the semester. Theatre resources in the Chicago area will be a part of this course. Fulfils the fine arts requirement.

201 Persuasive Speaking (3)                         Varies
Persuasive speaking builds on the principles learned in Fundamentals of Public Speaking. Emphasis is on building argumentation and persuasion skills through performances in various formats and on the application of rhetorical criticism. Attention is also given to parliamentary procedure. Prerequisite: Communication Arts 101.

202 Interpersonal Relations (3)                          Fall
This course examines perspectives on relationships between persons and the process of interpersonal communication. Through small-group interaction, students develop insight into styles of relating and communicating with others. This course is identical to Psychology 202.

225 Oral Interpretation (3)                      Spring
Oral interpretation introduces the student to an exploration of the analysis and performance of literature. Through exercises, lectures, readings, and performances, students discover, enjoy, and share their experiences with various literary genres. There are opportunities for both solo and group performances. Prerequisites: English 103 and 104. Fulfils the fine arts requirement.

226 Practicum in Theatre (1)                      Fall, Spring
A practice course emphasizing the development, production, and performance of drama. This course may be repeated.

227 Theatre Forum (1)                        Fall, Spring
A practice course that supports theatre productions and explores topics in theatre through lectures and activities. This course may be repeated.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>231</td>
<td>Mass Media and Society (3)</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>This course examines the nature of mass communication systems, the communication industries, the media support systems, and the impact of mass communication on society. Form, content, and consequences of mass media are emphasized through lectures, research, discussion, and application to the student's own media experience. Prerequisite: Communication Arts 111.</td>
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</tr>
<tr>
<td>234</td>
<td>Aesthetics of Cinema (3)</td>
<td>Fall, Odd</td>
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<td></td>
<td>This course examines the influence of technique on film as an art form and on the audience as viewer and participant. Students also examine the interrelationship of technique and content as it expresses directorial and cultural concerns. Students view and critique films seen inside and outside of class. Fulfills the fine arts requirement.</td>
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<tr>
<td>237</td>
<td>Audio Production (3)</td>
<td>Spring, Even</td>
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<td></td>
<td>This course surveys audio pre-production, production, and post-production, with a focus on developing basic audio skills, including familiarity with digital soundboard and use of sound effects.</td>
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<tr>
<td>238</td>
<td>Video Production (3)</td>
<td>Spring, Odd</td>
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<tr>
<td></td>
<td>This course develops an overview of video production terms, skills, and equipment through pre-production, production, and post-production work. Students write and direct various programs as well as gain experience in performance, lighting, staging, and technical operations.</td>
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<tr>
<td>241</td>
<td>Introduction to Journalism (3)</td>
<td>Spring</td>
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<td></td>
<td>An introductory course that acquaints the student with basic elements of journalistic writing. Students are expected to build skills to write articles for general assignment, specialty, and feature writing.</td>
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<tr>
<td>242</td>
<td>Media Writing (3)</td>
<td>Varies</td>
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<tr>
<td></td>
<td>This course acquaints students with the substantive, stylistic, and technical requirements peculiar to writing for broadcast journalism and dramatic programming across the spectrum of media outlets.</td>
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<tr>
<td>243</td>
<td>Group Dynamics (3)</td>
<td>Varies</td>
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<tr>
<td></td>
<td>This course utilizes the “self-analytic group” to study the group as a phenomenon distinct from the individual, the institution, and the crowd. It probes the foundation of human interaction and communication in face-to-face settings. Students analyze group structures; physical formations; emotional factors and attachments; and the evolution of leadership functions, norms, values, and procedures. This course is identical to Psychology 243 and Sociology 243. Prerequisite: sophomore standing.</td>
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<tr>
<td>250</td>
<td>Intercultural Communication (3) - CCS</td>
<td>Spring</td>
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<tr>
<td></td>
<td>An introduction to the conceptual background and problems of contemporary attempts to communicate between cultures, with exposure to certain skills necessary to make such encounters succeed in everyday life. Fulfills one of the cross-cultural general education requirements.</td>
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</tr>
</tbody>
</table>
270 Acting (3)  
This course studies the theory and art of acting for the stage. Through readings, discussions, play attendance, and numerous in-class exercises the students will become acquainted with the major principles of acting. Student scenework is a major component of the course. Prerequisite: Communication Arts 125 or permission of instructor.

280 Production Design (3)  
This course involves study of the basic principles, theories, and application of technical production in the areas of design, scenic and properties construction, costuming, lighting, and sound production techniques. The course includes lecture, demonstration, reading, and project work. Prerequisite: Communication Arts 125.

301 Communication Theory (3)  
An overview of theoretical perspectives on the dimensions and forms of communication in diverse contexts, such as interpersonal, group, organizational, and rhetorical. Prerequisite: Communication Arts 111.

304 Communication Criticism (3)  
Students write about and study analysis, assessment, and application of methods and/or ideologies in communication criticism as applied to various cultural artifacts. Prerequisite: Communication Arts 111.

316 Directing (3)  
This course studies the theory and art of directing for the stage. Through readings, discussions, play attendance, and numerous in-class exercises the students will become acquainted with the major principles of directing. Various practical exercises in hands-on directing are a major component of the course. Prerequisite: Communication Arts 125 or permission of instructor.

325 Public Relations (3)  
An exploration of the theories, process, and techniques involved in researching, planning, and implementing programs designed to influence public opinion and human behavior. Social and ethical responsibility are emphasized. Prerequisites: Communication Arts 101 and 241.

333 Communication Ethics (3)  
Grounded in philosophical ethics, students explore the ethical dimensions of human communication in its various contexts. Discussion, case study, and role-play develop understanding. Prerequisites: Communication Arts 111 and 231.

335 Video Editing (3)  
This course draws on the rich tradition of the production of visual imagery in photography, video, and film in order to introduce students to the theory and practice of video design. Students cultivate multiple editing styles that deploy a diverse array of historical and contemporary technologies. Developing these skills will enable students to build not only a substantial
knowledge of the video editing craft, but also a modest portfolio of finished projects. Special attention will also be paid to the message-making and narrative-constructing capacities, as well as to pertinent ethical issues, of video design serviceable in the workplace and church alike.

345 Journalism Practicum (1) Fall, Spring
This course will give students time and opportunity to evaluate and improve the student newspaper, the Courier, and will take up issues in reporting, writing, layout, and management. This course may be repeated.

346 Topics in Communication (3) Varies
These courses focus on salient topics in communication arts such as political communication, family communication, or other current issues as interest and need demand.

348 Topics in Media (3) Varies
These courses focus on salient topics in media communication such as religion and film, media criticism, or other current issues as interest and need demand.

355 Webcasting Practicum (1) Fall
This course translates the practices of radio broadcasting into the skills needed for webcasting, including the management of audio data, the navigation of playlists, the creation of programming, and the coordination of broadcast events. This course may be repeated.

365 Station Management Practicum (1) Varies
In order to acquaint students with operations and procedures in radio station management, this course details the structure of a working radio station, the airshifts of the station dayclock, the development of programming, the handling of radio personnel issues, and the complexities of commercial advertisement and station marketing. This course may be repeated.

399 Independent Study (2-4) Varies
Topics are selected from students’ major interests.

400 Internship in Communication (3-9) Varies

410 Senior Communication Seminar (3) Fall
A capstone course that orients students to their academic past and professional future. Students demonstrate their knowledge and skills developed throughout the entire major, and formulate strategies for beginning their professional careers. Assignments include developing a major project, a resume, a portfolio, a philosophy of Reformed Christian communication, and completing a comprehensive exam over core communication classes. Meets field education requirement. Prerequisites: communication arts major and completion of communication arts core classes.
LOS ANGELES FILM STUDIES CENTER

The Los Angeles Film Studies Center provides an opportunity to study the Hollywood film industry in a Christian, residential, “on location” setting. As a program sponsored by the Council for Christian Colleges & Universities, the Los Angeles Film Studies Center is academically grounded in a Christian liberal arts context. Efforts are made to integrate biblical faith throughout the curriculum and community life.

The mission of the Los Angeles Film Studies Center is to prepare persons academically for placement in the mainstream Hollywood film industry, preferably in decision-making positions, with a Christ-centered vision to influence film content, the production process, and interpersonal relationships dynamically. In addition, the mission includes the development of advocates to advance an informed and discerning approach to understanding the media, as well as an appreciation for, and support of, the work of their peers in Hollywood.

This is a semester long internship/seminar experience for upper-level students. Students will live in the Los Angeles area, study film and the film industry through LAFS 300, LAFS 310, and LAFS 320 plus one elective, earning 16 semester-hours credit. It requires a separate application. Admission is not guaranteed.

LAFS 300 Hollywood Production Workshop (3)

Students work in groups to create a festival-ready piece, including all the legal documentation and rights to enable the finished production to qualify for festival submission. The course offers students the opportunity to make a motion picture production using Hollywood locations, resources, and protocol. Students participate in a competitive vetting process of scripts, pitches, and meetings much like the process of the professional industry. For example, those who want to direct will submit reels for review by a selection panel. This course operates as a community-building experience in which all students participate in at least one key role in the production process. The course also offers small-group tutorials for each student's production position. The workshop environment is designed specifically to meet the needs of both novice and experienced students. The major emphases of the course are the importance of each contribution to a production, the process of production, and effective production management. This course compliments the more specialized, skill-focused elective courses and is taught by professional, experienced Christian filmmakers with credits in the Hollywood industry.

LAFS 310 Theology in Hollywood (4)

This course encourages the development of the necessary skills for analysis of the culture of Hollywood, its role in popular culture, and the theological intersections therein. The course seeks theological engagement with the culture of Hollywood and cinema by investigating some of the social, ethical, and psychological implications of film upon theology. The course is presented in four modules, each building on the content of the previous module: 1) an analysis of the culture of Hollywood; 2) a study of theology/Bible and engagement with Hollywood and cinema; 3) Christian ethics and the culture of Hollywood; and 4) a capstone examination of Christian vocation in Hollywood. All students participate in a team-taught lecture seminar led by a professor of theology. Students also participate in small-group tutorials, service-learning, and discussions.
LA8S 320 Internship: Inside Hollywood (6)

Students participate in an internship experience in some aspect of the Hollywood entertainment industry. These are nonpaying positions primarily in an office setting such as development companies, agencies, management companies, post-production facilities, etc. Students work 20 to 24 hours a week, spread over a three-day schedule and accumulate 200-250 hours for the semester. Orientation to the internship includes an overview of the creative and operational aspects of the Hollywood entertainment business, including the Christian's role working therein. The internships do not include positions on actual filmmaking locations. Instead, students work in offices as support personnel to producers, writers, directors, agents, post-production personnel, and others involved in the total process of producing and distributing a major motion picture. The LA8FSC provides interns to many of the major companies within Hollywood.

Students choose one class from the following electives:

LA8S 372 Motion Picture Production (3)

This is an intense, hands-on course in short-film production. Students individually write, shoot, direct, and edit their own projects. Visual storytelling is achieved through developing skills in directing, cinematography, and editing. The course is designed to enable both novice and advanced students to develop their integration of story with technical skill. The course is taught by professional, experienced Christian filmmakers with credits in the Hollywood industry.

LA8S 382 Professional Screenwriting (3)

This is a course in contemporary screenwriting, including an understanding of dramatic structure, character and dialogue development, and the writing process. Students complete a full-length screenplay for a feature film or “movie-of-the-week.” Whether novice or advanced, students are expected to develop and improve their skills. Emphasis is given to the role of Christian faith and values as they relate to script content. The course is taught by a working, credited Christian screenwriter.

LA8S 392 Independent Study (3)

This course may be set up by special request and arrangement. In order to be considered, students may submit a portfolio and a project proposal. Students with approved projects will be appointed a mentor who is a professional in the Hollywood industry to supervise the project. Projects could include further development of a portfolio or reel, critical research, or a senior thesis project.

Note: The independent study option is not guaranteed and is intended for students with experience in a specific area of cinema or those needing to complete a senior project for graduation. The number of independent studies offered each semester will be determined by LA8FSC faculty, the availability of a suitable mentor, and approval from the College’s communication arts department.
SEMESTER IN NICARAGUA - SPRING SEMESTER

This program is held in Managua. The heart of the program is an internship with the host partner, the Nehemiah Center. This program provides the Communication Arts or Business Communication major—including those with a media studies concentration—a cross-cultural setting to apply newly acquired communication skills along with Nicaraguan Christian leaders seeking to be agents of transformation in society. Non-Communication Arts majors may participate in this program with faculty approval. The program includes topics courses in Communication (346) or Media (348), an internship, an orientation to the activities of the Nehemiah Center and a history of Nicaragua course taken at Ave Maria College of the Americas (AMCA). Spanish courses are also available at AMCA and may be required for students who have not taken college-level Spanish. The faculty program contact is the Communication Arts Department. Students should have at least a 2.5 GPA to participate in this program.

100 Beginning Spanish (3)
This introductory course is for students who have not taken any Spanish at the college level.

101 Orientation to the Nehemiah Center (1)
This course introduces students to the activities of the Nehemiah Center.

150 History and Culture of Nicaragua (3)
A survey course about the history and culture of Nicaragua.

300 Field Experience (8)
Students will work with the Nehemiah Center staff and Nicaraguan Christian leaders. Credit towards a department's major (field education/internship) is granted at the discretion of each department. Students should check with his/her adviser when considering the program. Trinity students will enroll in this course if the field experience does not count towards the student's major. Non Trinity students will enroll in NIC 300.

346 Topics in Communication (3)
These courses focus on salient topics in communication arts such as political communication, family communication, or other current issues as interest and need demand.

348 Topics in Media (3)
These courses focus on salient topics in media communication such as religion and film, media criticism, or other current issues as interest and need demand.

400 Field Experience (8)
Students will work with the Nehemiah Center staff and Nicaraguan Christian leaders. Credit towards a department's major (field education/internship) is granted at the discretion of each department. Students should check with his/her adviser when considering the program. Trinity students will enroll in NIC 400 if the field experience can be used for the field education requirement for the student's major.
COMPUTER SCIENCE

David B. Klanderman, Ph.D., department chairperson

"As the world becomes increasingly technological, the demand is growing for people who are knowledgeable in computer sciences. Here at Trinity Christian College I am able to obtain that knowledge and learn to apply it through a Christian worldview."

Brandon Huisenga '10
Computer Science (Saint John, Indiana)

The computer science major is designed to prepare students for professional careers in programming, application systems design, and application systems administration. Because of the tight integration between computer science and mathematics, the computer science major will include a mathematics minor as part of the requirements of the major. Some computer science majors will also be well prepared for advanced training in computer science at graduate schools. Students desiring to major in computer science are encouraged to complete at least one semester of high school computer science.

The computer science major consists of 54 hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 111</td>
<td>Elements of Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 112</td>
<td>Elements of Programming II</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 202</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 231</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 400</td>
<td>Field Education</td>
<td>2</td>
</tr>
<tr>
<td>CPSC 401</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Plus six courses numbered at the 200 or 300-level. 18 hours

Required Cognate Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Analytic Geometry &amp; Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Analytic Geometry &amp; Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Analytic Geometry &amp; Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 351</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

The computer science minor consists of at least 18 semester-hours in the discipline.

The following courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 111</td>
<td>Elements of Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 112</td>
<td>Elements of Programming II</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus four courses at the 200-level or above. 12 hours
Computer Science Courses

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

**104 Spreadsheet Applications (2)**  
Fall, Spring
This course is intended to provide hands-on use of the computer utilizing the spreadsheet software component of Microsoft Office. Topics include creation and editing of spreadsheets, creation of graphical displays of spreadsheet information, design of spreadsheet templates, use of functions and macros, pivot (crosstab) tables, list processing, and WEB tools. Prerequisite: Windows XP experience.

**107 Web Page Design (2)**  
Fall
This course introduces the basics of Web page construction and Web site organization to communicate a consistent client message. Platform-independent textual and graphical elements, creation of hypertext links, efficient use of computer resources, appropriate use of color and navigational signals will be studied in detail. Optional topics include frame design, animated graphics, image maps, interactive forms, and java applets. The skills are developed in the context of sensitivity to a consistent design scheme and to an awareness of the communicative dimensions including audience and overall message.

**109 Technology in Education (3)**  
Fall, Spring
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. Prerequisites: A working knowledge of word processing; communication software (e-mail); Web browsing for research; basic computing technology; operation of computer systems including installing, troubleshooting, and using software; and copyright regulations. The content knowledge list will be assessed through advising and student self-reporting.

**111 Elements of Programming I (3)**  
Fall
This course lays the foundations in programming. Students receive an overview of programming methodology and learn to write programs using good style and accepted practices. C++ is taught in the Windows environment. The student will learn structured programming, simple data types and associated operations, input/output, and pointers. Prerequisite: 4 years of high school mathematics, mathematics 111 or mathematics 141 (concurrent enrollment of either mathematics course is acceptable).

**112 Elements of Programming II (3)**  
Spring
A continuation of Computer Science 111, with an emphasis on object-oriented programming, recursion, an introduction to data structures using STL (Standard Template Library), and advanced input/output topics. Prerequisite: Computer Science 111.
202 Data Structures and Algorithms (3)  
This course will focus on the analysis and strategies of data structures and their algorithmic implementations. These structures include arrays, vectors, stacks, heaps, linked lists, queues, and priority queues, trees, and graphs. Methods of analysis include magnitude of asymptotic growth of program resource requirements. Prerequisite: Computer Science 112 and Mathematics 210.

203 Computer Organization and Assembly Language Programming (3)  
This course examines computer organization and architecture, memory organization, addressing, register processing, assembly language programming, microprogramming and computer system architecture. Prerequisite: Computer Science 112.

221 Operating Systems (3)  
Students develop an understanding of the organization and architecture of computer systems at the register-transfer and programming levels of system description, learn the major concept areas of operating systems principles, and study interrelationships between the operating system and the architecture of computer systems. Prerequisite: Computer Science 112.

231 Database Systems (3)  
This course looks at the logical description of data and its physical representations in relational databases. The relational model will be compared and contrasted with hierarchical and network models. Students will learn database theory and develop fully normalized database scheme. The course will include an introduction to the SQL data query language. Prerequisite: Computer Science 111.

251 Visual Programming (3)  
This course introduces the use of visual languages to program Windows and Web applications. Students will learn to work with visual interface objects and produce programs that access relational databases. Prerequisite: Computer Science 111.

252 Unix: Concepts and Administration (3)  
This course offers an overview of Unix systems. In addition to learning central concepts of Unix, students gain knowledge and experience in the administration and management of Unix-based computer systems. Prerequisite: Computer Science 111.

260 Information Technology Management (3)  
This course will focus on 10 Information Technology management processes identified as core processes by the Information Technology Infrastructure Library (ITIL), a well-known IT international standards body. These include five processes under the category of Service Delivery and five under the category of Service Support. Students will learn the full breadth of issues that must be addressed to manage IT as a business.
301 Systems Analysis (3)  Varies
This course examines the methods and procedures used in application systems analysis and design, and looks at tools used in specifying the requirements of a project. Students compare and contrast traditional methods against the more modern object-oriented methods. Prerequisite: Computer Science 111.

311 Programming Languages (3)  Varies
This course is a comparative study of programming languages and their features. The aim is to develop an understanding of the organization of programming languages, especially the run-time behavior of programs, and to continue the development of problem solution and programming skills introduced in the elementary-level material. Students gain experience with ML, JAVA, and Prolog so they may see a variety of language features in the context of their implementation. Prerequisite: Computer Science 202.

341 Numerical Analysis (3)  Varies
This course is a study of solutions of non-linear equations, systems of equations, and differential equations. Other topics include interpolation, approximation, and numerical integration. This course is identical to Mathematics 341. Prerequisites: Computer Science 112 and Mathematics 210.

370 Topics in Computer Science (3)  Varies
A study of a specific topic in Computer Science. Subjects might include Artificial Intelligence, Data Mining, Cryptography and other pertinent topics of the day. This course is not offered on a regular basis.

400 Field Education (2-4)  Fall, Spring

401 Senior Seminar (1)  Fall
This seminar provides an opportunity for students to reflect on the concepts, contextual, foundational, and worldview issues, and applications studies in past coursework. The seminar emphasizes how these issues will impact their lives beyond the College. Presentations, both in class and off campus, attended by students and made by students, are a key component of the course. Prerequisites: Senior class standing and prior completion of at least six required courses in the major (excluding cognate course requirements).

ECONOMICS
See Business/Accounting/Economics
Types of Certification
Trinity offers teacher education programs leading to the following teaching certificates in the state of Illinois:

- Elementary (K-9 certification)
- Secondary (6-12 certification) in the following major subject areas: biology, business education, chemistry, English, history, and mathematics
- Special programs (K-12 certification) in art, music, physical education, and Spanish
- Special education (K-12 certification) Learning Behavior Specialist I

All education department programs meet Trinity’s general education requirements of an oral communication course, field education, and capstone requirement. Students meet the oral communication requirement of general education by taking Communication Arts 101; the field education requirement of the College is met through the student teaching internship; and the capstone requirement is met through Education 454.

Students who are successful in the teacher education program have taken 3 years of science and math, including Algebra II, in high school.

Transfer students: Will be required to complete the education requirements of the catalog in the year they enter Trinity.

Field Experience: The field experience is a valuable time of learning as students prepare to enter the teaching profession. The state of Illinois requires that students complete a number of preclinical experiences prior to student-teaching. Students in all of Trinity’s teacher education programs should plan on at least 200 hours prior to student-teaching. These experiences will be in a variety of settings and grade levels. Several education and special education courses have a field experience component. Placements are made by the field experience coordinator based on enrollment in courses that require field experience.
Digital Portfolios: All education majors and minors are required to complete a digital portfolio. A one-time fee of $100 to cover the costs of the portfolio will be assessed in conjunction with Computer Science 109. This fee is non-refundable. Students who receive transfer credit for Computer Science 109 also will be assessed a fee of $100.

Elementary Education (K - 9 certification)
Elementary education students must fulfill all of the following (78 hours, plus a minor):

A. Elementary Education Major
(Note that many of these courses overlap with Trinity’s general graduation requirements.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>BIO L 100</td>
<td>Introduction to Biological Science</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Earth Science</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Introduction to Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>MATH 109</td>
<td>Math Concepts for Teachers I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Math Concepts for Teachers II</td>
<td>3</td>
</tr>
<tr>
<td>PLSC 201</td>
<td>American Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 123</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>G EOL 201</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>PE 140</td>
<td>Physical Education, K-9 Educators</td>
<td>1</td>
</tr>
<tr>
<td>CPSC 109</td>
<td>Technology in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED UC 201</td>
<td>Fine Arts in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED UC 203</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 216</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>HIST 280</td>
<td>Methods of Teaching History, K-9</td>
<td>3</td>
</tr>
<tr>
<td>MATH 280</td>
<td>Methods of Teaching Math, K-9</td>
<td>3</td>
</tr>
<tr>
<td>SCI 280</td>
<td>Science Concepts and Methods, K-9</td>
<td>3</td>
</tr>
<tr>
<td>ED UC 303</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED UC 310</td>
<td>Teaching Reading in K-9</td>
<td>3</td>
</tr>
<tr>
<td>ED UC 313</td>
<td>Teaching Language Arts in K-9</td>
<td>1</td>
</tr>
<tr>
<td>ED UC 335</td>
<td>Teaching in the Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 312</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>ED UC 380</td>
<td>General Methods</td>
<td>3</td>
</tr>
<tr>
<td>ED UC 450</td>
<td>Student Teaching: Elementary</td>
<td>10</td>
</tr>
<tr>
<td>ED UC 454</td>
<td>Contemporary Issues Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Minor see requirements in each discipline 18-22 hours

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED UC 225</td>
<td>Foundations of Teaching Bilingual/ ESL</td>
<td>3</td>
</tr>
<tr>
<td>ED UC 317</td>
<td>Teaching Bible in Grades K-9</td>
<td>1</td>
</tr>
<tr>
<td>ED UC 340</td>
<td>Cross-Cultural/Multicultural Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED UC 341</td>
<td>Theory and Methods of ESL Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ED UC 342</td>
<td>Methods and Materials of Teaching Bilingual Students</td>
<td>3</td>
</tr>
<tr>
<td>ED UC 345</td>
<td>Assessment of Bilingual/ ESL Students</td>
<td>3</td>
</tr>
</tbody>
</table>
It is possible to obtain a second major or minor. See the departmental sections in this catalog for descriptions of the required courses.

**Middle Grades Endorsements:** A middle grades endorsement is a teaching subject listed on a state of Illinois teaching certificate that enables a graduate to teach that subject in the middle grades (5-8). To earn a middle grades endorsement, the student usually must complete 18 semester-hours of coursework in that subject area plus six semester-hours in adolescent psychology and middle grades schooling philosophy and methods. At Trinity, three of the six hours are met by taking Education 335. The remaining three hours are “embedded” in Psychology 123, Education 303, Education 310 or 311, and Education 380. Students who take any of these three courses at another institution must prove to the certification officer that the course(s) provided the appropriate amount of middle grades material. Specific middle grades endorsement information can be found on the Education Unit Home site on ANGEL.

**Secondary Education (6 - 12 certification)**

Students may obtain a secondary teaching certificate in the following major subject areas (40-41 hours):

- biology
- business
- chemistry
- English
- history
- mathematics

Secondary education students must fulfill all of the following general education, major, and minor courses:

(English and history education have additional course requirements.)

**A. General Education Courses**

(Note that some of these courses overlap with Trinity’s general graduation requirements.)

- COMM 101 Fundamentals of Public Speaking 3 hours
- PSYC 123 Life Span Development 3 hours

**B. Major:** One subject major from those listed above

**C. Education minor**

- CPSC 109 Technology in Education 3 hours
- EDUC 203 Introduction to Education 3 hours
- SPED 216 Introduction to Exceptional Children 3 hours
- EDUC 303 Educational Psychology 3 hours
- EDUC 311 Teaching Reading in the Content Areas 2 hours
- EDUC 335 Teaching in the Middle Grades 3 hours
- EDUC 380 General Methods 3 hours
- EDUC 454 Contemporary Issues Seminar 3 hours
- EDUC 455 Internship: Student Teaching 10 hours

**Electives**

- EDUC 225 Foundations of Teaching Bilingual/ESL 3 hours
- EDUC 340 Cross-Cultural/Multicultural Issues in Education 3 hours
- EDUC 341 Theory and Methods of ESL Instruction 3 hours
- EDUC 342 Methods and Materials of Teaching Bilingual Students 3 hours
- EDUC 345 Assessment of Bilingual/ESL Students 3 hours

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It is possible to obtain a second major or minor. See the departmental sections in this catalog for descriptions of the required courses.

**Middle Grades Endorsements:** A middle grades endorsement is a teaching subject listed on a state of Illinois teaching certificate that enables a graduate to teach that subject in the middle grades (5-8). To earn a middle grades endorsement, the student usually must complete 18 semester-hours of coursework in that subject area plus six semester-hours in adolescent psychology and middle grades schooling philosophy and methods. At Trinity, three of the six hours are met by taking Education 335. The remaining three hours are “embedded” in Psychology 123, Education 303, Education 310 or 311, and Education 380. Students who take any of these three courses at another institution must prove to the certification officer that the course(s) provided the appropriate amount of middle grades material. Specific middle grades endorsement information can be found on the Education Unit Home site on ANGEL.

**Secondary Endorsements:** Secondary endorsements can be added to any secondary or K-12 certificate. Secondary endorsements require at least 24 credit hours and a content area test or a second major of at least 32 credit hours. The social science and science designations have specific requirements. Specific information can be found on the Education Unit Home site on ANGEL.

**K-12 Specialist (K-12 certification)**

Students may obtain a K-12 specialist teaching certificate in the following major areas:

- art
- music (choral emphasis)
- music (instrumental emphasis)
- physical education
- Spanish

K-12 specialist program students must fulfill all of the following general education, major, and minor courses:

**A. General Education Courses**

(Note that some of these courses overlap with Trinity’s general graduation requirements.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 123</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**B. Major: One subject major from those listed above**

**C. Education minor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 109</td>
<td>Technology in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 216</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 311</td>
<td>Teaching Reading in the Content Areas</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 335</td>
<td>Teaching in the Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>General Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 454</td>
<td>Contemporary Issues Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 455</td>
<td>Internship: Student Teaching</td>
<td>10</td>
</tr>
</tbody>
</table>
### Electives

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

It is possible to obtain a second major or minor. See the departmental sections in this catalog for descriptions of the required courses.

### Middle Grades Endorsements:
A middle grades endorsement is a teaching subject listed on a state of Illinois teaching certificate that enables a graduate to teach that subject in the middle grades (5-8). To earn a middle grades endorsement, the student usually must complete 18 semester-hours of coursework in that subject area plus six semester-hours in adolescent psychology and middle grades schooling philosophy and methods. At Trinity, three of the six hours are met by taking Education 335. The remaining three hours are “embedded” in Psychology 123, Education 303, Education 310 or 311, and Education 380. Students who take any of these three courses at another institution must prove to the certification officer that the course(s) provided the appropriate amount of middle grades material. Specific middle grades endorsement information can be found on the Education Unit Home site on ANGEL.

### Secondary Endorsements:
Secondary endorsements can be added to any secondary or K-12 certificate. Secondary endorsements require at least 24 credit hours and a content area test or a second major of at least 32 credit hours. The social science and science designations have specific requirements. Specific information can be found on the Education Unit Home site on ANGEL.

### Special Education (K - 12 certification)

Students receive a K-12 Learning Behavior Specialist I certificate to which they may add endorsements.

Special education students must fulfill all of the following (66 hours):

#### A. General Education Courses
(Note that many of these courses overlap with Trinity’s general graduation requirements.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>MATH 109</td>
<td>Math for Teachers I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Math for Teachers II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 100</td>
<td>Intro to Biological Science</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Intro to Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 123</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
</tbody>
</table>

#### B. An Education Minor - Required of all Special Education Majors

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 109</td>
<td>Technology in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 216</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
C. Special Education Major

EDUC 310     Teaching Reading in Grades K-9             3 hours
EDUC 311     Teaching Reading in Content Areas             2 hours
SPED 111     Sign Language                    3 hours
SPED 217     Psychological Diagnosis of Exceptional Learners       3 hours
SPED 314     Teaching Students with High Incidence Disabilities, Age 3 - Grade 5  3 hours
SPED 315     Teaching Students with Low Incidence Disabilities, Age 3 - Grade 5  3 hours
SPED 316     Teaching Students with High Incidence Disabilities, Grade 6 - Age 21  3 hours
SPED 317     Teaching Students with Low Incidence Disabilities, Grade 6 - Age 21  3 hours
SPED 319     Remediation of Language and Communication Disorders  3 hours
SPED 330     Communication and Collaboration in Special Education: Strategies & Methods  3 hours
SPED 420     Critical Issues in Special Education  3 hours
ED/SPED 380   Methods of Special Education Instruction  3 hours

D. Electives

It is possible to obtain a second major or minor. See the departmental sections in this catalog for descriptions of the required courses.

**Middle Grades Endorsements:** A middle grades endorsement is a teaching subject listed on a state of Illinois teaching certificate that enables a graduate to teach that subject in the middle grades (5-8). To earn a middle grades endorsement, the student usually must complete 18 semester-hours of coursework in that subject area plus six semester-hours in adolescent psychology and middle grades schooling philosophy and methods. At Trinity, three of the six hours are met by taking Education 335. The remaining three hours are "embedded" in Psychology 123, Education 303, Education 310 or 311, and Education 380. Students who take any of these three courses at another institution must prove to the certification officer that the course(s) provided the appropriate amount of middle grades material. Specific middle grades endorsement information can be found on the Education Unit Home site on ANGEL.

**Secondary Endorsements:** Secondary endorsements can be added to any secondary or K-12 certificate. Secondary endorsements require at least 24 credit hours and a content area test or a second major of at least 32 credit hours. The social science and science designations have specific requirements. Specific information can be found on the Education Unit Home site on ANGEL.
Special education minor

A minor in special education consists of 24 hours of study:

- **SPED 216**  Introduction to Exceptional Children  3 hours
- **SPED 217**  Psychological Diagnosis of Exceptional Learners  3 hours
- **SPED 314**  Teaching Students with High Incidence Disabilities, Age 3 - Grade 5  3 hours
- **SPED 316**  Teaching Students with High Incidence Disabilities, Grade 6 - Age 21  3 hours
- **SPED 330**  Communication and Collaboration in Special Education: Strategies & Methods  3 hours
- **PSYC 123**  Life Span Development  3 hours

Special Education electives  6 hours

Double Major Certification — Elementary (K-9) and Special Education Learning Behavior Specialist I:

It is possible to double major in both elementary education and special education. Two student-teaching placements (five hours each) are required. In addition to the special education major courses, the following courses are required in order to add an elementary education major:

- **EDUC 313**  Teaching Language Arts in K-9  1 hour
- **EDUC 201**  Fine Arts in Education  3 hours
- **ENGL 312**  Children's Literature  3 hours
- **GEOL 101**  Earth Science  3 hours
- **GEOL 201**  World Geography  3 hours
- **HIST 280**  Methods of Teaching History, K-9  3 hours
- **MATH 280**  Methods of Teaching Math, K-9  3 hours
- **PE 140**  Physical Education, K-9 Educators  1 hour
- **PLSC 201**  American Government and Politics  3 hours
- **SCI 280**  Science Concepts and Methods, K-9  3 hours

ESL/Bilingual Interdisciplinary Minor

- **EDUC 107**  Bilingual Education Field Experience  0 hours
- **EDUC 108**  ESL Field Experience  0 hours
- **ENGL 211**  Linguistics  3 hours
- **EDUC 225**  Foundations of Teaching Bilingual/ESL  3 hours
- **EDUC 340**  Cross-Cultural/ Multicultural Issues in Ed  3 hours
- **EDUC 341**  Theory and Methods of ESL Instruction  3 hours
- **EDUC 342/542**  Methods and Materials of Teaching Bilingual Students  3 hours
- **EDUC 345/545**  Assessment of Bilingual/ESL Students  3 hours
- **PSYC 252**  Cross-Cultural Psychology  3 hours
- **COMM 250**  Intercultural Communication  3 hours

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Education Studies Minor

The education studies minor is designed for students who do not anticipate completing a program leading to teacher certification but are interested in learning more about the teaching and learning process. This minor may be of particular interest to Church and Ministry Leadership majors who may eventually be responsible for education programs, for students interested in teaching at the college level, and for students pursuing careers that may involve training coworkers at some point in the future.

Due to overlapping curricula and disciplines, the education studies minor may not be combined with a major in either Elementary Education or Special Education. Students with any other major may complete the minor in Education Studies. However, since this course of study does not lead to teacher certification, students with a major in an education-related area (e.g. Mathematics Education) must complete a non-education-related major (e.g. Mathematics, Computer Science, etc.).

Required courses:
- PSYC 123     Life Span Development     3 hours
- CPSC 109     Technology in Education     3 hours
- EDUC 203     Introduction to Education     3 hours
- SPED 216     Introduction to Exceptional Children     3 hours
- EDUC 303     Educational Psychology     3 hours

Choose two of the following:
- EDUC 310     Teaching Reading in K-9     3 hours
- EDUC 311     Teaching Reading in the Content Areas     2 hours
- EDUC 335     Teaching in the Middle Grades     3 hours
- EDUC 380     General Methods     3 hours

Choose one of the following:
- COMM 250    Intercultural Communications     3 hours
- EDUC 340    Cross-Cultural/ Multicultural Issues in Education     3 hours
- PSYC 252    Cross-Cultural Psychology     3 hours
- SOC 260    Sociology of Race and Ethnicity     3 hours
- THEO 212    Cross-Cultural Missions     3 hours
## Education “Gates”

### Gate 1

**Intent to Apply**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Traditional</th>
<th>Adult Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A cumulative grade point average of at least 2.5</td>
<td>Semester of CPSC 109</td>
<td>End of 1st term</td>
</tr>
<tr>
<td>2. A grade point average of at least 2.5 in education foundation courses</td>
<td>Semester of CPSC 109</td>
<td>End of 1st term</td>
</tr>
<tr>
<td>completed to date (typically CPSC 109, but could also include EDUC 203,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and/or SPED 216)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Evidence of having registered for or passed the Illinois Basic Skills</td>
<td>Freshman year</td>
<td>By program orientation</td>
</tr>
<tr>
<td>Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Criminal Background Check</td>
<td>Prior to field placement</td>
<td>Prior to field placement</td>
</tr>
<tr>
<td>5. Digital portfolio: CPSC/AEDU 109 requirements</td>
<td>In CPSC 109</td>
<td>In AEDU 109</td>
</tr>
<tr>
<td>6. Signed commitment to Professional Dispositions</td>
<td>In CPSC 109</td>
<td>At program orientation</td>
</tr>
</tbody>
</table>

### Gate 2

Application to the Teacher Education Program is normally completed during the second semester of the sophomore year (traditional) or at the end of the second term (adult studies).

## Admission to the Teacher Education Program

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Traditional</th>
<th>Adult Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A cumulative grade point average of at least 2.5</td>
<td>To date</td>
<td>To date</td>
</tr>
<tr>
<td>2. A grade point average of at least 2.5 in the education foundation courses</td>
<td>To date</td>
<td>To date</td>
</tr>
<tr>
<td>CPSC/AEDU 109, EDUC/AEDU 203, EDUC/AEDU 303, and SPED/AEDU 216</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No grade lower than a C- will be accepted for any foundation course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students may not take any foundation course more than twice and may retime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>only 2 foundations courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A grade point average of at least 2.5 in English 103-104</td>
<td>To date</td>
<td>To date</td>
</tr>
<tr>
<td>4. Passing score on the Illinois Basic Skills Test</td>
<td>At application</td>
<td>At application</td>
</tr>
<tr>
<td>5. Recommendation of the professional education faculty</td>
<td>At application</td>
<td>At application</td>
</tr>
<tr>
<td>With prior input from professional education faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Professional Dispositions Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. from non-education faculty and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. by the student applicant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Digital portfolio passing score (2, 3, or 4) on at least 2 artifacts</td>
<td>In CPSC 109 and EDUC 203 or SPED 216</td>
<td>In AEDU 303 and AEDU 109</td>
</tr>
</tbody>
</table>
### Gate 3
#### Admission to the Internship

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Traditional</th>
<th>Adult Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Admittance to the Teacher Education Program</td>
<td>1 yr. prior to internship</td>
<td>1 yr. prior to internship</td>
</tr>
<tr>
<td>2. A cumulative grade point average of at least 2.5</td>
<td>To date</td>
<td>To date</td>
</tr>
<tr>
<td>3. A grade point average of at least 2.5 in the education</td>
<td>To date</td>
<td>To date</td>
</tr>
<tr>
<td>foundation courses: CPSC/ AEDU 109, EDUC/AEDU 203,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC/AEDU 303, and SPED/AEDU 216</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No grade lower than a C- will be accepted for any foundation course. Students may not take any foundation course more than twice and may retake only 2 foundations courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Completion of or current registration in methods courses</td>
<td>To date</td>
<td>To date</td>
</tr>
<tr>
<td>5. At least 200 clock hours of field experience</td>
<td>Prior to internship</td>
<td>95 hrs. required prior to 105 hrs. preclinical placement</td>
</tr>
<tr>
<td>6. 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</td>
<td>Prior to internship</td>
<td>In program</td>
</tr>
<tr>
<td>7. A grade point average of 2.7 in minor or specialization</td>
<td>To date</td>
<td>To date</td>
</tr>
<tr>
<td>8. Recommendation from the chair of the student’s area of minor for elementary education candidates or area of specialization for secondary and special (K-12) candidates</td>
<td>At application Name submitted by candidate</td>
<td>At application Name submitted by Director of Adult Studies Education Program</td>
</tr>
<tr>
<td>9. Candidate knowledge, skills, and dispositions recommendation from professional education faculty</td>
<td>At application With prior input from professional education faculty</td>
<td>At application With prior input from professional education faculty</td>
</tr>
<tr>
<td>10. Digital portfolio passing score (2, 3, or 4) on at least 6 artifacts as fulfillment of the standards</td>
<td>In EDUC 310/311, 380 (2), and 335. [also CPSC 109 and EDUC 203 or SPED 216]</td>
<td>In AEDU 203, 310/311, 335, and 380 (2) [also AEDU 303 and AEDU 109]</td>
</tr>
<tr>
<td>11. Passing score on Illinois Subject Area test(s)</td>
<td>At least 6 months prior to internship</td>
<td>At least 6 months prior to internship</td>
</tr>
</tbody>
</table>

### Gate 4A
#### Exit From The Internship

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Traditional</th>
<th>Adult Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Successful completion of AEDU/EDUC 450/455</td>
<td>End of course via Cooperating Teacher &amp; College Supervisor Evaluations</td>
<td>End of course via Cooperating Teacher &amp; College Supervisor Evaluations</td>
</tr>
<tr>
<td>2. Successful completion of AEDU/EDUC 454</td>
<td>End of course via course grade</td>
<td>End of course via course grade</td>
</tr>
</tbody>
</table>
Gate 4B

Program Completion

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Traditional</th>
<th>Adult Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cumulative GPA or at least 2.5</td>
<td>End of program</td>
<td>End of program</td>
</tr>
<tr>
<td>2. Major/ minor GPA of at least 2.7</td>
<td>End of program</td>
<td>End of program</td>
</tr>
<tr>
<td>3. English 103/104 GPA of at least 2.5</td>
<td>End of program</td>
<td>End of program</td>
</tr>
<tr>
<td>4. Education Foundations GPA of at least 2.5</td>
<td>Before internship</td>
<td>Before internship</td>
</tr>
<tr>
<td>5. Successful completion of all coursework</td>
<td>End of program</td>
<td>End of program</td>
</tr>
<tr>
<td>6. Passing score on Assessment of Professional Teaching (APT) Test and General Curricular Test (special education majors)</td>
<td>End of program</td>
<td>End of program</td>
</tr>
<tr>
<td>7. Completion of digital portfolio</td>
<td>End of program</td>
<td>End of program</td>
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</table>

Foundation Policies

Education foundation courses are Computer Science 109, Education 203, Special Education 216, and Education 303. Students who receive a D+ (1.3) or lower in any foundation course must retake the course. Students may only repeat a foundation course one time. Students will be allowed to retake only two education foundation courses.

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 adviser, 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.
Education Courses

Students should take only one of these education courses (Education 203, 303, 380, 335, Special Education 216) per semester. Permission of the department chair is needed before a student may register for two of these courses in the same semester. Students should take at least one education course and complete one field experience each semester beginning at the sophomore level.

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

107 Bilingual Education Field Experience (0)
Students must be enrolled concurrently in Education 225 or 342 or 345.

108 ESL Education Field Experience (0)
Students must be enrolled concurrently in Education 341, or 345.

201 Fine Arts in Education (3)  
**Fall, Spring**
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. Fulfills the fine arts requirement.

203 Introduction to Education (3)  
**Fall, Spring**
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 preliterate 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. To be taken in the sophomore year; 50 hours of field experience are required. Prerequisites: Psychology 123.

225 Foundations of Teaching Bilingual/ESL (3)  
**Spring, Even**
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 will be examined. Aspects of language learning and acquisition theories as they pertain to bilingual/ESL will be included. Concurrent enrollment in Education 107 or 108 is expected in addition to concurrent or prior enrollment in Education 203.

303 Educational Psychology (3)  
**Fall, Spring**
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. 50 hours of field experience are required. Prerequisites: Psychology 123, Education 203, Special Education 216.
310 Teaching Reading in Grades K-9 (3)  
Fall, Spring
Students examine approaches and methods in teaching of reading. Course content includes emphasis on reading skills, assessment of pupil progress, and classroom organization for the teaching of reading. All elementary teacher education students must take this course prior to the student-teaching assignment. Prerequisites: Education 203, Psychology 123, Special Education 216, junior standing.

311 Teaching Reading in the Content Areas (2)  
Fall, Spring
This course focuses on teaching reading in various subject areas. Specific instruction in reading strategies at the sixth- through 12th-grade levels with current theory and techniques for the teaching of reading in various content areas will be emphasized. Students will design lesson and learn to develop skills in improving reading specific to their content area. Prerequisite: Education 203.

313 Teaching Language Arts in Grades K-9 (1)  
Fall, Spring
This course focuses on the listening, speaking, reading, and writing skills within the language arts, and emphasizes integrating language arts throughout the school curriculum. Prerequisites: Education 203, English 103 and 104.

317 Teaching Bible in Grades K-9 (1)  
Fall
This course offers a study of materials, methods, and issues connected with teaching Bible in grades K-9. It is recommended for students who plan to teach in a Christian school. Prerequisite: junior standing.

335 Teaching in the Middle Grades (3)  
Fall, Spring
An overview of middle grade-school philosophy and school structure. Includes a study of curriculum, pedagogy, and instructional strategies used in the middle grades. Involves 50 hours of field experience in the middle grades. Prerequisite: Education 203.

340 Cross Cultural/Multicultural Issues in Education (3)  
Fall
This course will focus 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 will be examined. Effective utilization of the rich resources represented by the home and the community will be explored. Prerequisites: Psychology 123; Education 203 for education majors and minors.

341 Methods and Materials for ESL Students (3)  
Fall
This course focuses on relevant topics concerning English as a second language along with the nature and function of language. Multicultural issues will be examined as they relate to a biblical worldview. Methods of teaching, listening, speaking, reading, and writing will be presented. Students will select and analyze ESL materials critically and be placed in a supervised classroom for 25 clinical hours. Concurrent enrollment in Education 107 or 108. Prerequisites: Psychology 121 or Psychology 123.
342/542 Methods and Materials of Teaching Bilingual Students (3)  Spring
This course will present a variety of program models, methodologies, and strategies that are appropriate for the bilingual student. Methods and materials for teaching mathematics, science, and social studies, and techniques for managing multilevel classrooms and curriculum development programs aimed at assisting students in a bilingual program will be studied. Concurrent enrollment in Education 107 or 108 (bilingual or ESL field experience) to complete the 25 hours of field experience are required. Prerequisites: Education 203 or current teacher certification.

345/545 Assessment of Bilingual/ESL Students (3)  Fall
The purpose of this course is to expose students to formal and non-formal instruments and methods for testing bilingual/culturally and linguistically diverse (B/CLD) individuals, and issues on non-discriminatory testing. This course will examine a wide selection of assessment techniques, which recognize the impact of environment and society on linguistic and student performance. The equivalent of 25 field-experience hours is required. Concurrent enrollment in Education 107 or 108 will be required to complete the field-experience requirement. Prerequisites: Education 203 or current teacher certification.

380 General Methods (3)  Fall, Spring
A study and discussion of theories and techniques of teaching. Specific topics include planning, organizing, methods of instruction, and assessment. Includes a novice teaching clinical component (90 hours). Prerequisites: Education 203, 200 hours of field experience, acceptance into the teacher education program.

450 Student-Teaching: Elementary (10)  Fall, Spring
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 fulltime commitment for the entire semester. Concurrent enrollment in Education 454.

454 Contemporary Issues Seminar (3)  Fall, Spring
This course meets weekly during the semester of student-teaching. Discussion topics include contemporary issues, worldview implications for teaching, interviewing, classroom management, and preparation for a teaching position. Digital portfolios will be completed.

455 Student-Teaching: Secondary (10)  Fall, Spring
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/s. Student teaching requires fulltime commitment for the entire semester. Concurrent enrollment in Education 454.

New Horizons Student-Teaching Program
Please see page 151 for more information.
Special Education Courses

Note: Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

111 Sign Language (3)                              Fall, Spring
This course, open to all students, introduces beginning sign language vocabulary, development of skills, and an understanding of deaf culture.

216 Introduction to Exceptional Children (3)        Fall, Spring
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. 50 hours of field experience in a special education setting are required. Prerequisites: Psychology 123.

217 Psychological Diagnosis of Exceptional Learners (3)    Spring
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. Prerequisite: Special Education 216.

314 Teaching Students with High Incidence Disabilities, Age 3 - Grade 5 (3)    Fall
This course is designed to incorporate characteristics of students from age 3 through grade 5 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. A companion course, Special Education 316, addresses the needs of students from grade 6 through age 21. Prerequisites: Special Education 216 and Education 203.

315 Teaching Students with Low Incidence Disabilities, Age 3 - Grade 5 (3)    Fall
This course is designed to incorporate characteristics of students from age 3 through grade 5 with “low incidence” disabilities and methodologies for teaching them. “Low incidence” refers to disabilities that occur least often. Included in this category are moderate to severe mental impairments, social/ emotional disorders, autism, traumatic brain injury, and physical and other health impairments. 50 hours of field experience are required. A companion course, Special Education 317, addresses the needs of students from grade 6 through age 21. Prerequisites: Special Education 216 and Education 203.
Teaching Students with High Incidence Disabilities, Spring
Grade 6 - Age 21 (3)
This course is designed to incorporate characteristics of students from grade 6 through age 21 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. 50 hours of field experience are required. A companion course, Special Education 314, addresses the needs of students from age 3 through grade 5. Prerequisites: Special Education 216, 314, and Education 203.

Teaching Students with Low Incidence Disabilities, Spring
Grade 6 - Age 21 (3)
This course is designed to incorporate characteristics of students from grade 6 through age 21 with "low incidence" disabilities and methodologies for teaching them. "Low incidence" refers to disabilities that occur least often. Included in this category are moderate to severe mental impairments, social/emotional disorders, autism, traumatic brain injury, and physical and other health impairments. A companion course, Special Education 315, addresses the needs of students from age 3 through grade 5. Prerequisites: Special Education 216, 315, and Education 203.

Remediation of Language and Communication Disorders (3), Fall
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. Prerequisites: Education 203, Special Education 216, Special Education 314, and Special Education 316.

Communication and Collaboration in Special Education: Strategies and Methods (3), Spring
This course explores the interpersonal and collaborative skills necessary for today's educators in both regular education and special education settings, and for communication between the two disciplines. The course also helps equip students with specific special educations methods of instruction. Topics include interpersonal work relationships among school professionals, models and strategies for co-teaching, relationships with parents, principles of effective verbal and non-verbal communication, conflict resolution, differentiation of instruction, accommodations, and modifications. Prerequisite: Special Education 216.

General Methods for Special Education Teachers (3), Fall, Spring
This course is the study and implementation of teaching strategies for both general and special education populations, ages 3-21. Specific topics include lesson planning, preparation of IEPs (Individual Education Plans), methods of instruction, and assessment. A novice teaching clinical component is required (90 hours). Prerequisites: Education 203, Special Education 216, Special Education 314 and 316 (concurrent registration approved), 200 hours of field experience, and acceptance into the teacher education program.
420 Critical Issues in Special Education (3)  
This course explores current trends and practices in the field of special education, as well as the changing roles and responsibilities of the special educator. Prerequisites: Special Education 216 and two 300-level special education courses.

450 Student Teaching — Low Incidence (5)  
Special education student teachers will be placed in one low incidence placement and in one high incidence placement for a total of 17 weeks. During the student teaching internship the intern gradually assumes the full responsibilities of the cooperating teacher. Student teaching requires fulltime commitment for the entire semester. Concurrent enrollment in Education 454.

455 Student Teaching — High Incidence (5)  
Special education student teachers will be placed in one low incidence placement and in one high incidence placement for a total of 17 weeks. During the student teaching internship the intern gradually assumes the full responsibilities of the cooperating teacher. Student teaching requires fulltime commitment for the entire semester. Concurrent enrollment in Education 454.

New Horizons Student-Teaching Program

The New Horizons Internship program allows education candidates to complete part of their student teaching internship in an out of area placement. This program seeks to provide exciting opportunities for interns to broaden their view and scope of teaching by immersing them in new settings and cultural exchanges where they will gain valuable insight and perspectives for lifelong kingdom work and ministry. Education candidates who desire a New Horizons setting for one placement will select a split placement (7 – 10 weeks) for fulfilling the required 17 weeks of the internship. Candidates must meet off campus application requirements, be interviewed by the education department, and be approved by the teacher education committee.

New Horizons: Rehoboth gives candidates the opportunity to complete part of their student teaching internship in either Rehoboth Christian School, New Mexico, or in one of the local Gallup, New Mexico schools. Interns live on the Rehoboth campus with other interns, attend senior seminar offered by Rehoboth personnel, and participate in a number of Native American cultural activities and excursions. Complete information on the New Horizons program can be found in the Education Unit Handbook on ANGEL.
The English program at Trinity considers reading and writing to be central activities whereby culture may be subjected to the reign of God. Within our major and minor, we work to prepare students for graduate work in English and for entry into a wide range of vocational fields. The English Education major is designed for future secondary school teachers. An English major or minor can be helpful preparation for other vocations as well. Business administration majors, pre-medical, pre-seminary, and pre-law students should consider the advantages of the discipline of English for their specializations. Students interested in communications (journalism, public relations, library work, etc.) need a strong background in English.

General education requirements in oral communication for the English department are folded into English 201, 211, 272, 274, 276, 303, and 312, all of which have an oral presentation as part of the course. The capstone requirement is met through the development of a portfolio of selections from each major student’s writing in the four years and participation in the Senior Seminar. The field education requirement is met through an internship, either directed teaching with the education department or one worked out by the student with assistance from the student’s adviser.

Students with a teaching major in English education will minor in education and follow the education minor course requirement as listed in the education department section of the catalog, plus education 310.

The English major consists of the following 40 hours:

- ENGL 103 College English: Composition 3 hours
- ENGL 104 College English: Introduction to Literature 3 hours
- ENGL 201 Introduction to Poetry: Early British 3 hours
- ENGL 203 Introduction to Narrative: American Fiction 3 hours
- ENGL 305 English Drama: Shakespeare 3 hours
- ENGL 321 Advanced Writing 3 hours
- ENGL 400 Field Education 2-6 hours
- ENGL 401 Senior Seminar 2 hours

Four of the following:
ENGL 270  Literature and History of the Ancient Mediterranean 3 hours
ENGL 272  British/American Literature: Colonial Period 3 hours
ENGL 274  British/American Literature: 1789-1865 3 hours
ENGL 276  Modern British Literature: 1860-1960 3 hours
ENGL 278  Modern American Literature: 1860-1960 3 hours
ENGL 280  Contemporary British/American Literature: 1960-present 3 hours
ENGL 330  Literature of Oppression 3 hours
ENGL 334  Postcolonial Literature 3 hours
Two of the following:
ENGL 211  Linguistics 3 hours
ENGL 303  Rhetoric, Literature and the Rise of English 3 hours
ENGL 322  Background/Development of English Language 3 hours

The **English minor** (18 hours):
ENGL 103  College English: Composition 3 hours
ENGL 104  College English: Introduction to Literature 3 hours
ENGL 201  Introduction to Poetry: Early British 3 hours
ENGL 203  Introduction to Narrative: American Fiction 3 hours
ENGL 305  English Drama: Shakespeare 3 hours
One of the following:
ENGL 272  British/American Literature: Colonial Period 3 hours
ENGL 274  British/American Literature: 1789-1865 3 hours
ENGL 276  Modern British Literature: 1860-1960 3 hours
ENGL 278  Modern American Literature: 1860-1960 3 hours
ENGL 280  Contemporary British/American Literature: 1960+ 3 hours

The **Secondary English Education major** consists of the following (41 hours):
Core Sequence:
ENGL 103  College English: Composition 3 hours
ENGL 104  College English: Introduction to Literature 3 hours
ENGL 201  Introduction to Poetry: Early British 3 hours
ENGL 203  Introduction to Narrative: American Fiction 3 hours
ENGL 305  English Drama: Shakespeare 3 hours
ENGL 380  Teaching English in Grades 6-12 3 hours
ENGL 401  Senior Seminar 2 hours
Language and Composition Sequence:
ENGL 211  Linguistics 3 hours
ENGL 303  Rhetoric, Literature and the Rise of English 3 hours
ENGL 321  Advanced Writing 3 hours

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Literature Survey Sequence:

ENGL 274    British/ American Literature: 1789-1865          3 hours
ENGL 278    Modern American Literature: 1860-1960          3 hours
ENGL 334    Postcolonial Literature                 3 hours
One elective from the 200- or 300-level
(except ENGL 312— Children’s Literature)                 3 hours

The Secondary Education minor for English majors is 36 hours. It consists of the Education minor listed in the Education department's secondary offerings, plus Education 310: Teaching Reading in K-9.

**English Courses:**

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

**102 Basic English (3)**

Students review grammar and reading technique, and learn to structure paragraphs and essays. All students must have these skills as determined by ACT (18 or lower) or SAT (450 or lower) scores before proceeding to other English courses. Fulfills one of the college English general education requirements.

**103 College English: Composition (3)**

This practical study of rhetorical principles integrates the reading of others' essays with the student's own writing. It also guides students through interpretation of both written the word and visual images. Fulfills one of the college English general education requirements.

**104 College English: Introduction to Literature (3)**

This course introduces students to a critical appreciation of poetry, drama, and short and long fiction. Literature written from Christian perspectives and non-Christian perspectives is included. Students write essays on issues related to the literature being discussed. Prerequisite: English 103 (or 108). Fulfills one of the college English general education requirements.

**108 Honors Writing (3)**

This course takes the place of English 103 for students in the Honors Program.

**201 Introduction to Poetry: Early British (3)**

A study of the chronological development of poetry written from 450-1660 A.D. in Great Britain. The course introduces students both to the formal analysis of poetry and to its changing place in society. Prerequisites: English 103 (or 108) and 104.

**203 Introduction to Narrative: American Fiction (3)**

Students study the development of the novel and short story in America as a cultural and artistic form. Emphasis on authors varies. In addition, the class discusses selections written by literary theorists having to do with the art of the narrative. Prerequisites: English 103 (or 108) and 104.

www.trnty.edu
211 Linguistics (3)  Fall
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. Recommended for all elementary teachers, English majors, and social science students.

270 Literature and History of the Ancient Mediterranean (3)  Spring, Even
This course describes the major geographical and historical outlines of the ancient western world; introduces major writers of history, dialogue, letters, essay, poetry, drama, and religious discourse; and questions ways that ancient Greece and Rome still may communicate with the modern world, especially but not only in the West. This course is identical to History 270. Prerequisites: History 103 and 104; English 103 (or 108) and 104.

272 British and American Literature of the Colonial Period (3)  Spring, Even
This course studies major figures and movements in British and American literature between 1660 and 1789. Students read authors who shaped the modern sense of self, the growing national self-consciousness, and the modern sense of historical periods, and who offered critiques of colonialism and slavery. Themes may vary. Prerequisites: English 103 (or 108) and 104.

274 British and American Literature from 1789 to 1865 (3)  Fall
This course studies the major movements and figures in British and American literature from 1789 to 1865. The course is built on comparison and contrast between British and American literary reactions to the interrelated political, intellectual, and moral revolutions of the period. Prerequisites: English 103 (or 108) and 104.

276 Modern British Literature from 1860 to 1960 (3)  Fall, Even
Students study poetry, fiction, and criticism within the cultural contexts of the end of the Victorian era, the two World Wars, and the beginnings of postmodernism. Such study includes changing perspectives on colonialism, women, symbolism, and psychological realism. Prerequisites: English 103 (or 108) and 104.

278 Modern American Literature from 1860 to 1960 (3)  Varies
This course analyzes major movements and figures in American poetry, narrative, and drama from 1860 to 1960. The arrangement of the course is a broadly thematic one. The themes change from year to year, but one such thematic organization used in a recent offering was “Naturalism; Alternatives to Naturalism; The New Poetry; Search for the Self.” Prerequisites: English 103 (or 108) and 104.

280 Contemporary British and American Literature from 1960 to the Present (3)  Spring, Even
Students study poetry, fiction, and criticism within such cultural contexts as the Vietnam War, the reverse immigration of the colonies to England, and the development of postmodernism. Such study will include changing perspectives on postcolonialism, women, the “death” of the author and rise of the reader, and literature’s place within the larger phenomenon of cultural studies. Prerequisites: English 103 (or 108) and 104.
303 Rhetoric, Literature, and the Rise of English (3)  
This course traces the influence of rhetoric on the creation of literature and the development of literary studies. It focuses on classical rhetoric, rhetoric in the English renaissance, and the rise of English in the late 19th and early 20th century. Prerequisites: English 103 (or 108) and 104.

305 English Drama: Shakespeare (3)  
This course looks at the drama of Shakespeare with representative selections from the comedies, the tragedies, the history plays, and the romances. Prerequisites: English 103 (or 108) and 104.

312 Children's Literature (3)  
Students read and discuss 50 books for literary qualities and appropriateness for young readers. They learn how to use resource materials to locate good books. Students relate their learning in children's literature to the skills of storytelling, reading aloud, discussing, writing, and gathering information.

321 Advanced Writing (3)  
This course includes exercises in the analysis and imitation of prose styles, essays as a contemporary art form, and academic or professional writing appropriate to the student's major. Prerequisite: English 103 (or 108).

322 Background and Development of the English Language (3)  
In addition to treating what the title indicates, the course examines the relationships of English with other languages, past and present, and some of the contemporary developments of the language. Prerequisites: English 103 (or 108) and 104.

330 Literature of Oppression (3) - CCS  
An exploration of the sociology and the psychology of oppression as it is expressed in artistic literary narratives of different cultures and ethnic groups. The course includes fictional narratives from African-American, Native American, Russian, South African, and South American cultures. Fulfills one of the cross-cultural studies general education requirements. Prerequisites: English 103 (or 108) and 104.

331 Topics in Continental Literature (3)  
A study of an author, genre, or topic in non-English literature. Selected topics vary from year to year, according to current interests within the department and the profession. The course emphasizes the literary and cultural understanding of continental literature. The course is not offered on a regular basis. Prerequisites: English 103 (or 108) and 104.

332 Topics in English and American Literature (3)  
Students study an author or topic in American and/ or English literature. Selected topics vary from year to year, according to current interests within the department and the profession. The course emphasizes research, interpretation, and writing, and gives students opportunity to work closely with one or more members of the English department on their current research interests. The course is not offered on a regular basis. Prerequisites: English 103 (or 108) 104, and at least junior standing.
333 Topics in Multi-Ethnic Literature (3) Varies
A study of an author, genre, or topic in non-English literature. Topics vary from year to year according to interests within the department and the profession. The course emphasizes the literary and cultural understanding of Third World or American ethnic literature. This course is not offered on a regular basis. Prerequisites: English 103 (or 108) and 104.

334 Postcolonial Literature (3) - CCS Spring, Even
A study of the writing of nations that formerly belonged to the British Empire. After surveying how the empire historically has imagined its colonial authors, we will consider how those authors have used English both to redefine themselves and to resist the ideologies of those who once ruled them. Readings will include recent literary works from places as far ranging as Africa, South Asia, Australia, Canada, and the Caribbean, as well as selected works of postcolonial criticism. Fulfills one of the cross-cultural studies general education requirements. Prerequisites: English 103 (or 108) and 104.

380 Teaching English in Grades 6-12 (3) Fall, Odd
Methods and techniques of teaching English in grades 6-12.

399 Independent Study (1-4) Fall, Spring
Open to qualified students by permission of the department and instructor.

400 Field Education (2-6) Fall, Spring
Education students fulfill this requirement through student-teaching. Others fulfill it through internships pursued by the student in conjunction with his or her adviser.

401 Senior Seminar (2) Fall
Senior English and English education majors are required to participate in the senior seminar the fall semester of their senior year. They will assess their programs in writing by examining the portfolios that they have been building during their four years. They will reflect on the development of the relationship between their faith and their learning by discussing a series of reading, writing responses to them, and presenting the results to the group. The lab component will include visits to organizations using literature to build community.
FIRST YEAR FORUM

101 First Year Forum (1)  
Fall, Spring
This required one-credit general education course introduces freshmen-level students to the mission of the college and their academic program. It provides incoming students with the opportunity to connect with faculty, staff, and students while considering the college’s Christian perspective on learning, commitments to community life, and understanding of service. For students entering in the fall, the majority of this course occurs during the week prior to the beginning of the regular semester schedule. For students entering in the spring, this course is offered during the initial weeks of the semester.

111 Framing Your Future (1)  
Fall, Spring
This required one-credit general education course introduces sophomore-level or higher transfer students to the mission of the college and their academic program. It provides incoming students with the opportunity to connect with faculty, staff, and students while considering the college’s Christian perspective on learning, commitments to community life, and understanding of service. For residential students entering in the fall, the majority of this course occurs during the week prior to the beginning of the regular semester schedule. For commuting students entering in the fall, this course is offered during the initial weeks of the semester. For all students entering in the spring, this course is offered during the initial weeks of the semester.
FOREIGN LANGUAGES

Greek and Latin

The Greek and Latin programs provide the necessary requisites for pre-seminary and theology majors, as well as for students who desire to enrich their programs with the study of an ancient language and literature. Elementary and Intermediate Greek are taught in alternate years.

Greek Courses

Note: Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

101 Essentials of Greek (3)  Fall, Odd
This introductory study of the Greek language emphasizes grammatical structure and vocabulary building.

102 Essentials of Greek (3)  Spring, Even
Continuation of 101. Prerequisite: Greek 101.

201 Intermediate Greek (3)  Fall, Even
Students build skill and vocabulary by translating selections from Greek literature, primarily the New Testament. Prerequisite: Greek 102.

202 Intermediate Greek (3)  Spring, Odd
Continuation of 201. Prerequisite: Greek 201.
Latin Courses

101 Elementary Latin I (3) Varies
An introductory course in the Latin language, including vocabulary, morphology, and basic grammatical structures. Readings will be in a wide selection of excerpts from Latin authors as appropriate to the level.

102 Elementary Latin II (3) Varies
Continuation of Latin 101.

Spanish

The Spanish program develops a Christian perspective on Hispanic culture, history, and literature. Students majoring in Spanish are provided with sufficient knowledge, training, and practical experience for continued study at the graduate level. Spanish Education majors are prepared for teaching all level of Spanish from kindergarten through the 12th grade. A minor or a second major in Spanish augments vocational skills and enhances employment opportunities in business, government, law, social work and health industry, among others.

Lower-level courses are designed to bring the student’s communicative proficiency in Spanish up to the level which makes advanced work feasible. These courses are sequential in nature, beginning with Spanish 101 and continuing through 102, 201 to 202. Upper-level courses (300 and above) fall within one of three broad categories: Language, Literature and Culture. Minors are required to take one upper-level language course and two upper-level electives. Spanish majors are required to take two language courses, three literature courses and two culture courses from the upper-level selection. All majors and minors are also required to repeat the advanced conversation lab at least three times.

A cumulative 2.5 GPA is needed for students to attend Semester in Spain. All majors are required to fulfill part of their coursework through the Semester In Spain (SIS) program. For minors, SIS is optional.

Spanish education majors, in addition to the requirements for the Spanish major, must take one additional class in methods of teaching Spanish. All students are required to take the placement exam prior to taking a Spanish class.

Placement exam: All students must take the Web-CAPE, the on-line placement exam, prior to taking a Spanish course at Trinity. A link to Web-CAPE is available through the Spanish page of the College’s website. This exam is to determine the best starting point in the lower-level courses. Students who demonstrate exceptional Spanish language proficiency may, with the instructor’s consent, begin in an upper-level course.
Placement Credit Policy: Students may be eligible for placement credits on condition that they 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).

The Spanish major consists of a minimum of 40 hours of course work:

Note: SPAN refers to courses offered on-campus. SIS refers to courses offered through Semester in Spain.

Core. All of the following:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>SPAN 201</td>
<td>Intermediate Spanish I</td>
<td>3</td>
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<td>SPAN 202</td>
<td>Intermediate Spanish II</td>
<td>3</td>
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<td>SPAN 250</td>
<td>Advanced Conversation (1 hour, repeated 3x)</td>
<td>3</td>
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<tr>
<td>SPAN 302</td>
<td>Advanced Writing</td>
<td>3</td>
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<td>SPAN 451</td>
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<td>1</td>
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</tbody>
</table>

Advanced Spanish Language. One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS 351</td>
<td>Advanced Grammar and Composition</td>
<td>4</td>
</tr>
<tr>
<td>SIS 401</td>
<td>Advanced Communication in Spanish</td>
<td>4</td>
</tr>
</tbody>
</table>

Advanced Spanish Literature. Three of the following, one of which must be Spanish American, and another from Spain:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 365</td>
<td>Spanish American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 366</td>
<td>Spanish American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 368</td>
<td>Special Topics in Literature</td>
<td>3</td>
</tr>
<tr>
<td>SIS 304</td>
<td>Spanish Short Story</td>
<td>4</td>
</tr>
<tr>
<td>SIS 355</td>
<td>Spanish Literature I</td>
<td>4</td>
</tr>
<tr>
<td>SIS 356</td>
<td>Spanish Literature II</td>
<td>4</td>
</tr>
<tr>
<td>SIS 402</td>
<td>Don Quijote de la Mancha</td>
<td>4</td>
</tr>
<tr>
<td>SIS 403</td>
<td>La generación del '98</td>
<td>4</td>
</tr>
<tr>
<td>SIS 404</td>
<td>El siglo de oro</td>
<td>4</td>
</tr>
<tr>
<td>SIS 405</td>
<td>La narrativa en el siglo de oro: Novela picaresca y Cervantes</td>
<td>4</td>
</tr>
<tr>
<td>SIS 406</td>
<td>Romanticismo</td>
<td>4</td>
</tr>
<tr>
<td>SIS 407</td>
<td>Teatro del Siglo XX</td>
<td>4</td>
</tr>
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</table>

Advanced Culture. Two of the following, one of which must be Spanish American and the other from Spain.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 315</td>
<td>Culture and Civilization of Spanish America</td>
<td>3</td>
</tr>
<tr>
<td>SIS 306</td>
<td>History of Spanish Art</td>
<td>4</td>
</tr>
<tr>
<td>SIS 311</td>
<td>History and Civilization of Spain</td>
<td>4</td>
</tr>
<tr>
<td>SIS 312</td>
<td>Spain of Three Cultures</td>
<td>4</td>
</tr>
<tr>
<td>SIS 408</td>
<td>La historia de España en el siglo XX</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives. Advanced electives to reach 40 hours (if needed)
The **Spanish education major** consists of a minimum of 43 hours. Majors seeking certification should follow the standard Spanish major with the following additional requirements:

1. Spanish 380
2. Elective to reach 43 hours
3. Students with a teaching major in Spanish education will minor in education and follow the special program (K-12) education minor course requirements as listed in the education department section of the catalog.

The **Spanish minor** consists of 18 hours of study in Spanish language, literature, and culture. The requirements for the minor are:

- **SPAN 201** Intermediate Spanish I 3 hours
- **SPAN 202** Intermediate Spanish II 3 hours
- **SPAN 250** Advanced Conversation 3 hours
- **SPAN 302** Advanced Writing 3 hours
- Approved electives at 300/400 level 6 hours

The student who attends SIS (optional for minors) would apply the intermediate sequence or four advanced courses at SIS towards the minor, plus one 300-level elective from the Spanish program on campus.

For information on the Interdisciplinary minor in Business and Spanish please see Interdisciplinary Minors, page 177.

**Spanish Courses**

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

**101 Elementary Spanish (4)** **Fall**
A study of the basic grammatical structure of the language and vocabulary, with intensive oral and aural practice. Students will learn to train the ear to begin to recognize the sounds and thereby understand the language. In addition, students will begin to learn some basic geographical, historical and sociological facts in order to appreciate the language's cultural context. This class may not be counted towards the major or minor in Spanish. Prerequisite: Placement exam result.

**102 Elementary Spanish (4)** **Spring**
This continuation of Spanish 101 emphasizes speaking and understanding the language, while continuing to study the grammar. This class may not be counted towards the major or minor in Spanish. Prerequisite: Spanish 101 or placement.

**201 Intermediate Spanish (3)** **Fall**
This continuation of the study of the Spanish language recycles and expands upon the basic grammatical structures and vocabulary groups learned at the 100 level. Emphasis is still placed on oral and aural communication. The skills for interpreting cultural products (film and texts) are introduced. Prerequisite: Spanish 102 or placement.
202 Intermediate Spanish (3)  
This course culminates the introduction and practice of basic oral, aural, reading and writing skills. Prerequisite: Spanish 201 or placement.

250 Advanced Conversation (1)  
This lab develops all general aspects of formal and informal oral communication. Majors and minors are required to repeat the lab three times. Students with an advanced level of oral proficiency, such as native or heritage speakers of the language, will be required to take another class in lieu of this lab. It may be repeated for credit up to five times. Prerequisite: concurrent enrollment in Spanish 202 (or SIS 252) or higher.

302 Advanced Writing (3)  
The student will learn to write summaries, reports, précis and social and informal correspondence. The student will also learn to narrate and describe with detail in all major time-frames on topics related to interests and events of current, public, and personal relevance. Particular cultural nuances associated with formal Spanish writing style will also be presented. Prerequisite: Spanish 202 (or SIS 252) or placement.

309 Spanish Business (3)  
Study of advanced Spanish language use — vocabulary, dialogues, reading comprehension, writing, and correspondence— applied specifically to the business world. Prerequisite: Spanish 202 (or SIS 252) or placement.

315 Culture and Civilization of Spanish America (3)  
This course explores Spanish American cultural products and practices through an examination of history and essays in Spanish. Prerequisite: completion of or concurrent enrollment in Spanish 302.

365 Spanish American Literature I (3)  
This introductory study of Spanish American literature reviews the most representative passages of key works from the conquest to the independence (16th through 19th centuries). Prerequisite: completion of or concurrent enrollment in Spanish 302.

366 Spanish American Literature II (3)  
This introductory study of Spanish American literature reviews the most significant passages of key works from independence to the present (19th through 21st centuries). This course satisfies the Spanish American literature requirement. Prerequisite: completion of or concurrent enrollment in Spanish 302.

368 Special Topics in Literature (3)  
This course is an in-depth examination of some particular body of Spanish American literature. Topics vary from year to year, according to current interests within the department and the profession. Prerequisite: completion of or concurrent enrollment in Spanish 302.
380 Methods of Teaching Spanish (3)  
Spring  
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. Prerequisites: Spanish 302.

400 Field Education (2)  
Fall, Spring  
This course provides the opportunity to reflect upon the experience of living in a Spanish-Speaking culture through journaling and a final, summative paper. To be taken in conjunction with Semester in Spain. Prerequisites: Concurrent enrollment in Semester in Spain.

451 Senior Seminar (3)  
Fall  
This course provides the context for students to engage in summative reflection upon the Christian worldview from the perspective of Spanish. This course will also serve as a forum for discussing practical matters such as future careers, graduate schools, as well as testing the student's exit proficiency in Spanish. Prerequisites: Senior standing and instructor's consent.

Semester in Spain

Trinity offers a unique program for studying beginning, intermediate, or advanced Spanish in the ancient city of Seville, Spain. This program fulfills the cross-cultural studies general education requirement. A cumulative 2.5 GPA is required for students to attend Semester in Spain (SIS). A student's eligibility is determined by a preliminary application, which must be submitted one year prior to application to the SIS program. Further information and preliminary application forms are available in the Off-Campus Programs Office.

The beginning sequence is offered for students who have had little or no course work in Spanish. It includes courses 101, 102, 201, and 202 for a total of 16 hours of credit. These courses, normally taken over a two-year period in the United States, are taught consecutively in one-month intervals over the duration of one semester.

For students who have completed only two semesters of Spanish, the program offers an intermediate sequence which serves as a bridge between the beginning and advanced levels. In this sequence, students earn sixteen hours of credit by completing 251, 252, 301, and 303. Note: although 301 and 303 are advanced courses, they are open only to students taking the intermediate sequence.

For advanced students, a selection of 300 and 400-level courses is offered in areas such as language and grammar, literature, history, and culture.

Each course generally covers the same material taught in most colleges in the United States. However, students have the added advantages of living with a Spanish family, being exposed daily to Spanish culture, being taught by native teachers who conduct all classes completely in Spanish, and having to communicate in Spanish outside the classroom setting.

www.trnty.edu

For more information about Semester in Spain visit www.semesterinspain.org or contact the program coordinator.

**Semester in Spain Courses**

*Note:* Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

**Beginning Sequence**

This sixteen-semester-hour, four-course sequence meets the foreign language requirement for graduation at most U.S. colleges. The four courses are taught in a continuing sequence over a four month period.

101 *Beginning Spanish I (4)*  Fall, Spring
In this communicative course, basic structures are introduced gradually with intensive practice in the use and comprehension of oral and written Spanish.

102 *Beginning Spanish II (4)*  Fall, Spring
A continuation of SIS 101.

201 *Intermediate Spanish I (4)*  Fall, Spring, Summer
Review of functional aspects of the language and further training in spoken and written Spanish.

202 *Intermediate Spanish II (4)*  Fall, Spring, Summer
Students review essential grammatical structures. The course also introduces new tenses, such as future and conditional, and the basic uses of the subjunctive.

**Intermediate Sequence**

Semester In Spain also offers a sixteen-semester-hour, four-course intermediate sequence for students who have completed Spanish 101 and 102 or their equivalents and who are comfortable speaking and understanding the language at basic levels.

251 *Intermediate Spanish Grammar and Composition I (4)*  Fall, Spring
Course will be taught entirely in Spanish. Students will be introduced to Castilian Spanish grammar (Spain’s) with much emphasis on the familiar plural verb tense, expanded vocabulary and correct punctuation. This course is taught in an accelerated format in the first quarter of the semester. Students will improve their understanding of Spanish grammar, sentence structures, and verb tenses by reading and writing Spanish compositions, and by interacting with Spaniards outside of the classroom.

admissions@trnty.edu
252 Intermediate Spanish Grammar and Composition II (4) Fall, Spring
This course is a continuation of SIS 251.

301 Advanced Grammar and Conversation (4) Fall, Spring
This intensive review of the functional aspects of the language emphasizes the uses of the subjunctive. This course is also intended to develop greater facility in oral communication.

303 Selected Readings in Spanish Literature (4) Fall, Spring
The study and perfection of the language through a selection of readings by Spanish writers of the 19th and 20th centuries.

Advanced Courses
The following courses are offered to students who have completed the first two years of college Spanish and who already speak and comprehend Spanish quite well. 400-level courses are offered only to students who have already completed some 300-level courses, usually in literature or history.

304 Spanish Short Story (4) Fall, Spring
An in-depth study of the Spanish language through a selection of writings by three of the most significant contemporary Spanish storytellers.

306 History of Spanish Art (4) Fall, Spring, Summer
This course covers the most significant elements of Spanish art: Moorish art, Romantic, Gothic, and Baroque, including paintings of Murillo and Velázquez; modern art, including 20th century painters such as Picasso and Dalí. The use of videos and slides as well as visits to museums and monuments are included.

307 Modern Spanish Culture (1) Fall, Spring
This course is intended to give students a general but in-depth view of present day Spain: its society, mentality and customs, political organization and relations with the rest of the world. The course format will include theory on these aspects as well as exercises in following daily news, television and other media.

311 History and Civilization (4) Fall, Spring
A synthesis of the political, socio-economic, and cultural history of Spain from the prehistoric period through Imperial Spain including the 18th century.

312 Spain of Three Cultures (4) Fall, Spring, Summer
This course will provide an exciting look into the Jewish, Moorish, and Christian cultures of IX-XV century Spain. Several excursions are planned as students will discover the setting for transition from one culture to the next.

351 Advanced Grammar and Composition (4) Fall, Spring, Summer
Includes the use of advanced grammatical structures: i.e. uses of the subjunctive, “ser” and “estar,” “por” and “para,” etc. The techniques of writing clearly and concisely are included.
355 Spanish Literature I (4)  Fall, Summer
This introductory study of the history of Spanish literature reviews in theory and practice the most representative passages of the key works of the Middle Ages, Renaissance, and Golden Age (the 11th through 17th centuries).

356 Spanish Literature II (4)  Spring, Summer
This introductory study of the history of Spanish literature reviews in theory and practice the most significant passages of the key works of the 18th, 19th, and 20th centuries.

366 Spanish American Literature II (4)  Fall, Spring
This study of Spanish American literature reviews the most significant passages of key works from independence to the present (primarily 20th century). Not open to Trinity students.

399/499 Independent Study  Fall, Spring
Topics for independent study must be approved by the academic director. Students work under the direction of faculty members.

401 Comunicación Avanzada (4)  Fall, Spring, Summer
Intensive preparation in formal written Spanish. This includes a broad knowledge of vocabulary, oral and reading comprehension, written composition, and syntactic and semantic exercises.

402 Don Quijote de La Mancha (4)  Spring
This study of Cervantes and his major work, Don Quijote de la Mancha, forms the basis for analysis of the society and culture of his time.

403 La Generación Del ’98 (4)  Spring
The reading and analysis of three important works by three representative writers of the Generación del ’98: Niebla, by Unamuno; El árbol de la ciencia, by Pío Baroja; and poetry by Machado. Course includes the history and culture of the period.

404 El Siglo de Oro (4)  Spring
El burlador de Sevilla, by Tirso de Molina; Fuenteovejuna, by Lope de Vega; and La vida es sueño, by Calderón de la Barca. These works are typical of their age and also stand as classics of Spanish literature while providing valuable information about, and insights into, Spanish society and culture in this period.

405 La Narrativa en el Siglo de Oro: Novela Picaresca y Cervantes (4)  Fall
Lazarillo de Tormes and Cervantes’ Novelas Ejemplares are studied as an introduction to the novela genre of the Golden Age.

406 Romanticismo (4)  Fall
Three representative works, including Artículos periodísticos, by Larra (prose); Don Juan Tenorio, by Zorilla (drama); and Rimas y Leyendas, by Bécquer (prose and poetry), introduce the Romantic period in 19th century Spain.
407 Teatro del Siglo XX (4)  
Fall  
Historia de una escalera, by Antonio Buero Vallejo; Luces de Bohemia, by Ramón Valle Inclan, and Bodas de Sangre, by Frederico Garcia Lorca are studied with reference to the view they present of contemporary Spanish society and politics.

408 La Historia de España en el Siglo XX (4)  
Fall, Spring  
Starts with a brief introduction of 19th century history and continues with a study of the history and sociology of the present democratic Spain. The recent history of the country is analyzed: the most important political events (Republic, Civil War, Franco’s dictatorship, and democracy), the social and economic structures during the century, and the development of the Spanish way of life and way of thinking.

450 Acción Solidaria (Service Learning) (2)  
Fall, Spring  
Students will receive orientation to agencies that assist Spaniards in need. They will also gather to receive functional linguistics training in their specific area of service (e.g. hospital setting, education, youth work, or elderly). Students will then serve volunteer positions with Spanish churches, agencies, and independent organizations whose aim is to improve the social welfare of Spanish citizens.
GEOLOGY

101 Earth Science (3)  
This course is a survey of minerals, rocks, historical geology, landforms, weather patterns and climates, freshwater systems and oceanography, the solar system and galaxies. It consists of two hours lecture per week and equivalent laboratory time. Some laboratories will be full-day field trips on Saturdays. Does not fulfill the physical science general education requirement.

201 World Geography (3) - CCS  
Topics covered in this course include maps, landforms, weather and climate, populations, natural resources, political systems, economic systems, cultural diversity, and urbanization. The course emphasizes relationships between developing countries. Prerequisite: sophomore standing or permission of the instructor. Fulfills one of the cross-cultural studies general education requirements.

The following courses are available through AuSable Institute of Environmental Studies. For a description of this program see the Biology section of the catalog.

316 Field Geology (AuSable Geol/Geog 316)  
Geology as the context of ecosystem and human settlements. An introductory geology course with emphasis placed upon field observations of geological processes, both past and present. Although glacial geomorphology is a dominant theme, such topics as mineral and rock classification, seismology, groundwater flow, fossil fuel resources, climactic change, map interpretation, and fossil identification are included. Prerequisite: one year of science.

322 Land Resources (Same as Biology 322 - AuSable)

339 Natural Resources Practicum (Same as Biology 339 - AuSable)
The department of history, in the core and upper-level courses, endeavors to introduce students to a Christian understanding of what has happened in the past and of the nature of history. Students will learn the processes of cultural formation in both Western and non-Western cultures, so that as a Christian community we may more fully understand the time in which we live and are called to work.

The **history major** consists of 39 hours:

**Required courses (15 hours):**
- HIST 103 America and Western Civilization 3 hours
- HIST 104 Europe and Western Civilization 3 hours
- HIST 200 Introduction to Historical Inquiry 3 hours
- HIST 371 Philosophy of History 3 hours
- HIST 401 Senior Research Seminar: Topics in History 3 hours

The field education requirement is met in History 401.

**Electives (21 hours):**
1. Electives in American history survey (6 hours)
   - Choose two from the following: History 231, 232, 338

2. Elective in European and Trans-Atlantic history (3 hours)
   - Choose one of the following: 209, 211, 216, 270, 282, 305, 330, 353

3. Elective in non-Western history (3 hours)
   - Choose one of the following: 261, 281, 285, 286, 383

4. Other history electives (9 hours)

**Communication requirement (3 hours):**
- COMM 101 Fundamentals of Public Speaking 3 hours
The **secondary history education major** consists of 42 hours. Students seeking certification should follow the standard history major, with the following additional requirements:

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HIST 103</td>
<td>America and Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIST 104</td>
<td>Europe and Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIST 200</td>
<td>Introduction to Historical Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>HIST 371</td>
<td>Philosophy of History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 380</td>
<td>Teaching Secondary History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 401</td>
<td>Senior Research Seminar: Topics in History</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (21 hours):**

1. Electives in American history survey (6 hours)
   - History 338 and one of the following: History 231, 232

2. Elective in European and Trans-Atlantic history (3 hours)
   - History 282

3. Elective in non-Western history (3 hours)
   - Choose one of the following: 261, 281, 285, 286, 383

4. Other history electives (9 hours)

**Required Cognate Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
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<tr>
<td>GEOL 201</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 123</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Students with a teaching major in history education will minor in education and follow the secondary education minor course requirements as listed in the education department section of the catalog.

A **history minor** consists of (18 hours):

**Required courses (9 hours):**

- HIST 103 or other American history elective 3 hours
- HIST 104 or other European history elective 3 hours
- HIST 200 Introduction to Historical Inquiry 3 hours
- Three other history electives 9 hours
History Courses

Note: Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

103 America and Western Civilization (3)           Fall
This course examines basic themes in the history of America from British colonization to the present. It focuses on the development of American identities, developments in American society, and expressions of American culture. Fulfills one of the historical foundations general education requirements.

104 Europe and Western Civilization (3)            Spring
This course examines the history of Europe from the Renaissance to the present. It focuses on the shaping cultural power of classical and Christian traditions, the interaction between the West and the world, and the development of diverse secular ideologies in the modern world. Fulfills one of the historical foundations general education requirements.

200 Introduction to Historical Inquiry (3)         Fall
An introduction to the basic methods and questions of historical scholarship. Attention will be given to historiographical schools of interpretation, strategies for research, and consideration of the relationship between Christian faith and historical study. Prerequisites: History 103 and 104, or permission of instructor.

209 20th Century Europe (3)                        Varies
This course will examine the development of European culture in the 20th century with special emphasis on European politics and the Western intellectual tradition. Prerequisite: History 104 or permission of instructor.

211 Modern Britain (3)                             Fall, Odd
This course will examine the history of Britain since 1688, with special attention given to the developing Western liberal tradition, the expanding imperial state, the coming of industrial society, and the imposing contemporary crises of 20th-century Western culture.

216 History of Russia from Peter the Great to the Present (3)  Spring, Odd
This study of the Russian Empire emphasizes the political and social institutions, the motives behind the Russian Revolution, the subsequent establishment of the communist political and social order, and its role as a world power in the 20th century.

231 American Colonies: 1492-1800 (3)              Fall, Even
A study of the North American region from the arrival of European colonists to the early years of the independent United States. Special attention is given to the interaction of European and Native American peoples, cultural encounters, and the development of regional cultures. Prerequisite: History 103.
232 The Making and Remaking of America: 1800-1900 (3)  
This course traces United States history from the early republic, through the Civil War and reconstruction, to the cultural and social changes of the later nineteenth century. Special attention is given to regional cultures, political ideologies, the role of religion, and struggles to define and articulate American identity and culture. Prerequisite: History 103.

240 African-American History (3)  
This course examines the development of African-American culture in American history. The course emphasizes the different meanings of being a people, the impact of slavery, the ambiguities of freedom, and the relationship of African-American culture to other cultures in America.

241 Law and Western Culture (3)  
This course examines the significance of law in the development of Western culture by: studying the classical and Judeo-Christian roots of law; analyzing the legal principles and systems that have been derived from those foundations; and assessing contemporary legal interpretative schools and applications of those interpretations. This course is identical to Political Science 241.

244 Law, Justice, and Culture (3)  
The purpose of this course is to prepare students for public service in law, government, and politics by providing worldview training in the Judeo-Christian tradition. In particular, students are introduced to the concept of transcendent moral truth in the Western legal tradition and challenged to integrate the biblical understanding of justice into their lives and career callings. This course is identical to Political Science 244.

246 The City in the Americas (3)  
Students compare the historical formation and development of representative cities in North and South America. Special attention is given to Chicago. Students are encouraged to use the excellent research facilities available in Chicago, particularly the Chicago Historical Society. This course is identical to Sociology 246.

261 History of East Asia (3) – CCS  
This course examines the modern cultural development of China, Korea, and Japan, with particular focus on enduring intellectual traditions, the meaning of political community, and the conditions of life. Pre-requisite: Sophomore status.

270 History and Literature of the Ancient Mediterranean (3)  
This course describes the major geographical and historical outlines of the ancient Western world; introduces major writers of history, dialogue, letters, essay, poetry, drama, and religious discourse; and questions ways that ancient Greece and Rome still may communicate to the modern world. This course is identical to English 270. Prerequisites: History 103 and 104; English 103 and 104.
280 Methods: International Perspectives (3)  Fall, Spring
This course examines the cultures of Latin America, Asia, and Africa through description of cultural development, integrated themes, and local primary sources. Woven through the course is an emphasis on curriculum and pedagogy for grades K-9. This course does not count toward a history major or minor. Prerequisites: junior standing, History 103 and 104, Education 203.

281 History of Africa (3) - CCS  Varies
This course examines the development of African cultures, the impact of Europeanization and modernization on Africa, and contemporary visions and ideologies in Africa. Fulfills one of the cross-cultural studies general education requirements.

282 The West and the World in the 20th Century (3)  Fall
This course examines the relationship between Western and non-Western cultures through the development of colonization, decolonization, and global interdependence. Students will encounter Western and non-Western cultural interaction through political treatises, literature, film, U.N. statistics, and economic assessments.

285 Development of Global Christianity (3) - CCS  Varies
A survey the history of Christianity from late antiquity to the present outside of the Western world, including the Middle East, Asia, Africa, and Latin America. Particular attention will be given to how the universal Christian faith is enculturated in non-Western cultures. Fulfills one of the cross-cultural studies general education requirements. This course is identical to Theology 285.

286 History of Latin American Civilization (3) - CCS  Varies
Students study the native American and Spanish-Portuguese heritage in Latin America from European colonization to the contemporary world. This course examines the impact of colonialism, the period of emerging national states, the hemispheric relations with North America, and the challenge of the developing Third World cultures. Fulfills one of the cross-cultural studies general education requirements.

305 History of the Renaissance and Reformation, 1350-1650 (3)  Spring, Odd
This course examines the history of Early Modern Europe, with special emphasis on the cultural and intellectual developments of Renaissance humanism and the Reformation movements in Germany and Switzerland.

330 History of Christianity (3)  Fall, Odd
Students examine the development of Christian thought and the Christian church as the covenant people of God from the Old Testament era to the present. After surveying the Old Testament origins of the church, students examine the life of the Western church during the medieval, Reformation, and modern periods. This course is identical to Theology 330.
338 Envisioning America: The United States Since 1900 (3)          Spring
This course will examine the competing political worldviews that have shaped American cultural
development and public policy since 1900. This course also will offer a Christian critique of these
diverse ideologies. Prerequisite: History 103.

342 American Thought and Culture (3)                    Varies
Students examine selected themes in American culture from colonial times to the present with
possible emphasis on topics such as American pragmatism and its consequences, culture and the
wilderness, and democracy and individualism.

343 Religion in America (3)                     Spring, Odd
This course is a historical and theological survey of religion in the United States as a means toward
understanding the current pluralistic scene. The influence of Puritanism, evangelicalism, and
liberalism upon American religious life is emphasized. This course is identical to Theology 343.

345 Topics in History (3)                            Varies
A study of specialized subject matter, varying each semester depending upon interests of the
instructor and students. Possible topics include the Civil War, history of immigration, and the
modern environmental movement. This course may be repeated when offered with different
content.

353 History of Economic Thought (3)                  Spring, Even
This course is a representative study of the economic ideas that had a formative role in the
shaping of economic theories and institutions from the Reformation to the present. This course
is identical to Economics 353.

371 Philosophy of History (3)                        Spring
This study of the central problematicsof the philosophy of history provides a detailed analysis of
such notions as creation, genesis, unfolding, culture, power, freedom, progress, history,
situation, period, era, and differentiation, with an attempt to understand the philosophical
tradition and to draw some of the outlines of a philosophical systematics that is conscious of its
historic limitations and religious presuppositions. This course is identical to Philosophy 371.
Prerequisite: junior standing.

380 Teaching History in Secondary Education (3)               Spring
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. This course does not count toward the
history minor or major. Prerequisites are history education major and junior or senior standing.
383 A History of the Middle East, 650 to the Present (3) - CCS  Varies
This history of the Middle East since the rise of Islam emphasizes the modern period from 1800 to the present. The course highlights the Arab-Israeli confrontation and its implications for the world. Fulfills one of the cross-cultural studies general education requirements.

399 Independent Study (2-4)  Fall, Spring
Open to qualified students by permission of the department and instructor.

400 Field Education (2-3)  Fall, Spring
The student will undertake an internship with direct connection to historical study.

401 Senior Research Seminar: Topics in History (3)  Fall
Students will work closely with the history faculty on an in-depth investigation of a major historical era or problem to produce a major research paper. The course emphasizes the problems of historical research, interpretation, and writing. Prerequisite: history major or permission of the department. Meets field education requirement.
INTERDISCIPLINARY MINORS

Business and Spanish Minor

The interdisciplinary minor in Business and Spanish is designed to enable students to enter careers where a knowledge and appreciation of business structures and practices in both the U.S. and Hispanic cultures are valued. Through the successful completion of coursework, students will demonstrate an understanding of the management functions and behaviors required for effective cross-cultural management of organizations. Students will also demonstrate an understanding of Hispanic cultural products, practices, and competence in the practice of basic oral, aural, reading and writing skills in Spanish.

The interdisciplinary minor in Business and Spanish consists of the following 19 hours:

- SPAN 201 Intermediate Spanish I 3 hours
- SPAN 202 Intermediate Spanish II 3 hours
- SPAN 309 Spanish for Business 3 hours
- BUAD 311 Global Business 3 hours
- BUAD 326 Global Management 3 hours
- BUAD 337 Global Marketing 3 hours
- or 346 Global Finance 3 hours

A study-abroad program is encouraged for the minor. Students can fulfill the minor’s Spanish requirements through the Semester in Spain’s intermediate sequence in business.

It is suggested that students taking the interdisciplinary minor in Business and Spanish will benefit from taking any of the following courses: COMM 250, HIST 286, PLSC 270, PSYC 252, SOC 252 or 254.

In keeping with Trinity’s guidelines for interdisciplinary minors, Spanish majors completing the Business and Spanish minor are required to take an additional three hours in Business or Accounting. Business majors may use the interdisciplinary minor in Business and Spanish as a first minor because 16 hours in the minor are distinct from the business major.
Church Music Minor

The interdisciplinary minor in church music is designed to equip students for service in a local church in the area of music ministry. The required coursework emphasizes an understanding of diverse traditions of church music from both a theological and a musical perspective. The program further encourages and facilitates practical involvement in church music for interested students.

The **interdisciplinary minor in church music** consists of the following 19 hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHML 307</td>
<td>Worship Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MUSIC 111</td>
<td>Introduction to Music Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUSIC 201</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUSIC 231</td>
<td>Musicianship I</td>
<td>1</td>
</tr>
<tr>
<td>MUSIC 332</td>
<td>Church Music</td>
<td>3</td>
</tr>
<tr>
<td>THEO 301</td>
<td>Basic Teachings of the Christian Faith</td>
<td>3</td>
</tr>
<tr>
<td>THEO 304</td>
<td>The Nature and Ministry of the Church</td>
<td>3</td>
</tr>
</tbody>
</table>

In keeping with Trinity's guidelines for interdisciplinary minors, general music majors completing the church music minor are required to take an additional three hours in theology or church and ministry leadership. One of the following courses is recommended: Church and Ministry Leadership 101, 201, or 305; Theology 330, 331, or 343.

In keeping with Trinity's guidelines for interdisciplinary minors, theology majors completing the church music minor are required to take an additional three hours in music. One of the following courses is recommended: three semesters of private lessons or ensemble; Music 311, 312, 313, or 252.

**ESL/Bilingual Interdisciplinary Minor** (See page 141 of the Education Section)
MATHEMATICS

David B. Klanderman, Ph.D., department chairperson

"The professors of the mathematics department really do bring a sense of wonder and excitement to their math classes. I've never seen such devoted people. They keep math challenging but fun, and the best part is that they help me grow in my Christian walk while I'm learning."

Megan Van Groningen '09
Mathematics (Oak Forest, Illinois)

The mathematics major prepares students for advanced study in one of the sciences or to pursue the study of mathematics in graduate school. The mathematics education major prepares students to teach mathematics in secondary school.

Required of all majors:

- MATH 111    Analytic Geometry and Calculus I            4 hours
- MATH 112    Analytic Geometry and Calculus II            4 hours
- MATH 210    Discrete Structures                  3 hours
- MATH 211    Analytic Geometry and Calculus III            4 hours
- MATH 301    Linear Algebra                    3 hours
- MATH 401    Senior Seminar                    1 hour
- CPSC 111      Elements of Programming I              3 hours
- COMM 101    Fundamentals of Public Speaking          3 hours

The mathematics major (42 hours):
In addition to the 25 hours indicated above, students must take Computer Science 112, Mathematics 400, and a minimum of four additional mathematics courses at the 200 or 300 level. Mathematics 280, 380, and 381 do not count toward the mathematics major.

The secondary education mathematics major (43 hours):
In addition to the 25 hours indicated above, students must take the following courses:

- CPSC 109    Technology in Education            3 hours
- MATH 302    Abstract Algebra                    3 hours
- MATH 321    Geometry                            3 hours
- MATH 351    Probability and Statistics                3 hours
- MATH 380    Secondary Methods                  3 hours
- One elective at the 200 or 300-level            3 hours

Students with a teaching major in mathematics education will minor in education and follow the secondary education minor course requirements listed in the education department section of the catalog.
The mathematics minor (18 hours):

- MATH 111 Analytic Geometry and Calculus I 4 hours
- MATH 112 Analytic Geometry and Calculus II 4 hours
- MATH 211 Analytic Geometry and Calculus III 4 hours
- Two additional mathematics courses at the 200 or 300 level. 6-8 hours

**Note:** Mathematics 280, 380, and 381 do not count toward the minor.

The mathematics education minor (22 hours):

- MATH 109 Math Concepts for Teachers I 3 hours
- or 110 Math Concepts for Teachers II
- MATH 105 Statistics for the Social Sciences 3 hours
- or 151 Statistics
- MATH 111 Analytic Geometry and Calculus I 4 hours
- MATH 210 Discrete Structures 3 hours
- MATH 380 Methods of Teaching Math (grades 6-12) 3 hours
- CPSC 109 Technology in Education 3 hours

One additional course from the following:

- Mathematics 301, 302, 321, 370 or 399 3 hours

**Note:** Mathematics 280 does not count toward the minor but is required for the elementary education major normally paired with this minor.

Mathematics Courses

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

**100 Intermediate Algebra (3)  Fall**

This course prepares students for Mathematics 101 by emphasizing concepts and skills contained in an intermediate algebra course. Students will strengthen their backgrounds in algebraic manipulation and equation-solving, and will study systems of linear equations and absolute values as preparation for more advanced mathematics courses. Does not fulfill the mathematics general education requirement. Prerequisite: two years of college preparatory high school mathematics.

**101 Precalculus (4)  Spring**

This course examines functions and relations from numerical, symbolic, graphical, and descriptive points of view. Algebraic and transcendental functions such as polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric will be the primary focus. Labs designed to reinforce prior material through collaborative work and introduce applications of functions will be interspersed throughout the course. Supplementary topics include conic sections, polar coordinates, and complex numbers. Does not fulfill the mathematics general education requirement. Prerequisite: three years of college preparatory high school mathematics or Mathematics 100.
103 Mathematics within a Liberal Arts Tradition (3)  
This course examines the discipline of mathematics from a variety of interrelated perspectives. These perspectives include historical, philosophical, and cultural origins of the discipline; the nature of the discipline; and applications of the discipline to the natural and social sciences as well as to everyday life. Fulfills the mathematics general education requirement. Prerequisite: three years of college preparatory high school mathematics.

105 Statistics for the Social Sciences (3)  
This course examines concepts necessary for proper application and interpretation of statistical methods. Topics include descriptive statistics, probability and probability distributions, inferential statistics, and an advanced topic (e.g., chi-square analysis). Use of appropriate technology complements the instruction. Fulfills the mathematics general education requirement. Prerequisite: three years of college preparatory high school mathematics.

109 Math Concepts for Teachers I (3)  
This course is a study of sets, logic, proof, systems of numeration, mathematical systems, development of the number system, and problem-solving applications. Fulfills the mathematics general education requirement. Prerequisite: three years of college preparatory high school mathematics.

110 Math Concepts for Teachers II (3)  
This course examines topics in algebra, geometry, probability, statistics, calculators, computers, and problem-solving applications. Prerequisite: three years of college preparatory high school mathematics. Fulfills the mathematics general education requirement. Prerequisite: three years of college preparatory high school mathematics.

111 Analytic Geometry and Calculus I (4)  
This course examines functions, limits, derivatives, graphs, applications of the derivative, and the integral. Fulfills the mathematics general education requirement. Prerequisite: four years of college preparatory high school mathematics or Mathematics 101.

112 Analytic Geometry and Calculus II (4)  
This course examines applications of integration; logarithmic, exponential, trigonometric, and hyperbolic functions; techniques of integration; and infinite sequences and series. Fulfills the mathematics general education requirement. Prerequisite: Mathematics 111.

141 Finite Mathematics (3)  
Finite Mathematics is a subject which blends application with theory in (primarily) a discrete setting. Topics include financial mathematics models, linear system solution processes and utilization of matrices for applications in economics (Leontief models) and optimization (linear programming); enumeration techniques for applications in probability and Markov Chains; logic and recursion for applications in graph theory. Fulfills the mathematics general education requirement. Prerequisite: Mathematics 100 or 3 years of high school mathematics including 2 years of algebra.
151 Statistics (3)  Fall
This course examines measures of central tendency and variability, graphic representation, binomial and normal distributions, sampling, estimation, hypothesis testing, regression, and correlation. This course is a non-calculus treatment primarily for students in the exact sciences or in business. Fulfills the mathematics general education requirement. Prerequisites: Mathematics 100 or 3 years of high school mathematics including 2 years of algebra; mathematics 111 or 141 recommended.

210 Discrete Structures (3)  Fall
This course covers set theory, logic, algebraic structures, relations and functions, combinatorics, graphs and trees, boolean algebras, and algorithms. Fulfills the mathematics general education requirement. Prerequisite: Mathematics 111 or permission of instructor.

211 Analytic Geometry and Calculus III (4)  Spring
This course covers conic sections, polar coordinates, vectors in two and three dimensions, partial derivatives, multiple integrals, and applications. Prerequisite: Mathematics 112.

280 Methods of Teaching Mathematics in Grades K-9 (3)  Fall, Spring
In this course, students will study and implement a variety of pedagogical methods for teaching and learning of mathematics. Students will analyze sample mathematical learning activities and create their own learning tasks to satisfy criteria including mathematical significance, problem-solving, communication, and connections within mathematics and among other disciplines. Issues including the role of technology, equity and diversity, and assessment will be addressed. Prerequisites: junior standing, Mathematics 109 and 110, successful completion of the Basic Skills Test, and at least one education course.

301 Linear Algebra (3)  Varies
This course covers vector spaces, theory of matrices, linear transformations, determinants, and quadratic forms. Prerequisite: Mathematics 211.

302 Abstract Algebra (3)  Varies
This course is a study of mathematical structures such as groups, rings, integral domains, and fields. Factorization and congruence theories for integers and polynomials also are examined. Prerequisite: Mathematics 210.

310 Differential Equations (3)  Varies
This course covers ordinary differential equations of first and second order, linear equations, operators, transforms, nonlinear equations, power series solutions, numerical methods, and applications. Prerequisite: Mathematics 211.

311 Real Analysis (3)  Varies
This course examines the foundations of real number system, sequences and series, convergence, axiomatic development of limits, continuity, derivatives, integrals, line, and surface integrals. Prerequisite: Mathematics 211.
321 Geometry (3)  
This course covers geometric transformations, advanced Euclidian geometry, non-Euclidian geometries, projective geometry, and foundations of geometry. Prerequisite: Mathematics 210.

341 Numerical Analysis (3)  
This course examines solutions of non-linear equations, systems of equations, and differential equations. Other topics include interpolation, approximation, and numerical integration. This course is identical to Computer Science 341. Prerequisites: Mathematics 210 and Computer Science 112.

351 Probability and Statistics (3)  
This course examines discrete and continuous probability distributions, mathematical expectations, moment generating functions, multivariate distributions, estimation, hypothesis testing, regression, and correlation. Prerequisite: Mathematics 112.

370 Topics in Advanced Mathematics (3)  
This course focuses on an advanced topic in mathematics determined by student demand. Possible topics include number theory, complex variables, measure theory, point-set topology, and second courses in abstract algebra, real analysis, and probability and statistics. Prerequisite: junior or senior standing in the mathematics program.

380 Teaching Mathematics in Grades 6-12 (3)  
This course deals with methods and materials of teaching mathematics in grades 6-12. Students study topics such as instructional strategies, objectives and planning, individual difference, problem-solving, content and organization, curriculum trends, teaching aids, evaluating, and professional organizations. Prerequisites: junior standing, Education 203, and at least 12 hours in mathematics.

381 Methods and Strategies for Teaching Probability and Statistics (1)  
This course focuses on issues of pedagogy and technology used in the teaching and learning of probability and statistics. Students will be expected to design a unit plan, daily lessons, and projects that address statistical concepts and utilize appropriate technological tools and a variety of classroom learning environments. Prerequisites: completion of or concurrent enrollment in Mathematics 105, 151, or 351. Completion of and/or concurrent enrollment in Education 380 and/or Mathematics 380 is recommended.

399 Independent Study (2-4)  
Topics are selected from students’ major interests. Prerequisite: permission of department.

400 Field Education (2-4)  

401 Senior Seminar (1)  
This seminar provides an opportunity for students to reflect on the concepts, contextual, foundational, and worldview issues, and applications studied in past coursework. The seminar emphasizes how these issues will impact their lives beyond the College. Presentations, both in-class and off-campus, attended by students and made by students, are a key component of the course. Prerequisites: senior class standing and prior completion of at least six required courses in the major (excluding cognate course requirements).
The mission of the music major is to develop in students the skills of discrimination and sensitivity in listening, careful analysis in studying music, technical competence in performance, and expressiveness in interpretation while promoting abiding Christian values.

Two music major programs are offered: a Bachelor of Arts in Music Education (K-12) with choral or instrumental emphasis, for students who want to become certified to teach music at the elementary or secondary level; and a Bachelor of Arts in Music, for students who wish to pursue music careers or graduate study outside the realm of education. Students completing the Bachelor of Arts in Music may add a concentration in music performance, theory and composition, or church music.

Music majors must earn a 2.0 (C) or better in all music courses to successfully complete the program. Additional requirements for all music majors appear in the Music Department Student Handbook. Students should obtain a copy of this handbook from the Music Department office.

The music major consists of 50 hours:

- 1 public speaking course (COMM 101) 3 hours
- 4 music history courses (111, 311, 312, 313) 12 hours
- 4 music theory courses (201, 203, 204, 303) 12 hours
- 2 musicianship courses (231, 233) 2 hours
- 1 composition course (304) 3 hours
- 1 conducting course (331) 2 hours
- 8 hours of private lessons 8 hours
- 4 semesters of ensemble 4 hours
- Field education 3 hours
- Senior seminar (401) 1 hour
- Piano proficiency* 0 hours

*The piano proficiency requirement may be fulfilled either by successfully completing the piano proficiency exam or by earning a B or better in MUSC 200, Class Piano.
In addition to the above requirements for the BA in Music, students may choose to complete one of the following concentrations (concentration not required for major):

**Concentration in music performance:**
- 16 hours of private lessons
- Half recital in junior year
- Full recital in senior year
- *permission jury required by the end of sophomore year at Trinity.

**Concentration in theory and composition:**
- Music 383, Secondary Music Education (3 hours)
- 8 hours of composition lessons
- 4 hours of piano or organ lessons
- Full recital of original compositions in senior year

**Concentration in church music:**
- IDIS minor in church music
- Field education in church music

The **music education major with choral emphasis** consists of 50 hours:
- 4 music history courses (111, 311, 312, 313) 12 hours
- 1 piano course (200) 1 hour
- 2 musicianship courses (231, 233) 2 hours
- 4 music theory courses (201, 203, 204, 303) 12 hours
- 2 music education courses (380, 383) 5 hours
- 1 composition course (304) 3 hours
- 2 conducting courses (331, 351) 4 hours
- 1 world music course (252) 3 hours
- 4 semesters of concert or campus choir 4 hours
- 3 semesters of private lessons, at least two of which are in voice 3 hours
- Senior Seminar (401) 1 hour
- Field education (student-teaching)

Students with a teaching major in music education will minor in education and follow the special program (K-12) education minor course requirements as listed in the education department section of the catalog.

The **music education major with instrumental emphasis** consists of 50 hours:
- 4 music history courses (111, 311, 312, 313) 12 hours
- 1 piano course (200) 1 hour
- 2 musicianship courses (231, 233) 2 hours
- 4 music theory courses (201, 203, 204, 303) 12 hours
- 2 music education courses (380, 383) 5 hours
- 1 composition course (304) 3 hours
- 2 conducting courses (331, 352) 4 hours
1 world music course (252)  3 hours
4 semesters of instrumental ensemble  4 hours
3 semesters of private lessons  3 hours
Senior Seminar (401)  1 hour
Field education (student-teaching)

Students with a teaching major in music education will minor in education and follow the special program (K-12) education minor course requirements as listed in the education department section of the catalog.

There are two types of minors offered in music: a general music minor and a church music minor.

The **music minor** consists of 20 hours:

- 2 music theory courses (201 and 203)  6 hours
- 2 music history courses (111 and one from 311, 312, 313)  6 hours
- 2 semesters of musicianship (231, 233)  2 hours
- 2 semesters of private lessons or ensemble  2 hours
- Electives in music  4 hours

The church music minor is listed under interdisciplinary minor (page 178).
Middle grades endorsements are described in the course requirements for education (page 136).

A maximum of 10 hours of applied music or ensemble may be applied to the graduation requirements for students who are not music majors or minors.

**Music Courses**

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

**101 Music Fundamentals (3)**  Fall
An introduction to the practical skills of music theory and musicianship, including staff notation, rhythmic notation, intervals, scales, chord construction, sight reading, and ear training.
Recommended for students with limited experience reading music notation to be taken before enrolling in MUSC 201. Does not fulfill the fine arts requirement.

**111 Introduction to Music Literature (3)**  Fall
This course introduces the basic materials of music and an overview of the most important forms, styles, and composers of Western music, with an emphasis on intelligent listening. This course is a prerequisite for Music 311, 312, and 313. Fulfills the fine arts requirement.
**200 Class Piano (1)**
Spring
An introduction to basic keyboard facility in a group setting. This course is designed to help students to learn to play major and minor scales and basic harmonic progressions in major and minor keys. Required of all music majors; can be fulfilled by passing a keyboard proficiency test. Prerequisites: Music 111 and concurrent enrollment in Music 201.

**201 Music Theory I (3)**
Spring
This course is an introduction to the structures and fundamental materials of music, including intervals, scales, keys, and chord structures. Emphasis is placed on the study and analysis of music of the 17th-19th centuries. Prerequisite: Music 111 or permission of instructor.

**203 Music Theory II (3)**
Fall
This course continues the study of the structures and materials of music, including harmonic analysis, figured bass, non-harmonic tones, and cadences. Prerequisite: Music 201.

**204 Music Theory III (3)**
Spring
This course is a study of music theory focusing on eighteenth-century counterpoint, chromatic harmony, and twentieth-century compositional techniques. Prerequisite: Music 203.

**231 Musicianship I (1)**
Spring
Foundational training in and practice of aural, sight singing, improvisation, and keyboard harmony skills. To be taken in conjunction with Music 201.

**233 Musicianship II (1)**
Fall
Continuation of Music 231, providing more advanced training in aural, sight singing, improvisation, and keyboard harmony skills. To be taken in conjunction with Music 203.

**252 World Music (3) - CCS**
Spring
This course studies music in cultures outside the mainstream of North American and western European traditions, including Native American, African, African-American, Eastern European, Indian, Asian, and Latin-American cultures and traditions. Fulfils one of the cross-cultural studies general education requirements. Required of all music education majors.

**303 Music Theory IV: Form and Analysis (3)**
Fall, Odd
This course is a study of formal organization in music, encompassing not only the major patterns of musical structure but also the means by which these patterns are formed and broken. Related topics include issues in orchestration and aesthetics. Prerequisite: Music 204.

**304 Composition and Orchestration (3)**
Fall, Even
An exploration of the creative process, through analysis and original composition, which provides an integration of the fundamental elements of music (melody, harmony, rhythm, texture, form). A study of instrumental characteristics, notation, scoring, and arranging for orchestral instruments. Prerequisites: Music 201, 203, and 204.
311 Music History: Medieval/Renaissance (3)  Spring, Even
This course examines Western music in the Medieval and Renaissance periods (up to c. 1600) within its historical, cultural, social, and liturgical contexts. Prerequisite: Music 111.

312 Music History: Baroque/Classic (3)  Fall, Even
This course examines the history of Western music in the Baroque and Classic eras (c. 1600-1820) with an introduction to American musical traditions. Prerequisite: Music 111.

313 Music History: Nineteenth Century to the Present (3)  Spring, Odd
This course examines the history of Western music from the nineteenth century to the present with particular consideration of American musical traditions. Prerequisite: Music 111.

331 Introduction to Conducting (2)  Fall, Even
This course introduces the techniques of conducting a musical ensemble, including the study of manual technique, musical interpretation, and score preparation. Prerequisites: Music 201 and membership in an ensemble, or permission of instructor.

332 Church Music: History and Issues (3)  Fall, Odd
Emphasizing the biblical and theological foundations of church music, this course examines church music literature from the early church to the present day. It includes an overview of liturgy, hymnology, and choral and instrumental music for the church, with particular emphasis on American church music of diverse Christian traditions. It further explores current issues related to church music within the context of present musical practices. Recommended for anyone involved in church music, including musicians, pastors, worship leaders, and lay leaders.

334 Piano Pedagogy (2)  Varies
This course introduces the field of piano teaching, and includes a study of the learning process and its application to teaching and performing. Materials, procedures, and techniques pertinent to beginning, intermediate, advanced, and pre-music major students are examined. Offered on demand.

351 Advanced Choral Conducting (2)  Spring, Odd
This course focuses on topics of importance to choral conductors, including score study and preparation, rehearsal techniques, developing choral tone, repertoire selection, and conducting choral-orchestral works. Prerequisite: Music 331.

352 Advanced Instrumental Conducting (2)  Varies
This course focuses on topics of importance to instrumental conductors, including score study and preparation, rehearsal techniques, instrumental pedagogy, and advanced conducting gestures. Prerequisite: Music 331.

380 Elementary Music Education (2)  Fall, Odd
This course gives an overview of the aims, content, and procedures of a music program from kindergarten through middle school, emphasizing the elementary music curriculum. The course may include observations of actual elementary music teaching situations. Prerequisite: Music 201 or permission of instructor.
383 Secondary Music Education (3)  
This course gives an overview of the objectives, content, and methodology of vocal and instrumental music programs at the secondary level. Topics include rehearsal techniques, music selection, music budgets and program administration, and vocal and instrumental methods. Prerequisite: Music 380.

399 Independent Study (1-3)  
Topics are selected from qualified students’ major interests. Prerequisite: permission of the department.

400 Field Education (3)  
Fulfillment of the field education requirement is determined by the music department for each graduating music major. Music education majors fulfill the requirement by student-teaching. Recitals fulfill the requirements for music performance majors. The music department makes individual assignments to general music majors for fulfillment of the requirement.

401 Senior Seminar (1)  
Senior music majors are required to participate in senior seminar their senior year. Students will attend and critique several performances, discuss assigned readings, and present a final project or recital incorporating implications of the Reformed Christian worldview in their chosen area of concentration in music. Offered every semester. Prerequisites: Senior standing and at least 25 course credits in music major.

Private Lessons

121/221 Piano Lessons (1 or 2)  
Private instruction in applied piano. Students may take one half-hour lesson per week for one hour of credit (Music 121) or one hour-long session per week for two hours of credit (Music 221). Applied music fee required.

122/222 Organ Lessons (1 or 2)  
Private instruction in applied organ. Students may take one half-hour lesson per week for one hour of credit (Music 122) or one hour-long session per week for two hours of credit (Music 222). Applied music fee required.

123/223 Voice Lessons (1 or 2)  
Private instruction in applied voice. Students may take one half-hour lesson per week for one hour of credit (Music 123) or one hour-long session per week for two hours of credit (Music 223). Applied music fee required.

124/224 String Lessons (1 or 2)  
Private instruction on violin, viola, cello, or guitar. Students may take one half-hour lesson per week for one hour of credit (Music 124) or one hour-long lesson per week for two hours of credit (Music 224). Applied music fee required.
**124D Guitar Class (1)**
Group instruction on guitar for beginners for one hour of credit.

**125/225 Woodwind Lessons (1 or 2)**
Private instruction on flute, clarinet, oboe, saxophone, or bassoon, by special arrangement with the music department. Students may take one half-hour lesson per week for one hour of credit (Music 125) or one hour-long lesson per week for two hours of credit (Music 225). Applied music fee required.

**126/226 Brass Lessons (1 or 2)**
Private instruction on trumpet, trombone, horn, or tuba by special arrangement with the music department. Students may take one half-hour lesson per week for one hour of credit (Music 126) or one hour-long lesson per week for two hours of credit (Music 226). Applied music fee required.

**127/227 Percussion Lessons (1 or 2)**
Private instruction on percussion by special arrangement with the music department. Students may take one half-hour lesson per week for one hour of credit (Music 127) or one hour-long session per week for two hours of credit (Music 227). Applied music fee required.

**128/228 Composition Lessons (1 or 2)**
Private instruction in music composition. Students may take one half-hour lesson per week for one hour of credit (Music 128) or one hour-long session per week for two hours of credit (Music 228). Applied music fee required.

**Ensembles**

**130 Campus Choir (1)**
Students study and perform choral music. Emphasis is placed on building choral tone, developing vocal technique, and improving sight-reading skills. The Campus Choir will perform for campus events and concerts each semester.

**131 Concert Choir (1)**
Students study and perform a variety of choral literature. The choir is open to students who successfully complete an audition with the director. Previous singing experience and good sight-reading skills are expected of Concert Choir members. The choir performs a major concert and several church services each semester, and tours annually.

**132 Wind Ensemble (1)**
The study and performance of instrumental music literature. The course is open to players of woodwind, brass, and percussion instruments.

**133 Honors Ensemble (1)**
The members of this select vocal ensemble are chosen by competitive audition and are recipients of the Janet De Maa Ozinga Memorial Scholarship. Members are required to sing in Concert Choir.
134 String Chamber Ensemble (1)
An ensemble devoted to the study and performance of standard string chamber music literature. The ensemble is open to students who successfully complete an audition with the director. The ensemble performs a recital once a semester, with possible additional on-campus performance opportunities.

135 Masterworks Chorale (1)
A choral ensemble open to students, alumni, and community singers who successfully complete an audition with the director. The group performs significant choral literature in one major concert each semester.

136 Jazz Band (1)
An ensemble devoted to the study and performance of historic and contemporary jazz instrumental music, including Dixieland, ragtime, blues, and swing/big band arrangements. Prerequisite: membership in wind ensemble or permission of instructor.

137A Flute Ensemble (1)
Students study and perform representative music literature for flutes. The course, open to all students who successfully complete an audition with the director, provides performance opportunities in concerts, churches, and community events. Members are required to participate in wind ensemble.

137B Woodwind Ensemble (1)
Students study and perform representative woodwind literature. The course, open to all students who successfully complete an audition with the director, provides performance opportunities in concerts, churches, and community events. Members are required to participate in wind ensemble.

138 Gospel Choir (1)
Students study and perform representative choral literature from the African-American gospel tradition. Open to all students. No audition required.

139 Brass Ensemble (1)
Students study and perform representative brass literature. The course is open to all students who successfully complete an audition with the director. This course provides extensive performance opportunities in concerts, churches, and community events. Members are required to participate in wind ensemble.

140 Southwest Symphony (1)
NURSING

Laurel A. Quinn, N.D., R.N., C.L.N.C., department chairperson

“I am so thankful that God has led me to Trinity Christian College. It’s wonderful to have the perspective and encouragement of Christian professors and clinical instructors. I know my experiences here will equip me to serve God through the nursing profession.”

Sheila Hartog ’09
Nursing (Sanborn, Iowa)

A major in nursing is offered for basic students (no prior nursing credentials). The nursing major builds on the liberal arts and science foundation and encompasses study in the natural, behavioral, and social sciences, the humanities, and nursing sciences.

The baccalaureate degree program in nursing is approved by the Illinois Department of Financial and Professional Regulation (www.idfpr.com) and accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120; 202-887-6791; www.aacn.nche.edu/ Accreditation). The program leads to a bachelor of science in nursing degree (B.S.N.). Upon completion of all degree requirements, graduates are eligible to apply to take the Nursing Council Licensure Examination (NCLEX) to become registered nurses.

Clinical portions of the program are held in area hospitals, intermediate care and rehabilitation facilities, community health agencies, home health agencies, schools, and clinics. Three clock-hours of clinical or laboratory experience is equivalent to one semester-hour of credit. The communication requirement of the general education curriculum is met across the nursing curriculum. The capstone requirement is met through Nursing 413 and Nursing 425. The field experience requirement is met through the clinical component of the nursing curriculum. Students interested in nursing may contact the chairperson of the nursing department for further information.
**Nursing Program Requirements**

The minimum of 125 semester-hours required of all nursing majors are distributed as follows:

### General

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 204, 205, 206</td>
<td>12 hours</td>
</tr>
<tr>
<td>CHEM 101, 102</td>
<td>8 hours</td>
</tr>
<tr>
<td>ENGL 102 (proficiency), 103, 104</td>
<td>6-9 hours</td>
</tr>
<tr>
<td>Fine Arts— ART 103, COMM 225 or 234, MUSC 111</td>
<td>3 hours</td>
</tr>
<tr>
<td>HIST 103, 104</td>
<td>6 hours</td>
</tr>
<tr>
<td>Interim (per graduation requirements)</td>
<td>2-4 hours</td>
</tr>
<tr>
<td>MATH 105 or 151</td>
<td>3 hours</td>
</tr>
<tr>
<td>PHIL 101, 102</td>
<td>6 hours</td>
</tr>
<tr>
<td>PE</td>
<td>1 hour</td>
</tr>
<tr>
<td>PSYC 121, 123</td>
<td>6 hours</td>
</tr>
<tr>
<td>SOC 121</td>
<td>3 hours</td>
</tr>
<tr>
<td>THEO 121, 122</td>
<td>6 hours</td>
</tr>
<tr>
<td>Electives</td>
<td>2-6 hours</td>
</tr>
</tbody>
</table>

### Nursing (55 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 205</td>
<td>Concepts of Health Care and Nursing</td>
<td>3 hours</td>
</tr>
<tr>
<td>NURS 221</td>
<td>Nutrition</td>
<td>2 hours</td>
</tr>
<tr>
<td>NURS 308</td>
<td>Health Assessment and Promotion</td>
<td>3 hours</td>
</tr>
<tr>
<td>NURS 309</td>
<td>Therapeutic Nursing Interventions</td>
<td>2 hours</td>
</tr>
<tr>
<td>NURS 310</td>
<td>Pharmacology</td>
<td>3 hours</td>
</tr>
<tr>
<td>NURS 312</td>
<td>Pathophysiology</td>
<td>3 hours</td>
</tr>
<tr>
<td>NURS 313</td>
<td>Adult Health Nursing I</td>
<td>5 hours</td>
</tr>
<tr>
<td>NURS 315</td>
<td>Adult Health Nursing II</td>
<td>5 hours</td>
</tr>
<tr>
<td>NURS 316</td>
<td>Nursing Care of Childbearing Families</td>
<td>4 hours</td>
</tr>
<tr>
<td>NURS 402</td>
<td>Nursing Research</td>
<td>2 hours</td>
</tr>
<tr>
<td>NURS 405</td>
<td>Nursing Care of Children and Families</td>
<td>4 hours</td>
</tr>
<tr>
<td>NURS 407</td>
<td>Mental Health Nursing</td>
<td>4 hours</td>
</tr>
<tr>
<td>NURS 408</td>
<td>Adult Health Nursing III</td>
<td>5 hours</td>
</tr>
<tr>
<td>NURS 409</td>
<td>Principles of Community Health</td>
<td>2 hours</td>
</tr>
<tr>
<td>NURS 413</td>
<td>Nursing Capstone Practicum</td>
<td>5 hours</td>
</tr>
<tr>
<td>NURS 425</td>
<td>Issues in Nursing Practice</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 420</td>
<td>Topics in Nursing</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

The field education and cross-cultural requirement are met by clinical practice in the nursing major.
Admission to the Nursing Major

Admission to the College and admission to the nursing major are separate processes. Before enrolling in junior-level courses in the nursing program, students must be accepted formally into the clinical component of the major. The application process takes place in the sophomore year, and all criteria for admission must be met or be in progress, before registering for the junior year. Students applying to the nursing program that have been previously enrolled in nursing courses or a formal nursing education program will need to fill out additional application information and supply the Department of Nursing with a letter of recommendation from a nursing faculty from each program of study. All requirements must be completed by the summer before beginning the junior year nursing course work.

Criteria for Admission to the Nursing Major

1. Sophomore standing. Students currently enrolled must submit application forms by March 15th. Students transferring from another institution should submit their applications as soon as possible following acceptance to the College. The deadline for transfer applicants to be admitted to the College for the Nursing Major is March 1st.

2. Satisfactory completion of the following general education nursing prerequisite courses based on the stated requirements.

   a. Must achieve a cumulative grade point average of 2.5 (B- / C+) in the following group of courses or their transfer equivalent

   - ENGL 103    College English: Composition *
   - ENGL 104    College English: Introduction to Literature Fine Arts Course
   - HIST 103    America and Western Civilization
   - HIST 104    Europe and Western Civilization
   - MATH 105    Statistics for the Social Sciences or MATH 151 Statistics *
   - PHIL 101    Philosophical Perspectives I
   - PHIL 102    Philosophical Perspectives II
   - PSYC 121    Introduction to Psychology *
   - PSYC 123    Life Span Development *
   - SOC 121    Principles of Sociology *
   - THEO 121    Biblical Foundations
   - THEO 122    The Church and Christian Traditions

   *Students must have completed these courses prior to admission to the clinical nursing courses. The starred courses must have a C- or better. Transfer students will have the cumulative GPA calculated based on accepted credit. Courses that are waived will not be included in the GPA calculation. Students may begin the clinical nursing courses without having two of the non-starred general education requirements listed above with the consent of the department. These requirements must be met prior to graduation.
b. **Must achieve** a cumulative grade-point average of 2.5 (B-/C+) in the following group of science courses **with a minimum grade of C- in each course.**

- CHEM 101 General Chemistry
- CHEM 102 Principles of Organic and Biochemistry
- BIOL 204 General Microbiology
- BIOL 205 Human Anatomy and Physiology
- BIOL 206 Human Anatomy and Physiology

c. **Note:** No more than two of the above nursing prerequisite courses from section a and two courses from section b may be repeated to achieve the grade or grade-point requirements. **An individual course** may be repeated only once to achieve the required grade or grade-point average.

3. **Satisfactory completion of sophomore level nursing courses based on stated requirements.**

   a. **Must achieve** a cumulative grade-point average of 2.5 (B-/C+) and a minimum grade of C (2.0) in each course.

   - NURS 205 Concepts of Health Care and Nursing
   - NURS 221 Nutrition

   b. **Nursing courses, including sophomore, junior and senior level courses, may be repeated only once. Students may repeat only two nursing courses.**

4. Reading proficiency as demonstrated by a raw score of 96 or better on the vocabulary and comprehension subtests of the Nelson-Denny Reading Test. The maximum number of attempts to achieve this score is two.

5. Successful completion of a Mathematics Proficiency Examination at the 85% level. The maximum number of attempts for this exam is three. Information regarding this exam will be sent to students once they have applied for acceptance into the major.

**Progression Policies**

**To remain in good standing students must meet the following requirements:**

1. Successfully complete a nursing medication administration proficiency exam during each clinical semester. Maximum number of attempts: three per semester. Students may not pass medications until the math exam for that semester is met.

2. Maintain a minimum cumulative grade-point average of 2.5 in all sophomore, junior and senior nursing courses.

   Acceptable nursing courses are those with a grade of C (2.0) or above.
Nursing courses may be repeated only once. Students may repeat only two nursing courses. A student may withdraw only once from a nursing course. Students must complete both the theory and clinical components of clinical courses successfully. If a grade below C (2.0) is earned in theory and/or a failing grade is earned in clinical, both theory and clinical must be repeated. A student earning a failing grade in the clinical component of a course during the first rotation of the semester may not participate in the second clinical rotation of the semester. This will necessitate withdrawal from both clinical courses for that semester. Requirements may be placed on the student's subsequent return to clinical.

3. Demonstrate safe clinical practice. Faculty determine what constitutes unsafe clinical practice and may take immediate action. Students demonstrating unsafe clinical practice are subject to dismissal from the course with a grade of F, and may be dismissed from the program.

4. Satisfactorily complete standardized national nursing exams as designated in the current Nursing Student Handbook and course syllabi.

5. Satisfactorily complete a standardized comprehensive examination on nursing content as designated in the current Nursing Student Handbook and course syllabi.

6. All students must file an NCLEX-RN study plan with their adviser during the fall semester prior to graduation.

Requirements for admission, progression, curriculum, and graduation are subject to change in order to maintain a quality education program and to meet requirements of the current Illinois Nursing and Advanced Practice Nursing Act.

Clinical Requirements
1. Prior to the beginning of clinical nursing courses the student must have submitted the following:

   a. a complete health history and physical examination,

   b. evidence of up-to-date immunizations and laboratory test results in accordance with institutional requirements (current requirements are available in the nursing office),

   c. evidence of 2-step TB skin testing done within 12 months of the conclusion of the current semester (chest X-ray required if test results are positive),

   d. evidence of current health insurance,

   e. evidence of American Health Association CPR certification (health care providers module), valid through the current semester; and

   f. evidence of a criminal background check and 10-panel drug screen
Without satisfactory evidence of all of the above, the student will not be permitted to participate in clinical experiences.

2. Students are responsible for providing their own transportation to and from all clinical experiences.

3. Additional clinical requirements are described in the Trinity Christian College Nursing Student Handbook and in course syllabi. Clinical sites may have additional site specific requirements for students.

**Nursing Courses**

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

**205 Concepts of Health Care and Nursing (3)  Fall, Spring**
An exploration of the nature, scope, and conceptual foundations of health care and nursing. Introduces students to the major concepts of the nursing program: caring, self care, and care management. Required of nursing majors; to be taken at Trinity prior to admission to the nursing program; open to all interested students.

**221 Nutrition (2)  Fall, Spring**
This study of basic and changing nutritional requirements relative to health and illness focuses upon substances, processes, assessment, and adaptions for health deviations. Required of all nursing majors.

**308 Health Assessment and Promotion (3)  Fall**
This course develops skills in health assessment and health promotion across the life span. Students will learn to conduct physical, psychosocial, cultural, and spiritual assessments and to identify clients at risk. The course emphasizes use of these data in health promotion and education. Includes experience in laboratory and community settings. Prerequisites: Nursing 205 and 221, Biology 206, Psychology 121 and 123, Sociology 121. 1 hour lab

**309 Therapeutic Nursing Interventions (2)  Fall**
This course develops skill in the therapeutic nursing interventions essential for caring, self care, and care management. Prerequisites: Nursing 205, all science prerequisites. Prerequisites: Nursing 205 and 221, all science prerequisites; Pre or co-requisite: Nursing 310. 1 hour lab

**310 Pharmacology (3)  Fall**
Students study drug classifications, interactions, and interrelationships as used in the treatment of well and ill clients. Nursing implications are emphasized. Prerequisites: Biology 204, 205, 206; Chemistry 101 and 102.

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312 Pathophysiology (3)  
Spring  
This study of pathophysiological mechanisms related to disease emphasizes adaptive responses. Prerequisites: Chemistry 101, 102; Biology 204, 205, 206.

313 Adult Health Nursing I (5)  
Fall  
This course applies caring, self-care, and care management principles in nursing practice with the adult client seeking to maintain health. Clinical practice component in selected hospitals and community settings. Prerequisites: Nursing 205, 221, all nursing prerequisites. Pre- or co-requisites: Nursing 308, 309, 310. 2 hour clinical

315 Adult Health Nursing II (5)  
Spring  
This course synthesizes caring, self-care, and care management principles in nursing practice with the adult client seeking to maintain or restore health. Clinical practice component in selected hospitals and community settings. Prerequisites: Nursing 308, 309, 310, 313. 2 hour clinical

316 Nursing Care of Childbearing Families (4)  
Spring  
This course synthesizes caring, self-care, and care management principles in nursing practice with women, newborns, and families seeking to maintain or restore health. Clinical practice component in selected hospitals and community settings. Prerequisites: Nursing 308, 309, 310, and 313. 2 hour clinical

399 Independent Study (2-4)  
Varies  
Topics are selected from the students’ major interests. Prerequisite: permission of the department.

402 Nursing Research (2)  
Spring  
This study of research concepts and techniques enables the student to evaluate nursing literature and nursing problems. Prerequisites: Nursing 308, 309, 310, 313, and Mathematics 105 or 151.

405 Nursing Care of Children and Families (4)  
Fall  
This course synthesizes caring, self-care, and care management principles in nursing practice with children and families seeking to promote, maintain, or restore health. Clinical practice component in school, ambulatory, acute, and rehabilitative settings. Prerequisites: Nursing 402 and all 300-level nursing courses. 2 hour clinical

407 Mental Health Nursing Care (4)  
Spring  
This course synthesizes caring, self-care, and care management principles in nursing practice with individuals, families, and communities seeking to promote, maintain, or restore mental health. Clinical practice component in selected hospital and community settings. Prerequisites: Nursing 405, 408, and 409. 2 hour clinical

408 Adult Health Nursing III (5)  
Fall  
This course synthesizes caring, self-care, and care management principles in nursing practice with the adult client seeking to restore health. Clinical practice component in selected hospitals and community settings. 2 hour clinical.
409 Principles of Community Health (2)  
This course explores factors influencing the health of the community and the role of nursing in promoting community and public health. Examines the development of nursing informatics in the field of community health.

413 Nursing Capstone Practicum (5)  
For basic students this course provides a student-to-graduate transitional experience in health care settings. This intensive clinical practicum permits the student to manage a full client workload with all of its duties and responsibilities. RN students contract with the instructor for an individualized, independent practicum designed to afford a learning experience beyond previous practice. Prerequisites: Successful completion of all prior required nursing courses and concurrent enrollment in Nursing 407 and 425. 5 hour clinical.

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

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

Burton J. Rozema, Ph.D., director of Off Campus Programs

Trinity provides semester-length programs for students who wish to study in the context of another culture or would benefit from a program that cannot be offered on campus. A student’s eligibility and anticipated course credits are determined by a preliminary application that must be submitted by December 1 of the academic year prior to application to a particular program. Further information and preliminary application forms are available in the Off-Campus Programs office.

Note: Off-Campus programs connected to a specific department are listed with that department’s program information.

TRINITY-SPONSORED PROGRAMS:

- Chicago Semester
- New Horizons Teaching Program p. 151
- Semester in Ecuador
- Semester in Nicaragua p. 130
- Semester in South Korea
- Semester in Spain p. 164

Chicago Semester

The Chicago Semester is an off-campus program sponsored by Trinity Christian College together with five other Christian colleges in the Midwest and administered by Trinity. It offers qualified juniors and seniors (2.5 or higher GPA required) the opportunity to gain a semester’s worth of credit, living and working in Chicago. Program design focuses on leadership training by challenging undergraduate juniors and seniors to integrate their classroom theory with professional work experience. Features of the Chicago Semester curriculum include the following:

1. A complete orientation process that familiarizes each student with the Chicago Semester program, the city of Chicago, and the world of work;
2. Internships related to students’ professional interests;
3. Seminars on aspects of the urban phenomenon; and
4. Extensive cultural exposure through scheduled fine arts activities.

Students spend four days a week in an internship related to their career interest and academic major, and participate in seminars one day per week at the Chicago Semester’s Loop Center (11 E. Adams). A student may obtain admission to the program only by special application to Chicago Semester. See the Chicago Semester campus representative for further details. Note: a pre-application must be filled out at least one year before participating in Chicago Semester. Please see the Cooper Center for the pre-application.

301 Fine Arts Seminar (Arts In the City) (3)

The seminar investigates urban cultural life as reflected in the arts of Chicago. Students gather data for exploration by attending plays, concerts, movies, and art galleries. This primary information is processed through readings, lectures, and classroom discussion. The seminar operates on the premise that art mirrors the ideas and values held by a particular society or civilization and that students can be helped to read this cultural mirror more effectively.
302 Metropolitan Seminar (3)
An introduction to the city, focusing primarily on the Chicago metropolitan region. Each semester, the Metropolitan Seminar examines cultural, social, political, and economic issues that face metropolitan residents. Sectional emphases of the Metropolitan Seminar focus on globalization and diversity, health, and social policy and planning and community development.

303 Values and Vocations Seminar (3)
Students examine the Christian call to social transformation in contemporary urban America. The course emphasizes reclaiming a Christian concept of vocation as a way of integrating the meaning of one’s private and public life, and as a framework for practicing love and justice. The Values and Vocations Seminar’s two sections are “American Work and Meaning” and “Character, Personality, and Power.”

304 History of Religion and Society in Urban America (3)
This course examines religious social engagement in America through the lens of history, beginning in the colonial era and racing to the present. To manage this long span of time, the class focuses on the city, a battleground for pressing social questions. Topics of discussion will include religious responses to the market economy, race relations, gender roles, and the relationship between church and state. The class is designed for juniors and seniors.

400 Field Internship (9)
Students enrolled in the Chicago Semester program have a large number of placements available to them. Students may select internships from a range of organizations that include art centers, banks, businesses, hospitals, media centers, newspapers, publishing houses, mental health clinics, churches, schools, social work agencies, museums, libraries, and zoos. Work internships demand high-quality work and are supervised on the job and also by Chicago Semester staff members.

401 Social Work Professional Seminar (3)
This seminar provides students with the opportunity to apply classroom learning in actual social work practice situations. The seminar aims at promoting a “coming together” of theoretical perspectives and practicum supervision in a manner supportive to the efforts of beginning practitioners. Students engage in professional social work roles and activities to continue developing generalist practice skills and knowledge of the profession.

450 Student-Teaching: Elementary (10)
Students enrolled in the Chicago Semester program are placed in a Chicago public school for a 17-week placement. During the student teaching internship the intern gradually assumes the full responsibilities of the cooperating teacher. Student teaching requires fulltime commitment for the entire semester. Concurrent enrollment in CSEM 454.
454 Contemporary Issues Seminar (3)
This course meets weekly during the semester of student-teaching. Discussion topics include contemporary issues, worldview implications for teaching, interviewing, classroom management, and preparation for a teaching position. The unique attributes, assets, and challenges of a specific Chicago neighborhood are also investigated. Online portfolios will be completed.

455 Student-Teaching: Secondary (10)
Students enrolled in the Chicago Semester program are placed in a Chicago public school for a 17-week placement. During the student teaching internship the intern gradually assumes the full responsibilities of the cooperating teacher/s. Student teaching requires fulltime commitment for the entire semester. Concurrent enrollment in CSEM 454.

Semester in Ecuador
This study abroad program in Quito, is available to students who want to explore God’s calling to a mission field in an international setting through a partnership with International Teams and Youth World International. It is open to all sophomores, juniors, and seniors who have at least a 2.5 GPA and express an interest in service/mission. The program includes a Spanish course at the Spanish Language Institute, a history and culture of Ecuador course, and a field experience. The faculty program contacts are Mark Ward, Associate Provost, and Pedro Aviles, of the Church and Ministry Leadership Department.

150 History, Politics, and Culture of Ecuador (3)
This course provides an overview of the history, politics, and culture of Ecuador, along with the relationship between various factors. Open only to students who participate in the Semester in Ecuador Program. Offered in the fall and spring semesters.

300/400 Field Experience (6)
Students will work with a local organization (e.g., business, church, artistic non-profit group) and participate in a two-week mission trip. Credit towards a department’s major (field education/internship) is granted at the discretion of each department. Students should check with his/her adviser when considering the program.

Semester in South Korea
Semester in South Korea is a study abroad program available to all Trinity students who desire to continue their college education in an international setting. Semester in South Korea will function as an exchange program with a sister Reformed Christian institution, Taeshin Christian University. The program includes a history and culture of South Korea course, and a field experience. Other courses (general education/major) are available on a tutorial basis. Students should have at least a 2.5 GPA to participate in this program. The faculty program contact is Eun Ahn of the Business Department.
150 History, Politics, and Culture of South Korea (3)
This course provides an overview of the culture of South Korea and an introduction to the Korean language. The course will be taught on a tutorial basis and includes guest speakers from local organizations and visits to community groups, along with lecture and readings. Open only to students who participate in the Semester in South Korea Program. Offered in the fall and spring semesters.

300/400 Field Experience (3-10) Students will work with a local organization (e.g., business, church, artistic non-profit group). Credit towards a department's major (field education/internship) is granted at the discretion of each department. Students should check with his/her adviser when considering the program.

TRINITY-ENDORSED AND APPROVED PROGRAMS

American Studies* p.224  Middle East Studies*
Au Sable Environmental Studies p.95  Netherlandic Studies Program (NSPICE) p.88
Australia Studies Centre*  Scholar & Semester in Oxford*
China Studies*  Oxford Summer Programme*
Contemporary Music Center*  Russian Studies*
Latin American Studies*  Uganda Studies Program*
Los Angeles Film Studies Center* p.128  Washington Journalism Center

Programs marked with an asterisk (*) are offered by the Council for Christian Colleges and Universities, of which Trinity is a member.

The Council for Christian Colleges & Universities www.cccu.org (CCCU), an association of 102 campuses in the U.S. and Canada, offers the following semester and summer programs to students of its member institutions. The programs offer a unique opportunity for students to make the world their classroom, going beyond the confines of the traditional classroom. These interdisciplinary learning opportunities are available to second-semester sophomores, juniors and seniors. For further information, contact either the Off Campus Programs Coordinator or the CCCU.

Information regarding financial aid and off-campus programs is listed on page 26.

SEMESTER PROGRAMS

Australia Studies Centre (ASC)
The Australian Studies Centre is a cultural studies program with an arts emphasis, based in Sydney, Australia. As one of the CCCU's newer programs, the ASC has hosted dozens of students since it began in Spring 2004. Designed to provide undergraduates of all majors and career interests with opportunities to participate in Sydney's art culture, the program also educates students in Indigenous affairs and Australia's role as a global economic power. Students participate in service projects and live in homestays with local Christian families to help them encounter the Australia the tourists never see. Throughout this process, ASC students engage Australia's indigenous people and learn about the challenges that exist for those who aren't part of "white Australia." ASC students receive 16 semester hours of credit.

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China Studies Program (CSP)
The China Studies Program enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one on one interaction. Students choose between completing a broad Chinese Studies Program concentration and a Business Concentration including an internship in an international business in Shanghai. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi’an and Xiamen. This interdisciplinary, cross cultural program enables students to deal with this increasingly important part of the world in an informed, Christ centered way. Students earn 15-17 semester hours of credit.

Contemporary Music Center (CMC)
The Contemporary Music Center provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers and recording engineers. The Executive Track is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. Both Artist and Executive track students receive instruction, experience and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include course work, labs, directed study and a practicum. Students earn 16 semester hours of credit.

Latin American Studies Program (LASP)
Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Living with a Costa Rican family, students experience and become a part of the day to day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (limited to Spanish majors and offered both fall and spring terms); International Business and Management (offered only in fall terms); and Tropical Sciences (offered only during spring terms). Students in all concentrations earn 16-18 semester credits.
Middle East Studies Program (MESP)
This program, based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of Middle Eastern peoples. Students also study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria and Turkey, students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East Region, MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ centered manner. Students earn 16 semester hours of credit.

The Scholars Semester in Oxford (SSO)
SSO is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of university’s historic halls. SSO students enroll in a Primary and Secondary Tutorial, an Integrative Seminar and the course Christianity and Cultures. The SSO is designed for students interested in the fields of Classics, English & Literature, Theology & Religious Studies, Philosophy, and History, though all majors may apply. Applicants are generally honors and other very high-achieving students. Students earn 17 semester hours of credit.

Russian Studies Program (RSP)
RSP students are exposed to the depth and diversity of the culture during a semester spent in Russia’s three largest cities: Moscow, St. Petersburg and Nizhni Novgorod. In addition to three seminar courses entitled History and Sociology of Religion in Russia; Russian Peoples, Cultures and Literature; and Russia in Transition, students receive instruction in the Russian language, choosing either 4 or 6 semester hours of language coursework. For those choosing 4 hours of Russian, a seminar course, International Relations and Business in Russia, is available. RSP strives to give students as wide an experience as possible in this complex nation. Students spend time in Moscow, the heart of both medieval and modern Russia. Students also spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students participate in a service opportunity in Nizhni Novgorod. The program also includes time in the complex and intriguing city of St. Petersburg, the Russian “window to the West.” Students earn 16 semester hours of credit.
Uganda Studies Program (USP)
Winston Churchill is credited with nicknaming Uganda the “Pearl of Africa,” and many visitors since his time have come to agree with him. The USP offers students a very personal encounter with this African success story, which has become an economic and public health model in its region. Another success story, Uganda Christian University (UCU), serves as the base of study for students in the USP. Set on the outskirts of the capital city Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. Courses taught by local faculty in the English tutorial tradition will immerse students in a uniquely African education. Topics such as Christianity and Islam in Contemporary Africa, African Literature and African History will present many insights into African life because of the guidance of faculty who live in and love Uganda and East Africa. Home stays, travel, service learning and daily interaction Honours College students form the backbone of the USP experience. In addition to the core experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 hours of credit.

Washington Journalism Center (WJC)
The Washington Journalism Center (WJC) is a semester-long study program in Washington, DC created for students interested in the field of journalism. While in Washington students will take classes focusing on the history and future of the media and how it relates to the public as well as on their personal writing skills. These classes – Foundations for Media Involvement, Reporting in Washington, and Washington News and Public Discourse – combined with an internship at a top news publication will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities as well as live with families as part of the WJC experience.

SUMMER PROGRAMS

Oxford Summer Programme (OSP)
The Oxford Summer Programme (OSP) is a program of the Council for Christian Colleges & Universities and Wycliffe Hall, Oxford. The program is designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the West and who wish to do specialized work under expert Oxford academics in the areas of History, Religious Studies, Political Theory, Philosophy, English, and History of Science. The Programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs.
PHILOSOPHY

Stephen Lake, Ph.D., department chairperson

“With brilliant professors who challenge and motivate me daily, philosophy is giving me the opportunity to expand my mind to various types of argumentation and is preparing me to combat secular thinking with a concrete Christian response.”

Bryan VanSoelen ’09
Philosophy (Sully, Iowa)

A major in philosophy is offered for students who wish to explore in depth the implications of God’s revelation for theoretical and philosophical reflection. It builds upon the foundation of Holy Scriptures as interpreted by the historic Reformed creeds. Its service to the student is to ground a consistent, Christian worldview with historical sensitivity, systematic breadth and conceptual clarity.

The philosophy major, 30 hours, is excellent preparation for virtually any career and especially recommended for students who plan to pursue further study in areas such as philosophy, theology, ministry, political science, law, history, etc. PHIL 401 and 402 fulfill the communication, field education and capstone requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PHIL 101</td>
<td>Philosophical Perspectives I</td>
<td>3</td>
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<tr>
<td>PHIL 102</td>
<td>Philosophical Perspectives II</td>
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<tr>
<td>or 108</td>
<td>Honors Philosophy*</td>
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<tr>
<td>PHIL 201</td>
<td>History of Philosophy I</td>
<td>3</td>
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<tr>
<td>PHIL 202</td>
<td>History of Philosophy II</td>
<td>3</td>
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<tr>
<td>PHIL 206</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 401</td>
<td>Senior Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 402</td>
<td>Senior Seminar II</td>
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<tr>
<td>2 Electives in philosophy</td>
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Two of the following:

- PHIL 295 Major Philosophical Authors 3 hours
- PHIL 310 Reformational Philosophy 3 hours
- PHIL 311 Philosophical Theology 3 hours

* for members of the honors program

A double major in philosophy and another discipline can serve as broader, interdisciplinary preparation for a career in the adjacent field (e.g., ministry or law). For students double-majoring, at least one of the two required elective courses must be a course that serves as an intentional bridge to their other major (or their minor, with Philosophy Department approval). (Examples include: PHIL 371 Philosophy of History for a History double major or PHIL 331 Aesthetics for Art.)

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The **philosophy minor**, 18 hours, is suited to meet the needs of students majoring in another field. The historical sequence required for the minor (PHIL 201 and 202) serves as background for elective course offerings at the 200- and 300-level. These electives often have interdisciplinary appeal and treat issues that are fundamental to the student’s major area of study.

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<td></td>
<td>2 Electives in philosophy</td>
<td>6</td>
</tr>
</tbody>
</table>

* for members of the honors program

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**Philosophy Courses**

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

**101 Philosophical Perspectives I (3)** Fall, Spring
This course introduces central themes of Christian world-and-life view, a philosophical perspective inspired by it, and a first confrontation with past and present philosophical positions. Freshman should take this course after one completed semester at Trinity. Fulfills one of the philosophical foundations general education requirements.

**102 Philosophical Perspectives II (3)** Fall, Spring
Continuation of Philosophy 101. Fulfills one of the philosophical foundations general education requirements.

**108 Honors Philosophy (3)** Fall
This course replaces Philosophy 102 for members of the Honors Program. Prerequisite: Philosophy 101.

**201 History of Philosophy I (3)** Fall
An excursion into the world of ancient and medieval thought, emphasizing the pre-Christian beginnings of our culture and the relation between Christian and non-Christian thinking up to the beginning of the modern age.

**202 History of Philosophy II (3)** Spring
This excursion into the world of thought of the “modern age” to the beginning of the 20th century emphasizes the work of the major philosophers of that age.

**206 Logic (3)** Varies
Studies in this introduction to the nature of logic include informal logic, Aristotelian logic, and the modern systems of deduction inference, deduction technique, formal languages, and others.
295 Major Philosophical Authors (3)  
This course offers a sustained and thorough investigation of a major philosophical author. Particular attention will be given to: identifying the author's importance within the history of philosophy; gaining an effective familiarity with the author's entire body of work; engaging in close reading and analysis of a careful selection from the author's work; and evaluating the author's contribution from a Christian philosophical standpoint. The specific subject matter of this course is announced at the time of its offering. Prerequisites: Philosophy 101 and 102 (or 108).

299 Topics in Philosophy (3)  
This course offers an investigation of selected contemporary topics of philosophical significance and of concern to Christians. The course objectives are three-fold: to develop Christian insight into a common human issue, to do so through the practice of Christian philosophical analysis, and to thereby acquire a broader knowledge of the topic. Topics for this course are announced at the time of its offering. Prerequisites: Philosophy 101 and 102 (or 108).

310 Reformational Philosophy (3)  
This course examines the Kuyperian philosophical tradition. Special emphasis is placed on the distinctive Reformed Christian philosophy of Herman Dooyeweerd and the development of the notion of worldview and Christian cultural engagement. The course will cover the writings of Abraham Kuyper, Dooyeweerd, and some of the more recent scholars working in this tradition. Prerequisites: PHL 101 and 102 (or 108).

311 Philosophical Theology (3)  
This course studies philosophical treatments of theological doctrines. It may cover the nature, attributes, and knowability of God; an examination of the relation between philosophy and theology; and other metaphysical or epistemological assumptions of the Christian faith. This course is identical to THEO 311. Prerequisites: PHIL 101 and 102 (or 108).

321 Existentialism and Phenomenology (3)  
This course acquaints the student with the work of prominent contemporary philosophers in the tradition of existentialism and phenomenology. A major emphasis is on critical exposition of selected texts. Prerequisites: Philosophy 101 and 102 (or 108).

322 Analytic Philosophy (3)  
This course studies the work of prominent contemporary philosophers in the Anglo-American traditions of positivism, post-positivism and pragmatism. A major emphasis is on critical exposition of selected texts. Prerequisites: PHIL 101 and 102 (or 108).

330 Ethics (3)  
This course examines traditional ethical theories and seeks to develop a philosophical framework within which Christians can address contemporary moral issues. Prerequisites: PHIL 101 and 102 (or 108).
331 Aesthetics (3)  
Students explore the fundamental questions concerning art and literature and their place in life, with emphasis upon the possibilities of a Christian position in aesthetic experience and reflection. This course is identical to ART 331. Prerequisites: PHIL 101 and 102 (or 108).

335 Calvinistic Tradition (3)  
Students study significant philosophical contributions in the work of thinkers in the Calvinistic tradition from the 17th century to the present with a critical exposition of selected texts. This course is identical to Theology 335.

351 Theories of Society (3)  
This course is an intensive study of the theories and methodology of the major schools of social thought with special emphasis on theoretical developments in contemporary sociology in Europe and North America. Prerequisite: Sociology 121. This course is identical to Sociology 351.

371 Philosophy of History (3)  
This study of the central problematics of the philosophy of history and detailed analysis of such notions as creation, genesis, unfolding, culture, power, freedom, progress, history, situation, period, era, and differentiation, attempts to understand the philosophical tradition and to draw some of the outlines of a philosophical systematics that is conscious of its historic limitations and religious presuppositions. This course is identical to History 371. Prerequisite: junior status.

399 Independent Study (3)  
Prerequisite: permission of the department.

400 Field Education (3-4)  
This program of research, designed with a view to the student's intended profession, is completed with the advice and under supervision by the staff of the philosophy department.

401 Senior Seminar I (1)  
This course is the capstone experience for all philosophy majors, featuring synthetic reflection on the nature and practice of philosophy in the Christian liberal arts within a year-long, advanced, graduate-level seminar environment hosted by the department’s full-time faculty. This course also meets the field education requirement for philosophy majors.

402 Senior Seminar II (2)  
Continuation of philosophy 401, required for all philosophy majors.
All physical education department programs meet Trinity’s general education requirements of an oral communication course, field education, and capstone requirement. Students meet the oral communication requirement of general education by taking Communication Arts 101; [the field education requirement is met by a student teaching internship (if a physical education-teaching major) or by a field education experience if an exercise science or leisure and sports studies major] the capstone requirement is met through Physical Education 401 for all majors.

The physical education teacher education program prepares students to be excellent teachers and coaches. Graduates attain a K-12 teaching specialist certificate through the state of Illinois.

The exercise science major is designed for students interested in strength and conditioning as well as preparation to be personal trainers or fitness specialists.

The sport and leisure studies major prepares students for a career in entry level positions in youth agencies with sport programs, recreation centers, sports ministry organizations, intramurals and others within the sports industry.

**Teaching Major**

The curriculum in physical education prepares students for Illinois State teacher certification for teaching physical education in elementary and secondary schools. The teaching major, 41 hours, consists of the following courses:

- **BIOL 205**  Human Anatomy and Physiology  4 hours
- **PE 110**  Lifetime Fitness and Wellness  1 hour
- **PE 130**  Individual Sport Skills  2 hours
- **PE 131**  Team Sport Skills  2 hours
- **PE 150**  CPR Certification  1 hour
- **PE 201**  Foundations of Physical Education and Sport  3 hours
- **PE 236**  Prevention and Treatment of Sports Injuries  3 hours
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PE 251</td>
<td>Measurement and Evaluation in P.E. and Health</td>
<td>3</td>
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<tr>
<td>PE 290</td>
<td>Exercise Physiology</td>
<td>3</td>
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<tr>
<td>PE 302</td>
<td>Organization and Administration in Physical Education and Athletics</td>
<td>3</td>
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<tr>
<td>PE 315</td>
<td>Adaptive Physical Education</td>
<td>3</td>
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<tr>
<td>PE 325</td>
<td>Curriculum and Instruction in Physical Education and Health</td>
<td>3</td>
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<tr>
<td>PE 333</td>
<td>Kinesiology</td>
<td>3</td>
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<tr>
<td>PE 380</td>
<td>Instructional Strategies in Physical Education 6-12</td>
<td>3</td>
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<tr>
<td>PE 381</td>
<td>Methods for Elementary Physical Education</td>
<td>3</td>
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<tr>
<td>PE 401</td>
<td>Senior Seminar</td>
<td>1</td>
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</table>

Students with a teaching major in physical education will minor in education and follow the special program (K-12) education minor course requirements as listed in the education department section of the catalog.

**Sport and Leisure Studies Major**

The sport and leisure studies major consists of 46 hours including a field education experience.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PE 110</td>
<td>Lifetime Fitness and Wellness</td>
<td>1</td>
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<tr>
<td>PE 112</td>
<td>Nutrition and Weight Management</td>
<td>1</td>
</tr>
<tr>
<td>PE 130</td>
<td>Individual Sport Skills</td>
<td>2</td>
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<tr>
<td>PE 131</td>
<td>Team Sport Skills</td>
<td>2</td>
</tr>
<tr>
<td>PE 150</td>
<td>CPR Certification</td>
<td>1</td>
</tr>
<tr>
<td>PE 201</td>
<td>Foundations of Physical Education and Sport</td>
<td>3</td>
</tr>
<tr>
<td>PE 221-225</td>
<td>Coaching Course</td>
<td>2</td>
</tr>
<tr>
<td>PE 231</td>
<td>Recreation and Leisure Studies</td>
<td>3</td>
</tr>
<tr>
<td>PE 236</td>
<td>Prevention and Treatment of Sport Injuries</td>
<td>3</td>
</tr>
<tr>
<td>PE 260</td>
<td>Drug/ Chemical Use and Abuse</td>
<td>2</td>
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<tr>
<td>PE 285</td>
<td>Principles and Practices of Coaching</td>
<td>3</td>
</tr>
<tr>
<td>PE 302</td>
<td>Organization and Administration of Physical Education and Athletics</td>
<td>3</td>
</tr>
<tr>
<td>PE 315</td>
<td>Adaptive Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 320</td>
<td>Psychology of Sport</td>
<td>3</td>
</tr>
<tr>
<td>PE 400</td>
<td>Field Education in leisure studies and sport</td>
<td>6</td>
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<tr>
<td>PE 401</td>
<td>Senior Seminar</td>
<td>1</td>
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**Required Cognate Courses:**

- BIOL 205 Human Anatomy & Physiology 4 hours
- COMM 101 Fundamentals of Public Speaking 3 hours
- One of the following:
  - COMM 111 Foundations of Human Communication 3 hours
  - COMM 250 Intercultural Communication 3 hours

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The teaching minor concentration consists of 24 hours. Courses include:

- **BIOL 205** Human Anatomy and Physiology 4 hours
- **PE 110** Lifetime Fitness and Wellness 1 hour
- **PE 130** Individual Sport Skills 2 hours
- **PE 131** Team Sport Skills 2 hours
- **PE 251** Measurement and Evaluation in P.E. and Health 3 hours
- **PE 290** Exercise Physiology 3 hours
- **PE 325** Curriculum and Instruction in Physical Education and Health 3 hours
- **PE 333** Structural Kinesiology 3 hours
- **PE 380** Instructional Strategies in Physical Education 6-12 3 hours
- **Recommended for students planning to teach at the elementary level:**
  - **PE 381** Methods for Elementary Physical Education 3 hours

The health education minor, which meets the requirements for a middle grades health education endorsement, consists of 18 hours. Courses include:

- **NURS 221** Nutrition 3 hours
- **PE 110** Lifetime Fitness and Wellness 1 hour
- **PE 205** Principles and Foundations of Health Education 3 hours
- **PE 240** School Health Programs 3 hours
- **PE 260** Drug/Chemical Use and Abuse 2 hours
- **PE 310** Community Health Programs 3 hours
- **PSYC 242** Human Sexuality 3 hours

To meet the requirement for a secondary health education endorsement, the following courses are required in addition to the minor:

- **PE 150** CPR Certification 1 hour
- **PE 251** Measurement and Evaluation in P.E. and Health 3 hours
- **PE 325** Curriculum and Instruction in P.E. and Health 3 hours

The coaching minor consists of 20 hours. Courses include:

**Note:** Student in this minor should take Biology 205 before enrolling in the following courses.

- **PE 236** Prevention and Treatment of Sports Injuries 3 hours
- **PE 285** Principles and Practices of Coaching 3 hours
- **PE 290** Exercise Physiology 3 hours
- **PE 302** Organization and Administration of Physical Education and Athletics 3 hours
- **PE 320** Psychology of Sport 3 hours
- **PSYC 123** Life Span Development 3 hours
And at least one of the following:

PE 221 Coaching Soccer 2 hours
PE 222 Coaching Volleyball 2 hours
PE 223 Coaching Basketball 2 hours
PE 224 Coaching Baseball/Softball 2 hours
PE 225 Coaching Track and Field 2 hours

**Exercise Science Major**

The exercise science major consists of 46 hours, including a field education experience. Courses include:

- BIO L 205 Human Anatomy and Physiology 4 hours
- BIO L 206 Human Anatomy and Physiology 4 hours
- CHEM 101 General Chemistry 4 hours
- COMM 101 Fundamentals of Public Speaking 3 hours
- NURS 221 Nutrition 2 hours
- PE 150 CPR Certification 1 hour
- PE 236 Prevention and Treatment of Sport Injuries 3 hours
- PE 290 Exercise Physiology 3 hours
- PE 295 Fitness Assessment and Exercise Prescription 3 hours
- PE 320 Psychology of Sport 3 hours
- PE 333 Kinesiology 3 hours
- PE 345 Strength Training Theory and Application 3 hours
- PE 360 Special Populations and Exercise 2 hours
- PE 400 Field Education in Exercise Science 4 hours
- PE 401 Senior Seminar 1 hour
- PSYC 123 Life Span Development 3 hours

One of the following:

- BUAD 121 Principles in Management 3 hours
- BUAD 131 Principles in Marketing 3 hours

Recommended: CHEM 102

**Physical Education Courses**

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

110 Lifetime Fitness and Wellness (1) **Fall, Spring**

Students will gain an understanding of the basic principles of physical fitness as well as the components of a healthy lifestyle. Students will develop and follow an individualized fitness program. Fulfills the physical wellness general education requirement.
112 Nutrition and Weight Management (1)  Fall, Spring
Students will learn basic principles of nutrition as it relates to healthy eating and to weight management. Fulfills the physical wellness general education requirement.

130 Individual Sport Skills (2)  Fall
This course introduces the skill techniques and strategies in the activities of badminton, fitness, bowling, golf, gymnastics/tumbling, dance, tennis, and track and field.

131 Team Sport Skills (2)  Spring
This course introduces the skill techniques and strategies in the sports of basketball, flag football, floor hockey, soccer, softball, volleyball, and team handball.

140 Physical Education for K-9 Educators (1)  Fall, Spring
This course introduces movement experiences and physical activity as they relate to elementary age children. For elementary education majors.

150 CPR Certification (1)  Fall
This course provides instruction in cardiopulmonary procedures for adults, children and infants leading to certification through the American Heart Association.

201 Foundations of Physical Education and Sport (3)  Fall, Odd
Students study the history, goals, and philosophy of physical education and athletics.

205 Principles and Foundations of Health Education (3)  Fall, Odd
This course will focus on foundational principles as it relates to historical and philosophical perspectives in the development of health education. Students will gain insight into the skills and knowledge needed to develop successful health education programs.

221 Coaching Soccer (2)  Fall, Odd
The study and practice of the administration of a soccer program, including skill techniques, coaching strategies, and methods of training and conditioning.

222 Coaching Volleyball (2)  Fall, Even
The study and practice of the administration of a volleyball program, including skill techniques, coaching strategies, and methods of training and conditioning.

223 Coaching Basketball (2)  Fall, Even
The study and practice of the administration of a basketball program, including skill techniques, coaching strategies, and methods of training and conditioning.

224 Coaching Baseball/Softball (2)  Spring, Odd
The study and practice of the administration of a baseball/softball program, including skill techniques, coaching strategies, and methods of training and conditioning.
225 Coaching Track and Field (2)  
Spring, Even  
The study and practice of the administration of a track and field program, including skill techniques, coaching strategies, and methods of training and conditioning.

231 Recreation and Leisure Studies (3)  
Spring, Odd  
This course provides an introduction to concepts and central issues relevant to recreation and leisure. The organization and administration of various recreation and leisure services will also be studied.

236 Prevention and Treatment of Sports Injuries (3)  
Spring  
This course provides an overview of sports injury management and care that can be applied to a variety of settings. Prerequisite: Biology 205.

240 School Health Programs (3)  
Spring, Odd  
This course will take a look at identifying the health needs and problems of middle and high school students. There will be an emphasis on developing teaching and learning strategies as it relates to health education. Prerequisite: Physical Education 205.

251 Measurement and Evaluation in Physical Education and Health (3)  
Fall, Odd  
This course examines the theory and practice of measurement and evaluation in physical education, the selection and construction of tests and physical measurements, and the interpretation of their results by fundamental statistical procedures.

260 Drug/Chemical Use and Abuse (2)  
Fall, Even  
This course will study the psychological, social, medical, legal, and economic use, misuse, and abuse of substances along with the implications for education.

285 Principles and Practices of Coaching (3)  
Spring, Odd  
This course looks at the organizational and administrative aspects of coaching at the interscholastic and intercollegiate level, as well as issues that arise within the profession.

290 Exercise Physiology (3)  
Spring  
Students will study the physiological effects of exercise on the human body and examine how the body responds and adapts to a physical training program. Prerequisite: Biology 205.

295 Fitness Assessment and Exercise Prescription (3)  
Spring, Even  
Students will study the application of physiological principles as they relate to the evaluation of physical fitness and exercise prescription. Emphasis is placed on the design of individual and group exercise programs. Prerequisites: Biology 205 and 206, Physical Education 290.
302 Organization and Administration of Physical Education and Athletics (3)  Spring
Students study management, theories, structures, and functions involved in organizing and administering a physical education and athletics program.

310 Community Health Programs (3)  Spring, Even
This course will look at the organization and administration in local, state, and national health agencies, along with their purposes and functions. The students will get an overview of methods for meeting community health needs and for solving community health problems.

315 Adaptive Physical Education (3)  Fall
This course will enable students to identify, evaluate and develop activities for children with disabilities. An understanding of state and federal laws for persons with disabilities as well as study of various conditions identified by law.

320 Psychology of Sport (3)  Spring, Even
Students will gain an understanding of the relationship of human behavior to sport and how sport influences individuals. Emphasis is given to theory, research, and application in the area of sport psychology.

325 Curriculum and Instruction in Physical Education and Health (3)  Spring, Odd
This course is a study of the curriculum and various methods used to teach physical education and health to both regular and special populations.

333 Structural Kinesiology (3)  Fall
This course examines the basic principles, laws, and concepts of human movement. Prerequisite: Biology 205.

345 Strength Training Theory and Application (3)  Fall, Odd
This course examines the organization, design, and supervision of strength training programs. Emphasis is placed on the anatomical and biomechanical aspects of strength training. Prerequisite: Physical Education 333.

360 Special Populations and Exercise Prescription (2)  Spring, Odd
This course studies the effects of exercise and chronic activity on persons with disabilities, the elderly, and children. Factors to consider when structuring exercise programs for special populations are examined.

380 Instructional Strategies in Physical Education 6-12 (3)  Spring, Even
This course examines various teaching methods and classroom management in grades 6-12.
381 Methods in Physical Education for the Elementary School (3)  Fall, Even
Students will learn the theory and practice of organizing, teaching, and evaluating physical education activities at the elementary level.

399 Independent Study (1-3)  Fall, Spring

400 Field Education (4-6)  Fall, Spring

401 Senior Seminar (1)  Fall, Spring
This capstone course will allow students to explore the Christian worldview as it impacts the physical education profession and their role within that career.

Intercollegiate Teams
Student-athletes may apply one hour of credit toward graduation for their participation on an intercollegiate team. To receive credit, students must complete the entire season of the sport, which includes all practices as well as the home and away contests. If a student participates on multiple intercollegiate teams, only one hour of credit for each sport may be applied toward graduation.

Note: Participation in intercollegiate teams does not fulfill the physical wellness general education requirement.

160 Intercollegiate Soccer—Women (1)
161 Intercollegiate Soccer—Men (1)
162 Intercollegiate Volleyball—Women (1)
163 Intercollegiate Basketball—Men (1)
164 Intercollegiate Basketball—Women (1)
165 Intercollegiate Baseball (1)
166 Intercollegiate Softball (1)
167 Intercollegiate Track and Field (1)
169 Intercollegiate Cross-Country (1)
The physics program provides the necessary co-requisites for chemistry and biology majors, as well as for students who desire to enrich their programs with study in one of these courses. The physics program also provides the physical science general education requirement for non-science majors.

Physics Courses

Note: Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

101 Introduction to Physical Science (3)               Fall, Spring
This course provides an introductory survey of the physical sciences with particular emphasis upon topics selected from physics and chemistry. In addition to studying the science concepts the history of and methods used in science will be reviewed. Designed to fulfill the physical science general education requirement for non-science majors. This class includes a laboratory component.

121 General Physics (4)                          Fall
This course is an introduction to the basic laws and theories of the following main areas of classical physics: mechanics, wave motion, heat, and thermodynamics. This class includes a laboratory component.

122 General Physics (4)                          Spring
This course is a continuation of Physics 121. This course is an introduction to the basic laws and theories of electricity and magnetism, electromagnetic waves, light and optics, and modern physics. This class includes a laboratory component. Prerequisite: Physics 121.

211 Calculus-Based General Physics (4)                  Fall
This course is a calculus-based introduction to the basic laws and theories of the following main areas of classical physics: mechanics, wave motion, heat, and thermodynamics. This class includes a laboratory component. Prerequisite: Mathematics 111 (or concurrent enrollment).

212 Calculus-Based General Physics (4)                  Spring
This course is a continuation of Physics 211. This course is a calculus-based introduction to the basic laws and theories of electricity and magnetism, electromagnetic waves, light and optics, and modern physics. This class includes a laboratory component. Prerequisite: Physics 211.
The Rev. John Witherspoon, one of America’s most venerated Founders, captured the essence of a Reformed vision of politics and law when he declared, “In a public view, every good [citizen] is called to live and act for the glory of God, and the good of others ... under the immediate order of Providence.” The political science program exists to implement this vision; it inspires students to formulate a Christian worldview encompassing a vibrant, biblically based conception of politics and law. In particular, the program challenges students to understand Christian citizenship in light of altruism and civic virtue, to explore the nature of the state and the establishment of a political order that is good, just, and noble, and to learn about biblical virtues such as justice, righteousness, courage, mercy, and compassion. Equally important, the program encourages students to embody these virtues and to use their gifts and talents for a life of service to church, state, and society.

In keeping with the liberal arts mission of the College, the political science program consists of a traditional curriculum centered on political theory and legal studies. The program stresses the obligations of Christian citizenship and offers courses in four broad areas: political theory, American politics, law and society, and the international political order. In addition, it prepares students for a variety of careers in politics, government, and law. The political science program is enhanced greatly by the educational initiatives of the Center for Law and Culture (page 74) and an active student group known as the Law & Politics Society.
The **political science major** consists of 36 hours. Required courses include:

- PLSC 121  Introduction to Politics  3 hours
- PLSC 201  American Government and Politics  3 hours
- PLSC 301  Political Theory  3 hours
- PLSC 351  Research Topics in Public Policy  3 hours
- PLSC 400  Field Education  3 hours
- PLSC 410  Senior Seminar  3 hours
- Electives in political science  15 hours
- COMM 101  Fundamentals of Public Speaking  3 hours

Only three hours of Political Science 400 may be applied to the 36-hour major. Math 105 or 151 are strongly recommended. Students intending to enter graduate school should also consider enrolling in a foreign language course.

The **political science minor** consists of 18 hours in political science; the required courses include:

- PLSC 121  Introduction to Politics  3 hours
- PLSC 201  American Government and Politics  3 hours
- PLSC 351  Research Topics in Public Policy  3 hours
- Electives in political science  9 hours

### Political Science Courses

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

**121 Introduction to Politics (3)**  
*Fall*
This examination of the discipline of political science emphasizes the history and development of political theory. *Fulfills the social science general education requirement.*

**201 American Government and Politics (3)**  
*Fall, Spring*
This course in the organization and processes of American national government examines the contemporary socio-political culture, constitutional foundations, and the major institutions and processes of American politics.

**210 Urban Politics (3)**  
*Varies*
Students examine the dynamics of urban politics, with special concentration on relationships among urban communities and the problems of urban planning. The course considers development of Christian insight concerning the many political problems facing modern urban America.
241 Law and Western Culture (3)  
This course examines the significance of law in the development of Western culture by studying the classical and Judeo-Christian roots of law, by analyzing the legal principles and systems that have been derived from those foundations, and by assessing contemporary legal interpretative schools and applications of those interpretations. This course is identical to History 241.

244 Law, Justice, and Culture Institute (3)  
Offered in partnership with the Center for Law and Culture, this annual May-term course prepares students for public service in law, government, and politics by providing worldview training in the Judeo-Christian tradition. Students are introduced to the concept of transcendent moral truth in the Western legal tradition and challenged to integrate the biblical understanding of justice into their lives and career callings. In addition, by exploring the concept of law and justice among the ancient Hebrews, the natural law foundations of the United States Constitution, and the grand legal issues posed by Nazism and the Nuremberg Trial, students begin to formulate a Christian jurisprudence. This course is identical to History 244.

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 judicial interpretations of the United States Constitution.

255 Comparative Government (3)  
This course compares the democratic governments of such consociational states as Belgium, Austria, Switzerland, and the Netherlands, and such majoritarian democratic governments as Canada and the United States.

260 Politics of Race and Ethnicity (3)  
This course will examine the rich diversity of ethnic communities in the world, especially America, as they have confronted political systems and the need for developing political thought and action. The various meanings of pluralism will be examined from a Christian perspective, especially as they relate to politics. A substantial portion of the course will be in Chicago as a case study of ethnic politics in America. This course is identical to Sociology 260.

270 Third-World (Non-Western) Politics (3) - CCS  
This course will survey various paradigms for politics in the Third World—democratic, communist, fascist, totalitarian, eclectic, etc. Christian insights will be encouraged as students reflect upon all of the issues associated with “developing” societies, such as poverty, economic exploitation, and technology. Fulfills one of the cross-cultural studies general education requirements.
301 Political Theory (3) Spring, Even
Students examine the main contributors to Western political thought, such as Plato, Aristotle, Cicero, Augustine, Aquinas, Luther, Machiavelli, Hobbes, Locke, the American founding fathers, and Marx. Thinkers and systems are examined in the light of biblical principles and insights, especially those emanating from the Reformed tradition such as Calvin, Rutherford, A. Kuyper, and Dooyeweerd. Students also compare the significant insights available within Roman Catholic, Lutheran, and Anabaptist communions. Prerequisite: Political Science 121.

310 Christian Political Traditions (3) Spring, Odd
This course will examine, in depth, the following Christian political traditions: Roman Catholic, Anabaptist, Lutheran, Reformed, Evangelical, and Fundamentalist. Other more recent traditions or movements, such as environmental and feminist Christian politics, may also be covered. Both theological frameworks and particulars of history will be noted as comparisons and contrasts unfold. Special focus will be on the Kuyperian-Reformed politics and what the insights from this tradition imply for American politics today.

321 International Relations (3) Spring, Even
Students attempt to understand the changing landscape of diplomacy based on the Christian principle of justice among nations. Students are shown how this principle relativizes the forces of nationalism and national sovereignty, placing international relations on a new foundation. The course focuses on the contrast between secular and Christian political science approaches to conflict resolution and doing justice to Third World nations and cultures. Prerequisites: Political Science 121 and either 201 or 255.

338 Envisioning America: The U.S. Since the 1920s (3) Spring
This course will examine the competing political worldviews that have shaped American cultural development and public policy since 1920. This course will also offer Christian critique of these diverse ideologies. This course is identical to History 338.

351 Research Topics in Public Policy (3) Fall, Spring
This course is devoted to understanding research from a Christian perspective, then successfully completing a research project in American politics or international relations. Students come to recognize the importance of selecting research topics, distinguishing fairness from bias, relying on primary sources, and learning to use the library as a research tool. Research projects conclude with students making normative suggestions for specific public policy proposals. Prerequisites: Political Science 121, one additional political science course, and permission of instructor.

399 Independent Study (2-4) Fall, Spring
This directed study of various topics is open to students with the permission of a supervising instructor. An appropriate internship may also be chosen as part of the independent study format.
400 Field Education (3-6)                      Fall, Spring
Students are placed in a suitable political or governmental unit where practical experience will be obtained. The on-site supervisor will work with the instructor to combine practical and research dimensions, leading to a paper that reflects both emphases. The dual purpose, therefore, is to expose the student to practical, concrete situations as well as to relevant historiographies. May also be fulfilled through the American Studies and Chicago Semester Programs (p. 200)

410 Senior Seminar (3)                              Fall
The senior seminar in political science examines alternate theoretical perspectives on the discipline of political science. The course offers a place to undertake Christian reflection on a Reformed vision for political science and to apply that vision to a variety of vocations. This course fulfills the capstone requirement for this major.

American Studies Program
This program is an interdisciplinary internship/ seminar program based in Washington, D.C. The program is sponsored by the Council for Christian Colleges & Universities, of which Trinity is a member. Over two thousand university students have participated in the program since it began in September of 1976. Designed to expose undergraduates to opportunities for involvement in public life, the program also provides students with a general understanding of the public policy dynamics at work in the nation’s capital. Students live together in our campus apartments, work as voluntary interns and participate in a seminar program for which they receive full academic credit. The program provides internship opportunities for the diverse majors and career interests of juniors and seniors. Since the number of participants is limited applicants should have a 2.75 GPA or higher. Students earn 16 semester hours of credit.
The psychology program assists students in developing the theoretical insight and professional skills that enable them to enter graduate study and to serve in a variety of psychology-related careers and professions. The program involves the student in learning the principles of the humanistic, biological, behavioral, cognitive and psychoanalytic approaches to psychology. The purpose of the program is to develop students equipped with psychological insight informed by a biblically based Christian perspective.

As an integral dimension of this purpose, students are introduced to a variety of training experiences in psychological research and in clinical/counseling practice. In addition, a supervised field education or advanced research practicum experience is required for all psychology majors. Students may complete the field education requirement by participating in the Chicago Semester program and may earn up to nine hours of psychology credits. Psychology majors will meet the communication arts requirement through oral presentations distributed among several courses offered in psychology.

The psychology major consists of 42 hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 121</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 122</td>
<td>Basic Research Skills</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Orientation to Psychology as a major</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 222</td>
<td>Statistical Reasoning for Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 358</td>
<td>Senior Seminar (Capstone course)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 400</td>
<td>Field Education</td>
<td>3-6</td>
</tr>
<tr>
<td>or 401</td>
<td>Advanced Research Practicum</td>
<td>3-6</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Statistics for Social Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

One course from Group A, B, and C listed on the next page:

Psychology Electives 9 hours
<table>
<thead>
<tr>
<th>Group A: Developmental/Interpersonal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 123     Life Span Development</td>
</tr>
<tr>
<td>PSYC 202     Interpersonal Relations</td>
</tr>
<tr>
<td>PSYC 226     Psychology of Death and Dying</td>
</tr>
<tr>
<td>PSYC 242     Human Sexuality</td>
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<tr>
<td>PSYC 243     Group Dynamics</td>
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<tr>
<td>PSYC 252     Cross-Cultural Psychology</td>
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<tr>
<td>PSYC 263     Industrial/Organizational Psychology</td>
</tr>
<tr>
<td>PSYC 300     Psychology of Gender</td>
</tr>
<tr>
<td>PSYC 331     Psychology of Religion</td>
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<tr>
<td>PSYC 332     Social Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group B: Clinical/Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 201     Personal Growth</td>
</tr>
<tr>
<td>PSYC 211     Basic Helping Skills</td>
</tr>
<tr>
<td>PSYC 217     Tests And Measurements</td>
</tr>
<tr>
<td>PSYC 244     Applied Behavior Analysis</td>
</tr>
<tr>
<td>PSYC 253     Multi-cultural Counseling and Therapy</td>
</tr>
<tr>
<td>PSYC 311     Theories of Psychotherapy</td>
</tr>
<tr>
<td>PSYC 322     Psychopathology</td>
</tr>
<tr>
<td>PSYC 323     Theories of Personality</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group C: Biological/Experimental</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 250     Animal Learning and Cognition</td>
</tr>
<tr>
<td>PSYC 251     Cognitive Psychology</td>
</tr>
<tr>
<td>PSYC 340     Emotion and Motivation</td>
</tr>
<tr>
<td>PSYC 345     History and Systems of Psychology</td>
</tr>
<tr>
<td>PSYC 352     Behavioral Pharmacology</td>
</tr>
<tr>
<td>PSYC 353     Brain and Cognition</td>
</tr>
<tr>
<td>PSYC 355     Psychobiology</td>
</tr>
</tbody>
</table>

A **psychology minor** consists of 18 semester hours in psychology including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 121</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 122</td>
<td>Basic Research Skills</td>
<td>3</td>
</tr>
<tr>
<td>One course each from Group A, B, and C (above)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Psychology elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
A biopsychology minor (18 semester hours in psychology). Neuroscience is a rapidly expanding area in both biology and psychology. The biopsychology minor is designed to provide coursework tailored to students planning on pursuing graduate studies in behavior, cognitive, or clinical neuroscience as well as for those preparing for medical school with an interest in neurology and/or psychiatry. This minor is not available for Psychology majors.

Required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 121</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 122</td>
<td>Basic Research Skills</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 353</td>
<td>Brain and Cognition: Human Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Psychobiology: Behavioral Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>One from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 345</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 340</td>
<td>Emotion and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 352</td>
<td>Behavioral Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>One from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Animal Learning and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 251</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites: Prior introductory coursework in Biology 101 and/or Biology 205 are strongly suggested for majors outside of biology.

Psychology Courses

Note: Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

121 Introduction to Psychology (3)  
Fall, Spring

This introductory course examines critically the assumptions and methods in psychology. Such topics as anxiety, defenses, body image, self, aggression, and mental illness are studied. Some emphasis is placed upon career uses of psychology. Fulfills the social science general education requirement.

122 Basic Research Skills (3)  
Spring

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.

123 Life Span Development (3)  
Fall, Spring

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. Fulfills the social science general education requirement.
200 Orientation to Psychology as a Major (3) Fall
The course will allow students to examine the breadth of the psychology major, an incorporation of vocational planning, an experience of service learning, and an understanding of preparation for our culturally diverse society. Prerequisites: Psychology 121 or 123 and intent to major in psychology.

201 The Psychology of Personal Growth (3) Spring
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. Prerequisite: Psychology 121.

202 Interpersonal Relations (3) Fall
This course examines perspectives on relationships between persons and the process of interpersonal communication. Through small group interaction students develop insight into styles of relating and communicating with others. This course is identical to Communication Arts 202.

211 Basic Helping Skills (3) Spring
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. Prerequisites: sophomore standing or above, and Psychology 121. Recommended: Psychology 201 or 202.

217 Psychological Tests and Measurements (3) Spring, Odd
An introduction to psychological procedures and assessment will be the focus of this course. The course will focus upon principles of construction, administration, and interpretation of standardized psychological tests as well as clinical techniques for assessment of normal and abnormal psychological processes. Attention will be given to statistical concepts in test construction and interpretation. Ethical standards and issues associated with psychological testing will be addressed. Prerequisite: Psychology 121.

222 Statistical Reasoning for Behavioral Sciences (3) Fall
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: Psychology 121 and 122.

226 Psychology of Death and Dying (3) Spring, Odd
This study of the experience of dying, including the social and personal response to death, and the impact of religious belief upon the dying person, emphasizes the interpersonal skills for relating in the situation of death.
242 Human Sexuality (3)                     Spring, Odd
Students study the anatomy, physiology, and attitudes and behaviors of human sexual response. Specific attention is given to the place and function of sexuality in the life of the Christian.

243 Group Dynamics (3)                           Varies
This course utilizes the “self-analytic group” to study the group as a phenomenon distinct from the individual, the institution, and the crowd. It probes the foundation of human interaction and communication in face-to-face settings. Students analyze: group structure; physical formations; emotional factors and attachments; and evolution of leadership functions, norms, values, and procedures. This course is identical to Communication Arts 243 and Sociology 243. Prerequisite: sophomore standing.

244 Applied Behavior Analysis (3)                   Spring, Even
Students study and evaluate the assumptions and methods of behavior analysis and modification. Students are required to develop and implement behavioral modification programs. Prerequisite: Psychology 121.

250 Psychology of Learning (3)                                     Fall, Even
This course will focus on the principles of learning and behavior as derived from the classical and instrumental learning literature—acquisition, extinction, punishment, persistence, generalization, discrimination, motivation, drives, and incentives as well as their possible biological mechanisms or correlates. Coverage also will be given to the learning of more complex behavioral and cognitive processes in mammalian and non-mammalian species, such as concept formation and language comprehension. Prerequisites: PSYC 121.

251 Cognitive Psychology (3)                       Fall, Odd
This course introduces the theory and research concerning human cognition. Various models of human cognition are considered in the context of perception, memory, thinking, and problem-solving. In addition, students examine the process of cognitive development with particular attention to childhood. Prerequisite: Psychology 121.

252 Cross-Cultural Psychology (3) - CCS                   Fall
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. Fulfills one of the cross-cultural studies general education requirement. Prerequisite: Psychology 121.

253 Multicultural Counseling and Psychotherapy (3)          Fall, Even
The course will examine the issues of counseling persons from various cultural backgrounds. There will be an emphasis on the politics of privilege, oppression, and racism in our culture and the implications this has on the practice of psychotherapy. There also will be consideration given to gender as a part of cultural diversity. Prerequisite: Psychology 121.
263 Industrial and Organizational Psychology (3)  Spring, Even
This course will examine the major themes of industrial organization psychology, which is the branch of psychology that deals with the structures, processes, and behaviors in work organizations. Particular attention will be given to the assessment and evaluation of job performance and the work environment. The course will also look at the organization structure of groups and group process in industrial/organizational settings. These issues and topics will be assessed from a Christian perspective. Prerequisite: Psychology 121.

300 Psychology of Gender (3)  Spring, Odd
This course will survey a variety of psychological theories and research on gender. The course will examine psychological approaches from a Christian perspective on gender reconciliation. The course format will focus on reading, group discussions, reflective writing, and small research projects.

301 Advanced General Psychology (3)  Fall, Spring
This comprehensive survey of psychology is for the advanced psychology major who plans to go to graduate school. Such basic areas as perception, learning, development, motivation, psychopathology, and therapeutic treatment are studied. Open only to psychology majors. Students preparing for the GRE should take this course in the junior year. Offered by arrangement. Prerequisite: Psychology 121.

311 Theories of Psychotherapy (3)  Spring, Odd
Students examine several theories of psychotherapy in terms of constituent concepts and basic assumptions. A variety of current approaches are investigated from a critically Christian perspective. This is a companion course to Psychology 211. Prerequisite: Psychology 121.

322 Psychopathology (3)  Fall, Even
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. Prerequisite: Psychology 121.

323 Theories of Personality (3)  Spring, Even
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. Prerequisite: Psychology 121.

331 Psychology of Religion (3)  Spring, Even
This is a study of the history of the relationships between psychology and religion and of the relationship between religion and current knowledge on personal and interpersonal functioning. Prerequisite: Psychology 121.
332 Social Psychology (3)  Fall, Even
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. This course is identical to Sociology 332. Prerequisite: Psychology 121 or Sociology 121.

340 Emotion and Motivation (3)  Spring, Odd
This course will examine variables affecting emotional processes and motivation in animals and humans. Topics include motivation based on social and cultural processes, cognitive goals, as well as those based on biological needs. Prerequisite: Psychology 121.

345 History and Systems of Psychology (3)  Fall, Odd
This course is an advanced study of the development of psychology as a science and slated professional disciplines such as psychotherapy and psychological testing. Students examine the historical roots of specific problems in contemporary psychology. Prerequisite: Psychology 121.

352 Behavioral Pharmacology (3)  Fall, Odd
This course will provide a survey of research on the effects of drugs on the behavior of humans and animals, concentrating on the relationship between drug influences on behavior and their effects on the central nervous system. Therapeutic/psychiatric uses of psychoactive substances will be examined, as will the neurological and behavioral effects of common recreational drugs. Approaches to treating drug addiction will be discussed. Prerequisite: Psychology 121, or Biology 100, 101 or 110.

353 Brain and Cognition: Human Neuropsychology (3)  Spring, Odd
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. Prerequisite: Psychology 121 or Biology 101.

355 Psychobiology: Behavioral Neuroscience (3)  Spring, Even
This course will focus on the role of biological processes in the behavioral and cognitive functioning of humans and other species. Topics will include the structure and function of nerve cells, basic structure of the human nervous system, psychopharmacology, sensory and motor systems, motivation, emotion and reinforcement, learning and memory, and discussions of the relationship between brain functioning and psychopathology. Prerequisites: Psychology 121 or Biology 101.

356 Topics in Psychology (3)  Fall, Even
This course is a systematic examination of key issues and movements within the discipline of psychology. Selected topics vary according to current interests and discussion within psychology, including clinical and theoretical areas of concern to an emerging Christian perspective on psychology. Prerequisites: Psychology 121.
358 Capstone Course (3) Fall
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. Prerequisite: senior status.

399 Independent Study (1-3) Fall, Spring
Students who have done advanced work in psychology may study a particular subject independently under the direct supervision of the department. Arrangements must be made with an individual faculty member.

400 Supervised Field Education (3-6) Fall, Spring
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. Two options are available to the student: an off-campus internship supervised by the Psychology Department or participation in the Chicago Semester Program. Prerequisite: senior status.

401 Advanced Research Practicum (3-6) Fall, Spring
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. This course can also be used to fulfill the field education requirement. Prerequisite: senior psychology majors and consent of instructor.
**SCIENCE**

**Science Minor**
The science minor is an appropriate choice for elementary education majors, who need exposure to a broad spectrum of science courses. The minor consists of 20 hours selected from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>Introduction to Biological Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Human Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 110</td>
<td>Introduction to Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 111</td>
<td>Survey of Plants and Animals</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 204</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 205-206</td>
<td>Human Anatomy and Physiology</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 100</td>
<td>Chemistry in Society</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>Principles of Organic and Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 103-104</td>
<td>Fundamentals of Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Earth Science</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Introduction to Physical Science</td>
<td>3</td>
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<tr>
<td>PHYS 121-122</td>
<td>General Physics</td>
<td>8</td>
</tr>
</tbody>
</table>

Science 280 is designed to meet the state of Illinois elementary education standards for elementary education majors. The state of Illinois no longer offers certification in general science education. Students interested in the sciences should consider either secondary biology education or secondary chemistry education.

**Science Courses**

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

**280 Science Concepts and Methods (3)**

Fall, Spring

This course covers the characteristics of science, goals for elementary science education, an inquiry approach to science teaching, and resources for science teachers. Topics include conducting laboratory experiments; laboratory safety; data collection and analysis; care of plants and animals in the classroom; instrumentation; technology and society; sources of information and materials; professional organizations; planning and teaching science courses, units, and lessons; and assessing learning outcomes. Emphasis is placed on inquiry and ways to address the needs of a diversity of students. Prerequisites: 9 hours of college science courses, including biological, physical, and earth science.
380 Teaching Science in Grade 6-12 (3)  
This course focuses on the teaching methods and the characteristics of science from a Christian worldview. This course will cover teaching methods pertaining to biology, chemistry, and physics, with the primary focus on biology and chemistry methods. This course will be based on inquiry, with lecture, discussion, reflection, laboratory, and presentation components. Students will become familiar with standards for secondary 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. Prerequisites: Education 203 and completed course work or concurrent enrollment in biology, chemistry and physics.
The social work program will lead to a bachelor of social work (BSW) degree. The social work major is built upon the liberal arts foundation and educates students in generalist social work practice.

The bachelor of social work (BSW) program was granted initial accreditation from the Council on Social Work Education (CSWE) in October of 2005. Please contact the department chairperson for more information about accreditation.

The **social work major** consists of 86 hours of social work core and cognate courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SWK 150</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK 210</td>
<td>Social Welfare Institutions</td>
<td>3</td>
</tr>
<tr>
<td>SWK 225</td>
<td>Social Work Values and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>SWK 310</td>
<td>Human Behavior and the Social Environment</td>
<td>4</td>
</tr>
<tr>
<td>SWK 315</td>
<td>Diverse Populations</td>
<td>2</td>
</tr>
<tr>
<td>SWK 340</td>
<td>Generalist I</td>
<td>4</td>
</tr>
<tr>
<td>SWK 345</td>
<td>Professional Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>SWK 350</td>
<td>Generalist II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 353</td>
<td>Research for the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SWK 355</td>
<td>Professional Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>SWK 360</td>
<td>Generalist III</td>
<td>3</td>
</tr>
<tr>
<td>SWK 365</td>
<td>Professional Seminar III</td>
<td>1</td>
</tr>
<tr>
<td>SWK 370</td>
<td>Community Social Action Policy</td>
<td>3</td>
</tr>
<tr>
<td>SWK 400</td>
<td>Field Education</td>
<td>10</td>
</tr>
<tr>
<td>SWK 401</td>
<td>Field Education Seminar</td>
<td>2</td>
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<tr>
<td>Social Work electives</td>
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<td>12</td>
</tr>
</tbody>
</table>

Required cognate courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>Human Biology</td>
<td>3</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Statistics for Social Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

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In the social work department, students meet the oral communication requirement by taking communication arts 101; the capstone requirement is met in SWK 345, SWK 355, and SWK 365; and field education is met through SWK 400 and SWK 401, required field placement and seminar course.

**Admission to the Social Work Program**

Students must make formal application to the social work program during the spring semester of their sophomore year for admission in their junior year. All students must be formally admitted to the program prior to enrolling in advanced social work courses (SWK 340, 345, 350, 355, 360, 365, 370, 400, 401).

Admission into the program is based on: Completion of and/or current enrollment in Psychology 121, Sociology 121, Social Work 150, Social Work 210, and Social Work 225. Applicants must have a minimum GPA of 2.5 and at least a C (2.0) grade in the following courses: Biology 101, Mathematics 105, Political Science 201, Psychology 121, and Sociology 121. Applicants must have at least a C (2.0) grade in all social work courses previously taken.

Applicants must have a letter of reference from a community person documenting that the student completed at least 30 hours of work or volunteer in the community. Applicants must have two additional letters of reference from outside of the social work department, from individuals who are able to attest to the student’s intellectual ability, motivation, and social and emotional maturity. Applicants must submit a personal statement detailing their interest and commitment to the social work program and vocational calling.

**Transfer Credit**

The registrar at Trinity Christian College will evaluate the official transcript received and determine which courses are acceptable for transfer. Trinity's policy states that transfer students must complete at least 45 hours of credit at Trinity, 12 hours of their major field of study and 12 of their last 20 hours at Trinity. In addition, students transferring from community colleges may transfer a maximum number of 65 credit hours. Transfer students from four-year institutions may transfer an unlimited number of credit hours.

The department chairperson, in collaboration with the registrar’s office, will determine which social work courses will be accepted for credit. Review of transfer credit will allow students who have completed course work in a prior setting to be exempt from social work course content already covered. Students must present the following information to ensure course content is not repeated and social work course credit is given where due: course syllabus including learning objectives, required readings, evaluation procedures, program and instructor information.
Students transferring into the social work program must make formal application to the program just as other students in the social work program. Students transferring into the field education program must make formal application to the program and complete the field advancement packet as outlined within the program.

**Repeating Course Content**
As part of the social work program admission process each student transcript is reviewed. The department chairperson, in conference with the student, meets to discuss foundational course content. In an effort to ensure foundational course content is not repeated, previous courses may be reviewed if a student has achieved a minimum of a C grade. The student must bring the syllabus for the course to the meeting. On the basis of this review, the chairperson will determine the extent of repeat content, resulting in one of three options:
1. The student will not be required to take the social work course;
2. The student will be required to take the social work course;
3. The student will complete an independent study with a social work faculty member that covers the material partially missed in the foundation course.

**Life Experience**
The social work department does not give academic credit to students for life experience or previous work experience for social work courses or field education requirements.

**Nondiscrimination Policy**
The social work department maintains a policy of nondiscrimination for students and their interaction in all auspices of the social work program that does not discriminate based on race, color, gender, sex, age, religion, ethnic or national origin, disability, political orientation, veteran status, transfer status, family structure, marital status, or sexual orientation.

**Grievance Policy**
The program’s grievance policy and process are as follows:

Any student, field instructor, alumni, staff, or faculty with a complaint concerning violations of the program’s policy statements or program actions should provide written notice (via the Official Grievance Form) of the complaint to the department chairperson within 10 non-vacation/business days of the situation occurring. The department chairperson will meet with the appropriate parties involved, review the program’s policy statements and within 10 non-vacation/business days present a written decision and response (see section on the Official Grievance Form). Any parties involved in the specific complaint who consider this decision to be unsatisfactory may appeal to the provost of the College within 10 non-vacation/business days of receiving the department chairperson’s decision and response. Any appeal of the department chairperson’s decision must be made in writing using the Official Appeal Form. The provost will review the Official Appeal Form, discuss the matter with the appropriate parties involved and within 10 non-vacation/business days present and written decision and response (see section on the Appeal Form). The provost’s decision on the matter is final.
Social Work Courses

Note: Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

150 Introduction to Social Work (3)  Spring
This course offers an exciting opportunity for experiential learners to explore the profession of social work, social work values and ethics, and vocational calling to helping those in need. Students will be empowered to explore diverse social work settings and working with a variety of populations.

210 Social Welfare Institutions (3)  Fall
This course offers students an opportunity to actively engage in critiquing historical trends and current issues impacting social policies and programs. This exploration will offer faith-based perspectives on roles and responsibilities across various social, political, and economic systems. Prerequisite: Social Work 150, or permission of instructor.

225 Social Work Values and Ethics (2)  Spring
This course offers rich opportunity for open-minded learners to stretch personal values and ethics in relation to God’s plan for fostering justice, humility, and unconditional love. Prerequisites: Social Work 150 and 210.

300 Topics in Social Work (3)  Summer
This course will offer experiential learners unique knowledge and skills related to current and emerging topics of concern within the social work profession. Building on a community-centered generalist practice approach, this course will provide opportunities for focused skill development to serve at-risk/special populations. Prerequisites: Social Work 150 and 225 or permission of the instructor. This course is offered during the summer session and the course topic is determined each year.

310 Human Behavior and the Social Environment (4)  Fall
This course revisits multiple perspectives of our human experience from birth to death. Using a systems approach it frames our development from a bio-psycho-social-spiritual perspective. Additionally, students will gain critical skills for conducting holistic assessments. Prerequisites: Social Work 150, 210, 225.

315 Diverse Populations (2)  Spring
This course provides an opportunity for experiential learners to engage in selfreflection around the dynamics of diversity. Also explored are the issues of globalization as they impact urban communities. Significant factors and types of diversity will also be discussed. Prerequisites: Social Work 150, 210, 225, 310, 340, 345, or permission of instructor.
340 Generalist I (4)  
This course will offer experiential learners skills to conduct community-centered generalist practice with individuals. Using strength-based interviewing skills students will actively participate in simulations. Students will practice case management and working with involuntary clients and those in crisis. Prerequisites: Social Work 150, 210, 225.

345 Professional Seminar (1)  
This capstone assessment course fulfills the College capstone requirement through the planning and implementation of a community social action project. Prerequisites: Concurrent enrollment in Social Work 340.

350 Generalist II (3)  
This course will offer experiential learners the skills to conduct community-centered generalist practice with groups and families. Students will engage actively in simulations using and adapting a variety of intervention methods across diverse settings. Prerequisites: Social Work 340, 345.

353 Research for the Behavioral Sciences (3)  
This course offers students the opportunity to explore research principles and skills in social work. Coverage of both quantitative and qualitative research methods used in social work and program evaluation; including a survey of research designs, sampling, data collection, data analysis, and interpretation from an ethical standpoint provides the foundation for this course. This course is identical to Sociology 353. Prerequisites: Mathematics 105 or 151.

355 Professional Seminar (1)  
This capstone assessment course fulfills the College capstone requirement through the planning and implementation of a community social action project. Prerequisites: Concurrent enrollment in Social Work 350.

360 Generalist III (3)  
This course will offer experiential learners the skills to conduct community-centered generalist practice with organizations and communities. Students will engage actively in simulations using and adapting a variety of organizational administration and asset-based community development approaches across diverse settings. Prerequisites: Social Work 350, 355.

365 Professional Seminar (1)  
This capstone assessment course fulfills the College capstone requirement through the planning and implementation of a community social action project. Prerequisites: Concurrent enrollment in Social Work 360.

370 Community Social Action Policy (3)  
This course will energize and mobilize students for involvement in community-centered social action. Students will model assimilation and commitment to effecting dynamic social change within community through their leadership and development of a social change project. Prerequisites: Political Science 201 and Social Work 210, or permission of instructor.
400 Field Education (10)  
This course provides an exciting opportunity for students to gain valuable experience in a social work field-practicum setting. This formal practicum experience will allow students to put into practice the knowledge and skills they have gained throughout the social work program. Prerequisites: Social Work 340, 350, and 360.

401 Field Education Seminar (2)  
This seminar course will assist students in monitoring their progress toward achieving learning objectives in field practicum. Students will share and learn from each other around issues of community-centered generalist practice. Prerequisites: Concurrent enrollment in Social Work 400.

Program Capstone Project  
The social work generalist capstone assessment project in an integral component of the BSW program. Students complete their projects working closely with community practitioners, their teammates, and a faculty project liaison. The generalist capstone assessment project provides students opportunities to do research, community organizing, team-building, assessment, and evaluation. During their experiential capstone assessment projects, students are also expected to interact with diverse individuals or groups and at-risk populations. During this advanced learning, evidenced through a community-centered social action project, students are nurtured and monitored for professional growth and assessed in their skill and value development.
The sociology program helps students develop a Christian perspective on the nature of humans, and of the relationship the individual forms with other humans. Such a perspective aids in a clearer understanding of our task as Christians engaged in social situations and in our response to social issues. The sociology major is designed to prepare students for a variety of pursuits, such as graduate work, social and sociological research, and vocations in social institutions, groups, and relationships.

The sociology major consists of 33 credit-hours, plus two cognate courses, for a total of 39 credit-hours. If a sociology major student wants to take more than three hours of field education, he or she must take it in addition to the 33-hour minimum. Students must meet the College's oral communication requirement by enrolling in the cognate Communication Arts 101. Each sociology student must engage in a summation and reflection of the discipline in a capstone experience, embedded in the Senior Seminar. A field education course also is required in which the student works both off campus and with a professor in researching and analyzing that experience, completed by writing and presenting a major paper.

Students may earn up to nine hours of sociology credits (including Sociology 400) by completing the Chicago Semester program. Students wanting to obtain credit toward a major in this way should consult with the department chairperson to ensure that they meet all other requirements.

Required of all major students:
- **SOC 121** Principles of Sociology 3 hours
- **SOC 351** Theories of Society 3 hours
- **SOC 353** Research for the Behavioral Sciences 3 hours
- **SOC 400** Field Education 3 hours
- **SOC 410** Senior Sociology Seminar 3 hours
- Sociology electives 18 hours

Required Cognate courses (not included in the 33 sociology hours):
- **MATH 105** Statistics for the Social Sciences 3 hours
  - or **151** Statistics
- **COMM 101** Fundamentals of Public Speaking 3 hours
Students who anticipate graduate work should consider taking:
- an introductory computer science course, or possess equivalent knowledge
- sufficient courses to obtain reading knowledge in a modern foreign language, particularly Spanish
- at least one course each in economics, political science, and psychology
- at least two advanced courses in anthropology and philosophy
- human biology, which is required by some graduate schools, depending on one’s field

A sociology minor consists of no fewer than 18 hours, including:

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SOC 121</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 351</td>
<td>Theories of Society</td>
<td>3</td>
</tr>
<tr>
<td>Sociology electives</td>
<td>12</td>
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</tbody>
</table>

Sociology Courses

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

**121 Principles of Sociology (3)**  
**Fall, Spring**

This study of the nature and methodology of sociology and an introduction to its field of investigation includes an analysis of various social relationships, an exposure to modern social problems, and an introduction to the discipline’s theory and research. Fulfills the social science general education requirement.

**232 Sociology of Aging (3)**  
**Spring, Even**

This course discusses the specific features and problems of aging and the presence of the aged in society. It analyzes the demographics of aging, the status and treatment of the aged, and the social movements emerging from among elderly people and those who support such movements.

**241 Sociology of Marriage and Family (3)**  
**Fall, Even**

Students study the structure and variable forms of marriage and family, review the history of family sociology, and survey Christian approaches in this area of sociology.

Prerequisite: Sociology 121.

**243 Group Dynamics (3)**  
**Varies**

This course treats the group as a phenomenon distinct from the individual, the institution, and the crowd. It probes the foundation of human interaction and communication in face-to-face settings. Students analyze group structure; physical formations; emotional factors and attachments; and the evolution of leadership functions, norms, values, and procedures. This course is identical to Communication Arts 243 and Psychology 243. Prerequisite: sophomore standing.

**246 Urban Sociology (3)**  
**Spring**

In this study of city, urban life, and its history, we consider both theoretical perspectives on the nature of the city and the social problems of present urban and suburban areas. This course is identical to History 246. Prerequisite: Sociology 121.
250 Sociology of Social Problems (3)  Fall
This course is a study of ways various societies’ social problems are defined and identified, including theoretical acknowledgement of the effect of cultural presuppositions and structures on the generation and perception of social problems. Students analyze a series of selected problems (e.g. delinquency, discrimination, child abuse, drug use, etc.) and their proposed solutions. Prerequisite: Sociology 121.

252 Sociology of Development (3) - CCS  Spring, Even
This course acknowledges development as a socially generated phenomenon and assumes that there are structural features by which development occurs. It includes a history of the development of society, current levels of societal development, and inequalities in and among societies. We conduct a review of several approaches to the study of development, including Marxist dependency theory, world systems analysis, the cultural-ecological approach, and various Christian attempts at such analysis. We investigate the interdependence and unequal development of cultures and societies, particularly the effects of European and North American influences on less technically and economically developed countries such as those in Asia, Africa, South and Central America, and Oceana. Prerequisite: an introductory course in any one of the following: political science, economics, sociology, history, or any other cross-cultural studies course. Fulfils one of the cross-cultural studies general education requirements.

254 Cultural Anthropology (3) - CCS  Spring, Odd
Students study the manifestations of culture with a focus on the wide variety of human life patterns and structures occurring at different times and places. The course involves systematic cross-cultural comparisons as well as the issue of intercultural dependence and independence. Fulfils one of the cross-cultural studies general education requirements.

260 Sociology of Race and Ethnicity (3)  Spring, Odd
In this course, we study the concepts and perceptions of “race” and ethnicity, investigating such phenomena as prejudice, discrimination, assimilation, pluralism, ethnic boundaries. Substantively we treat the relations between ethnicity and political rights and boundaries, ethnic groups’ participation in and uses of politics, as well as societal and political implications and effects of ethnicity. We also study specific ethnic groups. This course is identical to Political Science 260. Prerequisite: Sociology 121 or Political Science 121.

331 Sociology of Religion (3)  Fall, Odd
This social and historical study of religious perspectives, phenomena and worship practices in various societies examines such societal institutions as churches, sects, and cults. This course is identical to Theology 331. Prerequisite: Sociology 121 or Theology 121.

332 Social Psychology (3)  Fall, Even
Students study the nature and psychology of different social relationships. Such topics as attraction, cooperation, person perception, bargaining, and social influence are investigated. This course is identical to Psychology 332. Prerequisites: Sociology 121 or Psychology 121.

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351 Theories of Society (3)  Fall, Odd
This course is an intensive study of the theories and methodology of the major schools of social thought. It begins with a survey and comparison of traditional African, Greek, and early European thought. It continues with a study of the term and concept “theory.” The course then turns to an emphasis on theoretical developments in contemporary sociology, with reference and selective attention to major schools of social and sociological thought. Prerequisite: Sociology 121. This course is identical to Philosophy 351.

353 Research for the Behavioral Sciences (3)  Spring
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. This course is identical to Social Work 353. Prerequisites: nine hours of psychology or sociology; one 200-level (or higher) course in sociology, psychology, management, or education; and Mathematics 105 or 151.

399 Independent Study  Fall, Spring
This course is offered by arrangement with the faculty. Students normally may not take as an independent study a course that is offered regularly in Trinity’s curriculum.

400 Field Education in Sociology (3-6)  Fall, Spring
Field education provides guided engagement in a project that is sociologically relevant. The students’ future vocations serve as criteria for the selection of the individual assignment, which is usually filled no earlier than the second semester of the junior year, and preferably during the senior year. In arranged sessions, the sociology department supervisor and the student discuss the experience. The student must complete an academic analysis, in the form of a research report, in connection with the placement and his or her experiences and observations. May also be fulfilled through Chicago Semester program.

410 Senior Sociology Seminar (3)  Fall
This seminar serves as the department’s capstone. It reviews major social and sociological concepts, topics, and approaches, and helps students link their past course work with applications in their lives beyond college. It assures students of their theoretical and religious frameworks as these apply to the discipline of sociology and the practice of social service. Assessment of students’ attainment of the program’s principles and commitments is a major aspect of this course. This course is required of all major students, and presumes completion of or simultaneous enrollment in all other required courses.

SPANISH
See Foreign Language

SPECIAL EDUCATION
See Education

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Theology program is characterized by an emphasis on biblical studies. Students who pursue this program take courses that deal with questions regarding the nature and history of the Scriptures, the key biblical ideas that are significant for a Christian perspective in other academic areas, and how to study the Bible. This approach incorporates elements of historical and systematic theology in the coursework.

The theology major consists of 33 semester-hours, 30 of which are in theology, plus Communication Arts 101 (3 hours) and a recommended one-year study of Greek. Students meet the oral communication requirement of general education by taking Communication Arts 101; field education is met through Theology 400; the capstone requirement is met through Theology 401. Greek is recommended to better prepare the student to study and understand the New Testament in its original language.

General requirements for Theology majors:

THEO 121    Biblical Foundations: The Old Testament and its Fulfillment  3 hours
THEO 122    The Church & Christian Traditions            3 hours
THEO 400    Field Education                   1 hour*
THEO 401    Senior Capstone                   3 hours
COMM 101    Fundamentals of Public Speaking            3 hours

Biblical Literature Courses:

THEO 221    Pentateuch Studies                  3 hours
THEO 231    Gospels and Acts                      3 hours
          or 232    New Testament Epistles

Select one from the following:

THEO 222    Historical Books                   3 hours
THEO 223    Wisdom Literature
THEO 224    The Prophets
THEO 231    Gospels and Acts
THEO 232    New Testament Epistles
THEO 233    Future in Biblical Perspective

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Systematic Theology and Church History:

**THEO 301** Basic Teachings of the Christian Faith 3 hours
**THEO 330** History of Christianity 3 hours
**or 335** Calvinistic Traditions
**THEO 304** Nature and Ministry of the Church 3 hours
**or 343** Religion in America
One theology elective 3 hours
Total: 34 hours*

*Note: If the student is a double major, s/he is advised to take the Field Education in his/her other major. If that is the case, the total credit hours for Theology will be 33 hours.

A theology minor is offered for students who want to enrich their educational experience by its study, especially for those who plan to teach Bible courses in Christian schools. The minor, a minimum 17-hour program, includes:

**THEO 121** Biblical Foundations: The Old Testament and Its Fulfillment 3 hours
**THEO 122** The Church and Christian Traditions 3 hours
Two 200-level Biblical Literature courses 6 hours
Two theology electives 5 hours

Theology Courses

**Note:** Semesters listed are when courses are normally offered. However, course offerings and scheduling are subject to change at the discretion of the department.

**101 Introduction to the Bible (2)** Varies
This course provides an introduction to the basic story of the Old and New Testaments, the main biblical characters, and the highlights of biblical history. It also offers a brief introduction to the major Christian traditions. The course is intended for those who desire this background before taking Theology 121 and 122.

**121 Biblical Foundations: The Old Testament and Its Fulfillment (3)** Fall
This course studies biblically derived foundational concepts which are basic to all Christian academic work, including the Bible as divine revelation, creation, humans as God’s image bearers, the covenant, cultural mandate, sin and judgment, salvation, the kingdom of God, and how such Old Testament themes find their fulfillment in the ministry and message of Christ in the New Testament gospels. Fulfils one of the theology general education requirements.

**122 The Church and Christian Traditions (3)** Spring
Building upon Theology 121, this course is a study of the beginning of the Christian Church since Pentecost, the expansion of the Church, the New Testament Epistles and eschatology, and a study of the major Christian traditions, their historical backgrounds, and their beliefs and practices, and stance toward culture. Fulfils one of the theology general education requirements.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
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<tbody>
<tr>
<td>221</td>
<td>221 Biblical Literature: the Pentateuch (3)</td>
<td>Fall</td>
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<td>The Pentateuch (Genesis through Deuteronomy) is considered as the foundational document for both the Old and New Testaments. The main emphasis is placed on the content of these books and the relationship that they sustain with the rest of the Bible. Brief consideration is given to the problem of the Documentary Hypothesis, Form Criticism, and the Mosaic authorship of these books. Prerequisite: Theology 121.</td>
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<tr>
<td>222</td>
<td>222 Biblical Literature: Historical Books (3)</td>
<td>Fall, Even</td>
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<td>An investigation of the nature of biblical historiography as kerygmatic and of the principles for understanding the Bible's historical writings, especially the books of Joshua through II Kings. Prerequisite: Theology 121.</td>
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<tr>
<td>224</td>
<td>224 Biblical Literature: the Prophets (3)</td>
<td>Spring, Odd</td>
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<td>This study seeks an understanding of the nature of prophecy, the historical setting of the prophets, and the relationship between prophecy and fulfillment. Primary emphasis is upon the 12 minor prophets, Hosea through Malachi. Prerequisite: Theology 121.</td>
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<tr>
<td>223</td>
<td>223 Biblical Literature: Wisdom Books (3)</td>
<td>Fall, Odd</td>
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<td>A study of the content of Old Testament wisdom literature: Job, Ecclesiastes, Proverbs, Song of Solomon, and some of the Psalms. Students examine the structure, setting, and the literary forms that characterize this literature. The role of wisdom in biblical revelation and in Christian life is also discussed. Prerequisite: Theology 121.</td>
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<tr>
<td>231</td>
<td>231 Biblical Literature: the Gospels and Acts (3)</td>
<td>Spring, Even</td>
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<td>This study of the four Gospels and the book of Acts examines the distinctive message of each. Topics include the historical setting of the New Testament, the kingdom theme in Jesus' teaching, the early spread of Christianity, and basic issues in the interpretation of the Gospels and Acts. Prerequisite: Theology 121 or 122.</td>
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<tr>
<td>232</td>
<td>232 Biblical Literature: the Epistles (3)</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>This introduction to the New Testament epistles surveys the contents and life setting of all the New Testament letters and places special emphasis on Pauline theology. Prerequisite: Theology 122.</td>
<td></td>
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<tr>
<td>233</td>
<td>233 Biblical Literature: The Future in Biblical Perspective (3)</td>
<td>Fall, Even</td>
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<td></td>
<td>Students study biblical teaching relating to the future or the last things, including such topics as the return of Christ, the resurrection, the last judgment, heaven and hell. The interpretive perspectives of pre-millennialism, post-millennialism, and a-millennialism are reviewed. The course includes a study of the books of Daniel and Revelation.</td>
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</tr>
</tbody>
</table>
242 Cross-Cultural Missions (3) - CCS                      Fall
Students consider the biblical basis of a Christian mission to all nations and the methods and
problems of doing mission work in another culture, foreign or domestic. Such problems include
the need for word-and-deed ministry, crossing language and cultural barriers, contextualizing the
Gospel in another culture, and communicating the full Gospel in hostile political or religious
settings. Fulfills one of the cross-cultural studies general education requirements. Prerequisite: Theology 121
or 122.

285 Development of Global Christianity (3) - CCS                Varies
A survey of the history of Christianity from late antiquity to the present outside of the Western
world, including the Middle East, Asia, Africa, and Latin America. Particular attention will be
given to how the universal Christian faith is enculturated in non-Western cultures. Fulfils one of the
cross-cultural studies general education requirements. This course is identical to History 285.

301 Basic Teachings of the Christian Faith (3)                     Fall
A study of the classical doctrines of the Christian church, including the basic beliefs about
Scripture, God, creation, evil, Jesus Christ, salvation, the Holy Spirit, the church, and the future.
The course examines the biblical basis of these doctrines and highlights of their historical
development. Emphasis is on the Reformed perspective on these teachings, but viewpoints of
other Christian traditions are considered. Prerequisites: Theology 121 and 122.

304 The Nature and Ministry of the Church (3)                        Spring
This course is a biblical and historical study of the church as the body of Christ. Institutional
structures, offices, and the mission of the church are considered, including the educational
ministry of the church. Prerequisite: Theology 122.

305 Living Issues in the Christian Tradition (3)                      Varies
This course investigates historically and theologically major recurring issues in the life of the
church. Specific controversies that may be studied include issues relating to creation and science,
the meaning of salvation, the authority and interpretation of Scripture, the meaning of baptism,
and the role of women in church office. Prerequisite: Theology 122.

306 Major World Religions (3) - CCS                                 Fall
This course is a study of traditional religions, Judaism, Hinduism, Buddhism, and Islam as living
religions. Special attention is focused upon the worldviews inherent in the religions and the
consequent social and cultural impact of these views of reality. Fulfils one of the cross-cultural studies
general education requirements.

311 Philosophical Theology (3)                                         Varies
This course studies philosophical treatments of theological doctrines. It may cover the nature,
attributes, and knowability of God; an examination of relation between philosophy and Theology;
and other metaphysical or epistemological assumptions of the Christian faith. This course is
identical to PHIL 311. Prerequisites: PHIL 101 and 102 (or 108.)
330 History of Christianity (3)          Fall, Odd
Students study the development of Christian thought and the church as the covenant people of God from the Old Testament era to the present. After surveying the Old Testament origins of the Church, primary attention is given to the life of the Western church during the early, medieval, Reformation, and modern periods. This course is identical to History 330.

331 Religion and Society (3)           Fall, Odd
This is a social and historical study of religious worldviews, religiously based practices, and worship in various societies. This course examines the origins, practice, and social effects of religion; religion as a social institution; and the mutual interactions of society and religion, including the study of churches, sects, and cults. This course is identical to Sociology 331. Prerequisite: Sociology 121 or Theology 121.

335 Calvinistic Tradition (3)           Spring
A study of significant philosophical and theological contributions in the works of thinkers in the Calvinistic tradition from the 16th century to the present with a critical exposition of selected texts. This course is identical to Philosophy 335.

343 Religion in America (3)            Spring, Odd
This course undertakes a historical and theological survey of religion in the United States as a means toward understanding the current pluralistic scene. Special emphasis is placed on the influence of Puritanism, evangelicalism, and liberalism upon American religious life. A number of current religious-political issues are also explored. This course is identical to History 343.

399 Independent Study (1-2)            Fall, Spring
This reading and/or learning experience course is open to qualified students with the approval of the department.

400 Field Education (1)               Fall, Spring

401 Senior Capstone (3)               Spring
This course offers an advanced exploration of issues relating to a Christian worldview. The student will also explore the implications of such a worldview in connection with an investigation of a significant theological issue, worldview, or figure. The course is taught as an independent study, or seminar, if numbers warrant. Prerequisite: theology major.
Trinity’s adult studies program is a non-traditional program serving adults age 23 and older. The adult studies program provides the adult learner with the opportunity to earn 45-51 semester hours of credit, depending on the program in which the adult learner is enrolled. Classes are taught in a manner conducive to adult learning. An atmosphere of shared family, career, and age interests develops among the adults. Adult students who succeed are self-directed and goal-oriented individuals.

**Academic Calendar**

The adult studies program operates on a semester-hours basis, year round with three groups of adult learners beginning the education program each year in January, June, and September; two groups begin the business program each March and September. Each group is given a definite schedule of class meetings for the entire length of the program.

**General Admission Procedures**

1. Complete and turn in application form, which is available by calling 708.239.4768 or online at www.trnty.edu/adultstudies

2. Pay $25 application fee

3. Submit an official grade transcript from each college or university previously attended to have an evaluation completed by our registrar’s office.

4. Meet with an adult studies program representative to outline a degree program once the evaluation has been completed.

5. Successfully complete a writing sample (done on Trinity’s campus)

6. Attend orientation night

**Financial Aid**

Adult learners accepted into the adult studies program may apply for financial aid in the form of federal and state assistance. More information about financial aid is available in the adult studies program handbook.

www.trnty.edu
ADULT STUDIES BUSINESS PROGRAM (B.S. BUSINESS)

John W. Kooyenga, C.P.A., M.B.A., director of Adult Studies Business Program

Admissions Criteria
To be considered for the Adult Studies Business Program, an adult learner must meet the following criteria:

1. Age of 23 or older at the time of the first program module

2. Completion of 45 or more hours of credit from an accredited college or post-secondary institution. **Note**: Trinity does not award academic college credit for life experience.

3. Cumulative grade-point average of 2.0 or better on a 4.0 scale

Degree Requirements
The following requirements must be fulfilled to earn the bachelor of science degree in business through the Adult Studies Business Program:

1. Complete all coursework in adult studies business, including the comprehensive senior capstone project.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABUS 301</td>
<td>Professional Communication</td>
</tr>
<tr>
<td>ABUS 302</td>
<td>Human Relations in Business Organizations</td>
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<tr>
<td>ABUS 303</td>
<td>Biblical Perspectives</td>
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<tr>
<td>ABUS 304</td>
<td>Contemporary Economic Analysis</td>
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<td>ABUS 305</td>
<td>Management Planning and Decision-Making</td>
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<td>ABUS 306</td>
<td>Christian Worldview</td>
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<td>ABUS 307</td>
<td>Accounting for Decision Makers</td>
</tr>
<tr>
<td>ABUS 308</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>ABUS 310</td>
<td>Collection, Analysis, and Interpretation of Quantitative Data</td>
</tr>
<tr>
<td>ABUS 311</td>
<td>Global Business</td>
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<tr>
<td>ABUS 313</td>
<td>Financial Planning, Analysis and Decision Making</td>
</tr>
<tr>
<td>ABUS 314</td>
<td>Legal Environment of Business</td>
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<tr>
<td>ABUS 315</td>
<td>Strategic Management and Decision-Making</td>
</tr>
<tr>
<td>ABUS 316</td>
<td>Business Ethics and Society</td>
</tr>
<tr>
<td>ABUS 317</td>
<td>Information Technology Management</td>
</tr>
<tr>
<td>ABUS 416</td>
<td>Comprehensive Senior Capstone Project</td>
</tr>
</tbody>
</table>

**Note**: Adult learners meet the general education requirements for oral communication by completing ABUS 301, Professional Communication. The field education and capstone requirements are met by completing ABUS 416, Comprehensive Senior Capstone Project.

2. Accumulate a minimum of 120 semester hours of credit that are officially accepted by the Trinity Christian College registrar’s office.
3. Have a cumulative grade-point average of 2.0 (4.0 scale) or above in the 120 semester hours of credit comprising the degree program.

4. Meet all general education requirements, through coursework or by waiver, with an acceptable associate of arts (A.A.) or associate of science (A.S.) degree as follows:

- Philosophy: met in Adult Studies Business
- Theology: met in Adult Studies Business
- Mathematics: met in Adult Studies Business
- Biological Science, w/ lab: 3 hours or waived with A.A. or A.S. degree
- Physical Science, w/ lab: 3 hours or waived with A.A. or A.S. degree
- Social Science: met in Adult Studies Business
- Fine Arts: 3 hours or waived with A.A. or A.S. degree
- History
  - U.S. History: 3 hours
  - Western Civilization: 3 hours or waived with A.A. or A.S. degree
- English Literature: 3 hours or waived with A.A. or A.S. degree
- English Composition: 3 hours
- Cross Cultural Elective: 3 hours or waived with A.A. or A.S. degree
- Business Prerequisites:
  - Macroeconomics: 3 hours
  - Financial Accounting: 3 hours
  - Computer Elective: 3 hours

5. Pay all tuition and fees.

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

**ABUS 302 Human Relations in Business Organizations (3)**
This course is the study of group behavior and how group functioning affects 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 303 Biblical Perspectives (2)**
This course explores the biblical themes (such as: creation, sin, redemption, calling) that shape a Christian worldview. These are treated in the context of a brief survey of the Old and New Testaments. Attention will be given to how these biblical themes relate to practice and public life.
ABUS 304 Contemporary Economic Analysis (3)
A study of the economic choices made by individuals and organizations in a market economy. This course examines the behavior of individuals and institutions, and compares economic systems. Prerequisite: Macroeconomics.

ABUS 305 Management Planning and Decision-Making (3)
An analysis of the managerial 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 306 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.

ABUS 307 Accounting for Decision Makers (3)
This course extends the accounting knowledge acquired in the financial accounting course to the internal corporate environment. Students gain an understanding of the importance of accounting information to internal management decision-making. Prerequisite: Financial Accounting.

ABUS 308 Marketing Management (3)
An introduction to the activities and decisions faced by marketing managers in business and non-business organizations. Emphasis is placed on a basic understanding of the principles of marketing and on the operation of the marketing function.

ABUS 310 Collection, Analysis, and Interpretation of Quantitative Data (4)
Problem analysis and evaluation techniques are presented. Adult learners are shown methods of defining, researching, analyzing, and evaluating of a problem in their professional environment that they have selected for independent study projects. Specific statistical information covered in this course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and constructing questionnaires.

ABUS 311 Global Business (3)
This course is designed to provide the adult learner with an opportunity to acquire an understanding of how a U.S.-based organization can successfully transact business with its customers, suppliers, vendors, and resource providers located in foreign countries. The adult learner 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 (3)
A study of financial decision-making in the areas of working capital management, short-term and long-term financing, financing risk, and capital asset management. The topics of present value, future value, taxes, depreciation, and financial markets are also presented. Relevant discussion of personal financial management from a Christian perspective is incorporated.

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 (4)
An examination of the strategic management process. This course serves to integrate the knowledge the student has gained in previous business courses. Special emphasis will be placed on the management of information for business decisions.

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)
This course will focus on 10 Information Technology management processes identified as core processes by the Information and Technology Infrastructure Library (ITIL), a well-known IT international standards body. These include five processes under the category of Service Delivery and five under the category of Service Support. Students will learn the full breadth of issues that must be addressed to manage IT as a business.

ABUS 416 Comprehensive Senior Capstone Project (5)
The adult learner's capstone project will be an integrated research project that ties together all that has been presented in the adult studies business modules, the adult learner's professional experience and/or professional aspirations for the future.
ADULT STUDIES BUSINESS COMMUNICATION PROGRAM
(B.S. BUSINESS COMMUNICATION)
THIS PROGRAM IS ONLY OFFERED IN CALIFORNIA

Sharon Barnes, Ph.D., academic director, Adult Studies Business Communication Program

Admissions Criteria
To be considered for the Adult Studies Business Communication Program, an adult learner must meet the following criteria:
1. Age of 23 or older at the time of the first program module
2. Completion of 45 or more hours of credit from an accredited college or postsecondary institution. Note: Trinity does not award academic college credit for life experience.
3. Cumulative grade-point average of 2.0 or better on a 4.0 scale

Degree Requirements
The following requirements must be fulfilled to earn the bachelor of science degree in business communication through the Adult Studies Business Communication Program:

1. Complete all coursework in adult studies business communication, including the comprehensive senior capstone project

   BCOM 301 Introduction to Research and Adult Learning
   BCOM 302 Advanced Business Communication
   BCOM 303 Word Processing Applications
   BCOM 304 Management Planning and Decision-Making
   BCOM 305 Foundations of Communication
   BCOM 306 Organizational Communication
   BCOM 307 Contemporary Macroeconomic Analysis
   BCOM 308 Mass Media and Society
   BCOM 309 Introduction to Journalism
   BCOM 310 Building and Leading Teams
   BCOM 311 Collection, Analysis & Interpretation of Quantitative Data
   BCOM 312 Spreadsheet Applications
   BCOM 313 Public Relations
   BCOM 314 Marketing Management
   BCOM 315 Fundamentals of Accounting
   BCOM 316 Communication Ethics
   BCOM 317 Web Page Design
   BCOM 318 Communication Theory
   BCOM 319 Advertising and Sales Promotion
   BCOM 320 Global Business
   BCOM 421 Senior Capstone Project

Note: The field education and capstone requirements are met by completing BCOM 421, Comprehensive Senior Capstone Project.
2. Accumulate a minimum of 120 semester hours of credit that are officially accepted by the Trinity Christian College registrar's office.

3. Have a cumulative grade-point average of 2.0 (4.0 scale) or above in the 120 semester hours of credit comprising the degree program.

4. Meet all general education requirements, through coursework or by waiver, with an acceptable associate of arts (A.A.) or associate of science (A.S.) degree as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>met in Adult Studies Business Communication</td>
</tr>
<tr>
<td>Theology</td>
<td>met in Adult Studies Business Communication</td>
</tr>
<tr>
<td>Mathematics</td>
<td>met in Adult Studies Business Communication</td>
</tr>
<tr>
<td>Biological Science, w/ lab</td>
<td>3 hours or waived with A.A. or A.S. degree</td>
</tr>
<tr>
<td>Physical Science, w/ lab</td>
<td>3 hours or waived with A.A. or A.S. degree</td>
</tr>
<tr>
<td>Social Science</td>
<td>3 hours met in Adult Studies Business Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3 hours or waived with A.A. or A.S. degree</td>
</tr>
<tr>
<td>History</td>
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</tr>
<tr>
<td>- U.S. History</td>
<td>3 hours</td>
</tr>
<tr>
<td>- Western Civilization</td>
<td>3 hours or waived with A.A. or A.S. degree</td>
</tr>
<tr>
<td>English Literature</td>
<td>3 hours or waived with A.A. or A.S. degree</td>
</tr>
<tr>
<td>English Composition</td>
<td>3 hours</td>
</tr>
<tr>
<td>Cross Cultural Elective</td>
<td>3 hours or waived with A.A. or A.S. degree</td>
</tr>
</tbody>
</table>

Business Communication Prerequisites: Fundamentals of Public Speaking 3 hours

5. Pay all tuition and fees.

**BCOM 301 Introduction to Research and Adult Learning**
Participants research adult development theory and apply this knowledge to their own life experiences. Includes time management strategies, introduction to campus resources, program expectations, the research paper format, and the use of reflective writing. 2 hours

**BCOM 302 Advanced Business Communication**
This module covers skill building for effective writing and presenting for both internal and external customers of business and non-profit organizations. Includes multiple opportunities to think critically, write clearly, and speak effectively. Module builds on the basic public speaking course and adds the effective use of email, voicemail, and the written report. 3 hours

**BCOM 303 Word Processing Applications**
This course provides information and practice on the applications of word-processing packages such as Microsoft Word. 1 hour

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BCOM 304 Management Planning and Decision-Making
An analysis of the managerial functions of planning, organizing, staffing, leading, directing and controlling. Incorporated within the presentation of these functions is a discussion of our responsibilities as Christians. 3 hours

BCOM 305 Foundations of Communication
An establishment of the foundation of communication studies, its breadth, various cultural contexts, and the major issues and concerns in the field. This will set the agenda for developing a Christian worldview on communication studies. 3 hours

BCOM 306 Organizational Communication
This course investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises involving non-verbal communication, constructive feedback, dealing with anger, and resolving conflict. 3 hours

BCOM 307 Contemporary Macroeconomic Analysis
A study of the choices societies must make regarding the use of resources. This course traces the historical development of economic society, evaluates the appropriateness of the market system for making economic decisions, and examines the United States economic system particularly as it addresses the problems of inflation, unemployment, and growth. 3 hours

BCOM 308 Mass Media and Society
This course examines the nature of mass communication systems, the communication industries, the media support systems, and the impact of mass communication on society. Form, content, and consequences of mass media are emphasized through lectures, research, discussion, and application to the student's own media experience. 3 hours

BCOM 309 Introduction to Journalism
This course covers the basic elements of journalistic writing, and introduces more advanced journalistic writing skills. Students are expected to build skills to write articles for general assignment, specialty, feature writing, and technical writing. 3 hours

BCOM 310 Building and Leading Teams
Participants assume the roles of leader, facilitator, and active member of small groups as they experience a variety of decision-making processes, participate in team building exercises, and a group problem solving effort. Attention is given to facilitating focus groups and conflict resolution in a small group. 3 hours

BCOM 311 Collection, Analysis & Interpretation of Quantitative Data
This course offers an introduction to research and addresses the adult learner as both a consumer and producer of statistical data. An emphasis will be placed on the collection of data, quantitative data analysis and an interpretation of the analytical findings. 4 hours

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BCOM 312 Spreadsheet Applications
This course is intended to provide hands-on use of the computer utilizing the spreadsheet software component of Microsoft Office. Topics include creation and editing of spreadsheets, creation of graphical displays of spreadsheet information and design of spreadsheet templates. 1 hour

BCOM 313 Public Relations
An exploration of the theories, process, and techniques involved in researching, planning, and implementing programs designed to influence public opinion and human behavior. Social and ethical responsibility is emphasized. 3 hours

BCOM 314 Marketing Management
An introduction to the activities and decisions faced by marketing managers in business and non-business organizations. Emphasis is placed on a basic understanding of the principles of marketing and on the operation of the marketing function. 3 hours

BCOM 315 Fundamentals of Accounting
An introductory course to the principles of financial accounting. Topics to be covered include the accounting cycle, accounting systems and principles, current and long-term assets, current and long-term liabilities, owner’s equity, and the preparation and interpretation of the balance sheet, income statement, and statement of owner’s equity. 3 hours

BCOM 316 Communication Ethics
Grounded in philosophical ethics, students explore the ethical dimensions of human communication in its various contexts. Discussion, case study, writing assignments and role play develop understanding. 3 hours

BCOM 317 Web Page Design
This course introduces the basics of Web page construction and Web site organization to communicate a consistent client message. The skills are developed in the context of sensitivity to a consistent design scheme and to an awareness of the communicative dimensions including audience and overall message. 2 hours

BCOM 318 Communication Theory
An overview of theoretical perspectives on the dimensions and forms of communication in diverse contexts, such as interpersonal, group, organizational, and rhetorical. 3 hours

BCOM 319 Advertising and Sales Promotion
Focuses on the planning, creation, evaluation, and use of both advertising and sales promotion techniques. The topics include setting advertising objectives and budgets, media and creative strategies, measuring advertising and promotion effectiveness, and legal, social, and ethical issues. Students will participate in the development of a summary media plan. 3 hours
BCOM 320 Global Business
Provides student with an opportunity to acquire an understanding of how a U.S.-based organization can successfully transact business with its customers, suppliers, vendors, and resource providers located in foreign countries. The student will be given the opportunity to explore cultural environments, global politics, economic systems, and diversity from an international, regional, and global perspective. 3 hours

BCOM 421 Senior Capstone Project
A capstone course that orients students to their academic past and professional future. Students demonstrate their learning and capabilities developed throughout the entire major, and formulate strategies for their professional careers. Assignments include developing a major project, a resume, a portfolio, and a Christian worldview of the communication discipline. 5 hours

ADULT STUDIES EDUCATION/TEACHING CERTIFICATION (B.A. EDUCATION)

John Hoekstra, Ed.D., director of Adult Studies Education
David Williams, Ph.D., coordinator, Addison campus

Admissions Criteria
To be considered for the Adult Studies Education Program, a student must meet the following criteria:

1. Age of 23 or older at the time of the first program module
2. The completion of a minimum of 65 semester hours of credit from an accredited college or post-secondary institution Note: Trinity does not award academic college credit for life experience.
3. Evidence of having passed the State of Illinois Basic Skills Test

Note: Students entering without a bachelor's degree will earn the bachelor of arts degree from Trinity Christian College.

Program Completion or Degree Requirement
The following general education course requirements must be met for Elementary Certification:

- Fundamentals of Public Speaking 3 hours
- English Composition 3 hours
- Mathematics 9 hours
  - Math Concepts for Teachers I
  - Math Concepts for Teachers II
  - additional math course - intermediate algebra or above

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Biological and Physical Science, w/ lab 12 hours
  - Introduction to Biology, w/ lab
  - Earth Science, w/ lab
  - Introduction to Physical Science, w/ lab

Humanities 9-12 hours
  - Children's Literature 3 hours
  - Literature 3 hours
  - U.S. History 3 hours
  - Western Civilization (waived with AA, AS) 3 hours

Social Sciences
  - American Government 3 hours
  - Life Span Psychology 3 hours
  - World Geography 3 hours
  - Cross-Cultural Elective (waived with AA, AS, BA, BS) 3 hours

Minor (minimum 18-24 hours) in: accounting, art graphic design, art history, art studio, biology, business, chemistry, coaching, communication arts, computer science, economics, English, ESL/ Bilingual, health education, history, math, math education, music, philosophy, physical education, political science, psychology, science, sociology, Spanish, theater.

The following general education course requirements must be met for Secondary and K-12 Specialist Certification:

Fundamentals of Public Speaking 3 hours
English Composition 3 hours
Mathematics - above pre-calculus 3 hours
Biological and Physical Science, w/ lab 6 hours
Humanities 6-9 hours
  - U.S. History 3 hours
  - Literature 3 hours
  - Western Civilization (waived with AA, AS, BA, BS) 3 hours
Life Span Psychology 3 hours
Cross-Cultural Electives 6 hours
(3 hours waived with AA, AS, BA, BS)

Major (minimum 36 hours) in: biology, business education, chemistry, English, history, mathematics.

K-12 Specialist (minimum 36 hours) in: art, music, physical education, Spanish

Field education and capstone requirements are met through AEDU 450 or 455, Student Teaching and AEDU 454, Contemporary Issues Seminar.
AEDU 109 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 200 Biblical Perspectives (2)
This course explores the biblical themes (such as creation, sin, redemption and calling) that shape a Christian worldview. These are treated in the context of a brief survey of the Old and New Testaments. Attention will be given to how these biblical themes relate to practice and public life.

AEDU 201 Christian Worldview (3)
This course introduces the adult learners to themselves, the worldviews that have shaped them, and an alternative: a biblical world-and-life view. The 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 the course.

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. Fulfils a fine arts requirement.

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

AEDU 303 Education 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 Teaching Reading and Language Arts in Grades K-9 (3)
Students examine approaches and methods in teaching of reading. Course content includes emphasis on reading skills, assessment of pupil progress, and classroom organization for the teaching of reading. This course also focuses on the listening, speaking, reading, and writing skills within the language arts, and emphasizes integrating language arts throughout the school curriculum.

AEDU 311 Teaching Reading in Grades 6-12 (3)
This course focuses on teaching reading in various subject areas. Specific instruction in reading strategies at the 6th - 12th grade levels with current theory and techniques for the teaching of reading in various content areas will be emphasized. Students will design lesson and learn to develop skills in improving reading specific to their content area.

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

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

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

AEDU Secondary Methods in Grades 6-12 (3)
In this course students consider the goals, curriculum, methods, and teaching techniques of teaching content areas in grades 6-12 and study the current literature and/or issues in their content area. The student’s specialization determines the content area and course number.

AEDU 335 Teaching in the Middle Grades (3)
An overview of middle grade-school philosophy and school structure. Includes a study of curriculum, pedagogy, and instructional strategies used in the middle grades.

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 (10)**

Student teaching requires a commitment for the entire semester. Student teachers may not be excused from student teaching except in the case of illness or death in the immediate family. Student teachers follow the calendar of the cooperating school for vacations and other days off.

**AEDU 454 Contemporary Issues Seminar (3)**

This course meets weekly during the semester of student teaching. Discussion topics include contemporary issues, worldview implications for teaching, and preparation for teaching.

**AEDU 455 Student Teaching: Secondary (10)**

Student teaching requires a commitment for the entire semester. Student teachers may not be excused from student teaching except in the case of illness or death in the immediate family. Student teachers follow the calendar of the cooperating school for vacations and other days off.

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**ADULT STUDIES ENGLISH AS A SECOND LANGUAGE/BILINGUAL PROGRAM (ESL/BL)**

Trina Vallone, M.A., coordinator of ESL/Bilingual Programs

**Admissions Criteria**

To be considered for the Adult Studies ESL/BL Program, one must meet the following criteria:

1. A valid Illinois teacher certificate or concurrent enrollment in a certification program.
2. Proficient English skills

Program Requirements for English as a Second Language or Bilingual endorsement or approval:

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.

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ESL/BL Courses

AEDU 107 Bilingual Field Experience (0)
Requires Bilingual field experience totaling 100 clock hours or three months teaching experience in a bilingual setting. For a bilingual endorsement/approval, your aiding must be in a bilingual environment. If you hold a certificate and you have taught for at least three months in your perspective area, your aiding hours will be waived. Please supply a letter on school letterhead, signed by your administrator stating your experience.

AEDU 108 ESL Field Experience (0)
Requires ESL field experience totaling 100 clock hours or three months teaching experience in an ESL setting. For an ESL endorsement/approval, your aiding must be in an ESL environment. If you hold a certificate and you have taught for at least three months in your perspective area, your aiding hours will be waived. Please supply a letter on school letterhead, signed by your administrator stating your experience.

AEDU 211 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 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 will be examined. Aspects of language learning and acquisition theories as they pertain to bilingual/ESL will be included.

AEDU 340 Cross Cultural/Multicultural Issues in Education (3)
This course will focus 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 will be examined. Effective utilization of the rich resources represented by the home and the community will be explored.

AEDU 341 Methods and Materials of Teaching ESL Students (3)
This course focuses on relevant topics concerning English as a second language along with the nature and function of language. Multicultural issues will be examined as they relate to a biblical worldview. Methods of teaching, listening, speaking, reading, and writing will be presented. Students will select and analyze ELS materials critically and be placed in a supervised classroom for 25 clinical hours.
**AEDU 342 Methods and Materials of Teaching Bilingual Students (3)**
This course will present a variety of program models, methodologies, and strategies that are appropriate for the bilingual student. Methods and materials for teaching mathematics, science, and social studies, and techniques for managing multilevel classrooms and curriculum development programs aimed at assisting students in a bilingual program will be studied. The equivalent of 25 field-experience hours are required.

**AEDU 345 Assessment of Bilingual/ESL Students (3)**
The purpose of this course is to expose students to formal and non-formal instruments and methods for testing bilingual/culturally and linguistically diverse (B/CLD) individuals, and issues on non-discriminatory testing. This course will examine a wide selection of assessment techniques, which recognize the impact of environment and society on linguistic and student performance. The equivalent of 25 field-experience hours are required.
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