This catalog is published for the faculty and students of Trinity Christian College. The College reserves the right to make changes in any or all specifications contained herein and to apply such revisions to registered and accepted students.
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HISTORY OF TRINITY CHRISTIAN COLLEGE

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

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

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

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

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

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

At the Core
The original curriculum of Trinity focused substantially on philosophy, history, English, and theology. While the core curricular requirements of Trinity have evolved over the years, a continuing focus on the liberal arts has been maintained. Moreover, areas of specialization have expanded to include over 40 programs and majors, including the professional areas of business, education, nursing, and criminal justice. From the beginning and continuing today, students learn from dedicated professors who integrate a Christian worldview into their pedagogy and the curriculum.
The Adult Studies Accelerated Program was added in 1999 and offers degrees in business, education, and special education. In addition to classes on the main Trinity campus, the program also has centers in Addison and downtown Chicago. The satellite locations reflect not only the College’s physical growth but also an expanding awareness of the role and responsibilities the College assumes in its service to the larger Chicago community and the world.

**Growth of the Campus and Facilities**

The College celebrated its 50th anniversary in October 2009. The College has been blessed with strong growth in the student body, curriculum, and buildings since 1959, as evidenced by the addition of these facilities in the past decade alone:

- **2001:** The College dedicates the Martin and Janet Ozinga Chapel with the 46-rank pipe organ dominating the stage of the 1,189-seat auditorium.
- **2002:** The Heritage Science Center opens, providing 38,000 square feet of classrooms, lab space, and a lecture hall.
- **2004:** Trinity pauses to celebrate and give thanks for the completion of Alumni Hall.
- **2008:** The Bootsma Bookstore Café is dedicated, honoring former College president Dr. Ken Bootsma (1984-1996) and Jan André Boothsma.
- **2008:** The long-envisioned 44,000-square-foot Art and Communication Center is dedicated.
- **2009:** Plans for the expansion of the gym coincide with development of the new Rt. 83 athletic fields.

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

**MISSION OF TRINITY CHRISTIAN COLLEGE**

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

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

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

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

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

**COMMITMENT TO CAMPUS DIVERSITY**

*adopted by the Board of Trustees May 2002*

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 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.
ACCREDITATION AND MEMBERSHIPS

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 and a member of the North Central Association (www.ncahlc.org or 800.621.7440). 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. The bachelor of social work (BSW) program is accredited by the Council on Social Work Education (CSWE). The College is approved by the state of Illinois for state scholarships, grants, and loans. Trinity is approved for all federal educational aid programs, including the education of veterans under Title 38, U.S. Code; and it is approved for the education of international students by the U.S. Department of Justice, Immigration, and Naturalization Services.

Assessment of Student Learning

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

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

Student participation in assessment activities at the department level, in co-curricular programs, and in assessment of general education is necessary. Data collected assists each of these areas in making improvements that benefit a student’s education.
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 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 or check out other options at www.trnty.edu/visit.

Individual visits may be arranged on weekdays and Saturday mornings 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 campus.visits@trnty.edu.

APPLICATION AND ACCEPTANCE INTO THE COLLEGE

Trinity Christian College seeks applicants who want to attend a Christian college and who have demonstrated the desire to learn. All students exhibiting these characteristics will be considered for admission. Previous academic experience is a large, but not the only, factor in evaluating applications. 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.

Applicants will be notified concerning admission when the following items have been received/completed:
1. A completed application for admission (available online at www.trnty.edu)
2. A non-refundable $20.00 (U.S. funds) application fee.
3. A high school* transcript.
4. ACT or SAT I test results.
5. Official transcript(s) from any college(s) previously attended.
6. Personal interview with an admissions counselor.

*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) instead of a high school transcript. If the GED is completed successfully, the student may be eligible for admission.

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 application scholarship priority deadline is January 15 to ensure consideration for scholarships and financial aid.

Unconditional Admission – New Freshman
Applicants are normally granted unconditional admission status if their academic record demonstrates the following:
1. A minimum of 16 units of high school credit
2. 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)
3. Average or above average grades in English and mathematics
4. A cumulative GPA of 2.25 on a 4.0 scale
5. Composite ACT – 17 or Combined SAT I – 810
6. PGPA (Predictive Grade Point Average) – 43
   \( \text{PGPA} = \text{High School GPA} \times 10 + \text{ACT Composite Score} \)

Conditional Admission/The Bridge Program
Applicants with high school records or test scores that do not meet all unconditional admission standards are reviewed individually by the Admissions Committee, and may be granted admission if there is other evidence of academic promise that shows the determination and discipline needed to succeed in college. Such students are required to participate in the Bridge Program. They will have special advising and may register for no more than 15 credit hours including the Bridge course, Academics 101. Students admitted who do not meet the specified sub-scores on the ACT or SAT I test will be required to take additional preparatory courses during the freshman year. These courses give the necessary background in English and mathematics to do college-level work. For details see the descriptions of English 102 and Mathematics 100/101 in the Academic Offerings section of the Catalog.
Transfer Admission

Students transferring from other colleges or universities must follow the same application procedure as first-year students. Transfer students must provide official transcripts from every college attended. Students transferring fewer than 24 hours of credit at the time of application are required to submit a high school transcript and official record of ACT or SAT I scores. 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 with advanced standing. Admission to advanced standing does not exempt a student from meeting the specified requirements for graduation from Trinity.

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 advisor to have major or minor courses evaluated. Course descriptions and syllabi may be required in order to evaluate courses.

Unconditional Admission

Transfer applicants are normally granted unconditional admission status if their academic record demonstrates the following:

1. A cumulative college GPA of at least 2.25 (based on all colleges attended);
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 Policies section of this catalog, p. 51).

Conditional Admission

Transfer students who do not meet the requirements for unconditional admission also may be eligible for conditional acceptance. Conditional admission may require a limit of 14 credits for the first semester of attendance. See the Financial Aid section of this catalog for guidelines about continuing financial aid eligibility for transfer students who are accepted conditionally.

Evaluation of transfer credits

The courses must be academic and similar in nature to courses offered at Trinity Christian College. Only coursework with a grade of C (2.0) or better is accepted. Although a minimum grade is required, grades do not transfer. The grade-point average is computed only on work offered by or through Trinity Christian College.

Trinity reserves the right to accept or reject courses for transfer credit. Only philosophy and theology courses from Reformed institutions will be considered for fulfilling the general education requirements. Remedial or vocational courses are not transferable. Accepting courses
for transfer and applying them toward degree requirements are separate considerations. Courses that transfer as elective credits may not be applicable to specific requirements. All students must meet the residency requirements: completing 45 hours at Trinity, complete at least 12 hours in the major and 6 hours of the minor at Trinity, and complete 12 of the last 20 hours at Trinity.

**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. English, Mathematics and Physics require a score of 4 or better to receive 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).
International Student Admission

Trinity welcomes international students who demonstrate their ability to meet the academic standards of the College, who are prepared to do college-level work in English, and who can show evidence of their ability to afford the cost of their education. International students follow the same application procedures as first-year students with these additional requirements:

1) a TOEFL score of at least 550 paper-based, or 213 computer-based, or 79-80 Internet based, for all non-native English-speaking students. Non-native English speakers who have taken the ACT or SAT may be exempt from this requirement.

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.

For TOEFL 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:

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

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

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, an unclassified application form is available online or upon request from the admissions office. 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 Policies 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, along with a signed enrollment agreement form, is due May 1 or 10 days after acceptance for students admitted after May 1.

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

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 online or 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 advisor 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.
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 March 1. Information, assistance, and all forms are available from the admissions and financial aid offices, and online at www.trnty.edu/Financial-Aid/General/finaid.html. 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 2010-11 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. No interest accrues while the student is in
college. Interest begins to accrue upon repayment. Repayment of the principal and interest begins
six months after leaving college. The interest rate is fixed. Check with the financial aid office
for current interest rates. 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 may make periodic interest payments while they are
in school, or can defer interest payments until repayment begins. 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, but interest does not begin to accrue until repayment
has begun—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 $5,550 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 1/1/2010. Second year students must have completed secondary school program of study after 1/1/2009 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 a 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 need-based institutional aid. All scholarships are based upon full-time enrollment.

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 four renewable full-tuition scholarships awarded each year to incoming freshmen who come from under represented 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 be in top 10 percent of their 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 2010-2011 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 $3,500; Women's Guild at $2,000 and Academic Excellence at $500 - $4,000. To renew, students must achieve the following cumulative grade-point averages: Presidential 3.5; Provost 3.3; Faculty and Women's Guild 3.1; and Academic Excellence 3.0. Grade point averages will be reviewed after the student's second year at Trinity, and will renew for an additional two years if the minimum requirement is met. 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 2010-2011 year, 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 - $4,000. To renew, students must achieve the
following cumulative grade-point averages after two years at Trinity: 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 2008, Honors Scholarships renewals are determined by the policy outlined in 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 $3,000 are available to entering students who demonstrate leadership and success in music (Concert/Campus Choir, Gospel Choir, Instrumental), journalism, theater, student worship, 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, and include any additional items requested.

Students wanting to apply should ask the sponsors who can best speak to their skills to write their recommendations. 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**

Scholarships based on major are available to students who meet the criteria. Awards range from $500 to $3,000; recipients are determined by the department chairperson, and award amounts are determined by committee. A scholarship application and essay are required. Renewal based on cumulative GPA of 3.0 or higher at the end of each academic year.

**Canadian/International Grants**

Qualified Canadian and International students receive a grant of $500-$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 financial need by means of the FAFSA. The financial aid office calculates the Trinity Grant after all other scholarships and government financial aid.
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 March 1.

**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**

**Trinity-Sponsored Programs**
Students enrolling in Trinity-Sponsored Off-Campus Programs (Chicago Semester, Semester in Ecuador, Semester in Nicaragua, and Semester in Spain) will be charged the full Trinity semester tuition, and 100 percent of Trinity institutional financial aid will be applied.

**Trinity Endorsed Off Campus Programs** (p. 176)
Endorsed Off-Campus Semester Programs include CCCU BestSemester programs as well as others; for a complete list see the Director of Off-Campus Programs (Groot 160). Students attending endorsed programs must, at the time of application to the program, make specific application to receive 50 percent of Trinity institutional financial aid. If approved, 50 percent of financial aid awarded by Trinity for that given semester may be applied to the off-campus program. If, however, participation in an endorsed program is a requirement for a Trinity major, minor, or concentration, then 100 percent of Trinity institutional financial aid may apply (assuming approval of the special financial aid application).

**Other (Non-Supported 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 a
Trinity-Sponsored program, in which case 50 percent of Trinity institutional financial aid for the given semester may be applied. 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 is given each year to an incoming freshman who has at least one parent who is an alumnus or alumna. 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:** Two awards are given to education majors with financial need. Recipients are selected by the financial aid office. Preference will be given to students from the Illiana area.

**Janet André Bootsma Women in Business:** Awards given to students pursuing a degree leading to a career as a woman in business.

**Mary Beth Bootsma Memorial Scholarship:** Two awards 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 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 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 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 Ministries Scholarship: Two awards 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 are given to junior or senior nursing students who maintain a minimum GPA of 3.0 and demonstrate financial need.

Cross-Cultural Scholarship: Up to 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 non-renewable award will be given to an incoming freshman who graduated from Unity Christian High School, Hudsonville, Michigan. Also one 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 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 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 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: Two one-time awards will be given each year to freshman with a solid academic background who display a need for assistance. Recipients 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.

Henry and Karen Doorn Scholarship: Two renewable scholarships are offered annually to support students majoring in accounting. Qualified accounting majors entering into junior level courses may apply by completing the Returning Student Scholarship Application. The accounting department will select the award recipients, in consultation with the financial aid department.

Nancy Drenth Nursing Scholarship: Two awards 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 are 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 Memorial Scholarship: Four awards will be presented to incoming freshman accounting majors.

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: Up to Four 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 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 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 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 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 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 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 March 1.

Art and Judy Jongsma Psychology: One award given to a junior or senior psychology major with a 3.0 cumulative GPA or higher. To apply, complete SA and submit two faculty recommendations and an essay about your interest in psychology.

Carol and Henry Kamp/Edith and Clarence Schemper Organ Scholarship: One scholarship 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 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 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 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 one-time award given to a senior accounting or business major with a minimum 3.0 GPA.

**Koster Theatre Arts Scholarship:** One award given annually to an incoming freshman who has previous theater experience and who expresses interest in pursuing theater at Trinity.

**Tom J. Krygsheld Memorial Scholarship:** One 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 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 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 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 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:** Two renewable awards given to juniors enrolled in the special education program.

**Bassam Michael Madany Scholarship:** One 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.

**Peter and Yvette Madany Service Scholarship:** One award given to a junior or senior to help defray the costs of serving in a community outreach project, whether locally or abroad. The recipient must be an exemplary student. The recipient must send a progress report during the service project and a summary report at the end of the project, both to the financial aid office.

**Mephibosheth Scholarship:** This scholarship is for a student who has a permanent physical impairment. Renewable awards will be given to qualified students.

**Mitchell Memorial Scholarship:** An award 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 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 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: Two scholarships are awarded annually to freshmen 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.

Grace Ozinga Scholarship: The Grace Ozinga Scholarship is given to students who best model the values that the Ozinga family holds dearest—faith, family, and friendships. The selection is made annually by Mrs. Ozinga. No application is required.

Janet DeMaa Ozinga Memorial Scholarship: Thirteen awards 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 renewable scholarship is awarded annually to a freshman who is interested in obtaining a degree in nursing.

Violet and Hung Nguyen Mathematics Scholarship: The scholarship provides a one-time gift to an incoming freshman student intending to major in mathematics or science. Priority will be given to students from Western Springs CRC or Palos Heights CRC. In a situation when there is an applicant who meets the criteria from both churches, the scholarship will be split.

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

Psychology Faculty-Student Collaboration Scholarship: One scholarship awarded to a psychology major entering his or her sophomore, junior, or senior year who submits a proposal in collaboration with psychology faculty members. To apply, complete a special application available in the financial aid office.

Department of Psychology Honors: Two awards given to psychology students of at least sophomore standing who received a B grade or higher in Psychology 200. To apply, complete the Returning Student Scholarship Application.

Race Relations Multi-Racial Student Scholarships: Under the auspices of the Christian Reformed Church, grants 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.

www.trnty.edu
Lois and Marv Roelofs Freshman Nursing Scholarship: Four scholarships will be awarded to entering freshmen who have genuine Christian commitment to serve others through the profession of nursing.

Luke and Pauline Schaap Science Scholarship: One 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 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 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: Two awards are given annually to freshman students who demonstrate 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.

Nelson Sterken Memorial Scholarship: One award given to a junior or senior female nursing student, based on financial need. The recipient is chosen by the financial aid office.

Student Memorial Scholarship: A 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: Two awards will be given to juniors or seniors majoring in special education. The students 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 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 are given to rising junior or senior education majors with a 3.0 GPA or better, with preference given to special education majors.

**Clarence “Doc” and Bertha Triezenberg Memorial Scholarship:** A one-time award for business or accounting majors is awarded each year to an entering freshman. The recipient, chosen by the financial aid office, will have demonstrated academic excellence and strong Christian faith.

**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 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 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 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 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 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 and Harriet Van Gilst Memorial Christian Service Scholarship:** A renewable award 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.
Gerard and Harriet Van Groningen Presidential Scholarship: A scholarship is given annually to a junior or senior education or church and ministry leadership major. To apply, complete the Returning Student Scholarship Application and complete a special application.

Harry G. Vermeer Scholarship: Two 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 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 will be given to a freshman from Wisconsin. Preference is given to minorities, women, and students with financial need. To apply, complete the FAFSA.

Woo Family: One award given to applicants who demonstrate a heart for Christian education, a love for one another, and a passion for ethnic diversity. A 3.0 cumulative GPA or higher required.

Catherine Yonker Memorial Scholarship: Two awards will be given annually to members 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.

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 pages.
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.

<table>
<thead>
<tr>
<th>Cumulative 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.

c. In order for a student to maintain consistency with Trinity's graduation rate, a student cannot exceed the maximum time frame of 150% of the published length of the program. Trinity measures this by credit hours attempted. For example, if the academic program is 120 credit hours, the maximum period must not exceed 180 (120 x 1.5) attempted credit hours.

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 each semester. The purpose of orientation is to assist new students in their transition to Trinity by acquainting them 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 provided prior to the start of each semester and is available on the student development website. For additional information about FYF 101/111, see page 146.

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.

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 one off-campus apartment facility. All students who leave home to attend Trinity Christian College are required to live in college owned housing until the age of 22 or successful completion of the junior year (90 credit hours). Students residing in any of the four on-campus residence halls are required to purchase a student meal plan; students residing in the college apartments are required to purchase either $200 flex or a village block meal plan per semester. 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.

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. 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 student development and community involvement as well as to provide non-professional counseling, conflict resolution, and facility management.
Intramural Athletics
Trinity students consider the intramurals program a very popular campus activity. The wide variety of recreational activities provides students the opportunity to participate in both co-ed and single sex sports throughout the entire academic year. To allow for as much student participation as possible, activities are generally on weekday nights. Along with the intramurals director, several student assistants are responsible to promote, organize, and conduct intramural activities.

Fitness Center
The fitness center, located in the basement of Alumni Hall, provides students and staff with access to a variety of free weights, fitness machines, and cardiovascular equipment at designated hours each day.

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 social justice, multicultural awareness, academic initiatives, 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.

Student Publications
The student Newspaper, the Courier, is staffed solely by students and is under the supervision of an advisory board. The Alleluia 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 available 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 website.

Vehicle Registration
All students, commuters and residents, with vehicles parked on campus must register their vehicle(s) each school year. The registration process can be completed on-line at the Campus Safety and Security website.
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 the 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 the career 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 assessments are available. The career library offers information on employers, salaries and employment trends. The center serves as a resource for graduate school and entrance exam information. Resume, cover letter, interviewing and job search assistance is available, too, at no charge.

Trinity’s Career Center is a member of the Illinois Small College Placement Association which provides joint services with 24 other small colleges in Illinois. Among those services are Interview Network for Chicago area employers, a resume referral program, job listings and job fairs such as CareerFest and TeacherFest. Check www.trnty.edu/Cooper-Center/the-cooper-center.html for more information or stop by the center any weekday.
The Cooper Center also offers personal counseling services to students to help them cope with difficult situations and use those experiences for personal, emotional and spiritual growth. Know that any concern is a valid concern. Counseling may be arranged by calling extension 4853 or stopping by the Cooper Center to make an appointment. These services are free and confidential.

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

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

**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, 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
- Illinois Library Association
- LIBRAS
- Metropolitan Library System

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

**Mail Center**

All student mailboxes are located on the lower level of the Molenhouse Student Center. It is the students responsibility to regularly check his/her mailbox for official notifications from campus offices. At the beginning of the year on-campus mailboxes are assigned and secured by combinations to all resident and commuting students. Students will receive a blue card in their mailbox for any package they have received and packages can be picked up at the Mail Copy Print Center. Also available at the Mail Copy Print Center is postage, envelopes, various mailing boxes etc. for student mailing convenience. The hours for the Mail Department of the Mail Copy Print Center are 10 a.m. to 4 p.m, Monday through Friday. Saturday hours are limited and vary periodically. More information about the Mail Center can be found in the student handbook.

**The Office of Learning Services**

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

1. **Services for All Students**
   a) **Peer Tutoring and Academic Coaching:** Both individual and group peer tutoring can be arranged for any student who is not making desired progress in a course. Working with an academic coach can assist with organization, time management and prioritization of course work.

   b) **The Writing Center:** The Writing Center is located off the main Classroom Building computer lab and is staffed with writing tutors who are trained to assist with planning/organizing college-level writing as well as identifying patterns of compositional errors. Hours vary by semester and are posted online.

   c) **Referrals for Diagnostic Testing/Counseling for Academic Progress:** It is not uncommon for students to experience areas of academic difficulty when faced with the rigors of college work. The director of The Office of Learning Services is available to meet with individual students to help determine if a learning, physical, emotional, or attentional disability could be present and if diagnostic testing is indicated.

www.trnty.edu
2. Disability Services and Accommodation Plans
Individualized accommodation plans are developed for students with verified learning, physical, emotional, or attentional disabilities to outline what accommodations are needed for college success. A student’s accommodation plan is communicated in writing each semester to his/her instructors.

3. Services for Students with Probationary Status
It is mandatory for students with probationary status to meet with the director of The Office of Learning Services to review their Learning Accountability Contract and to discuss services available to support academic progress. Students with probationary status face a critical semester and may be required to attend Academics (ACAD) 102. This one-credit course has been designed to provide focused support in the areas of personal goal setting and motivation, accountability, and study skills. Time is allowed for supervised study sessions and individualized mentoring. Students may repeat this course; however, only one hour of credit will be applied toward the 125 hours needed for graduation.

4. 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 orientation at the end of the summer and enrollment in Academics (ACAD) 101, a one-credit academic wellness course during their first semester.
EXPENSES

Tuition and Related Fees, 2010-2011

Tuition charges per semester:

- Full-time program of 12 to 18 semester-hours: $10,699
- Part-time program of 1 hour: $715
- Part-time program of 2 hours: $1,430
- Part-time program of 3 hours: $2,145
- Part-time program of 4 hours: $2,860
- Part-time program of 5 hours: $3,575
- Part-time program of 6 hours: $4,290
- Part-time program of 7 hours: $5,250
- Part-time program of 8 hours: $6,000
- Part-time program of 9 hours: $7,110
- Part-time program of 10 hours: $7,900
- Part-time program of 11 hours: $8,800
- Each credit-hour over 18: $715

Specialized Program Charges

- Internship in Business (one semester): $10,699
- Internship in Teaching (one semester): $10,699
- Chicago Semester Program (one semester): $10,699
- 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.

Tuition Deposits

A $100 tuition deposit is required from newly accepted students. Deposits may be paid by check or credit card. Personal checks may be mailed directly to the College or you may call the College business office (708.239.4717) with your credit card information.
### 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>$300</td>
<td>$645</td>
</tr>
<tr>
<td>Auditing fee per semester hour</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Returned check</td>
<td>$30</td>
<td></td>
</tr>
<tr>
<td>Change in registration (student-initiated)</td>
<td>$5</td>
<td></td>
</tr>
<tr>
<td>Change or replacement of ID meal card</td>
<td>$20</td>
<td></td>
</tr>
<tr>
<td>Clinical nursing fees (per semester for juniors and seniors)</td>
<td>$300</td>
<td></td>
</tr>
<tr>
<td>Deferred payment fee</td>
<td>$30</td>
<td></td>
</tr>
<tr>
<td>Deferred payment delinquency fee</td>
<td>$50</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>Nursing – TEAS test fee (non-refundable)</td>
<td>$40</td>
<td></td>
</tr>
<tr>
<td>Transcripts</td>
<td>$5</td>
<td></td>
</tr>
<tr>
<td>Accident/Health Insurance (all students)</td>
<td>$663</td>
<td></td>
</tr>
<tr>
<td>First Year Forum</td>
<td>$215</td>
<td></td>
</tr>
<tr>
<td>Transfer Nursing Fee</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>Student Life Fee</td>
<td>$60</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 transcripts are issued for students with outstanding balances.

7 All students will be charged for insurance, but the fee will be waived for students who can verify other coverage. The coverage period is for one year.

8 FYF is a one credit-hour course required of all new students.
Nursing students who transfer to Trinity as a junior or senior are charged a per semester fee.

Student Life fee is a required fee charged to all students each semester.

Nursing students will be charged a one-time $40 fee when enrolling in Nursing 205.

**Interim Fees**

Interim is considered an extra course that a student may take without additional charge if full time 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 time tuition for either semester, a charge of $1,430 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 room & board refunds are issued for not participating in Interim.

**Room and Board Fees**

Rates for room¹ and board² 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 &amp; Block Meal Plan ³</td>
<td>$4,101</td>
<td>$8,202</td>
</tr>
<tr>
<td>On Campus Housing &amp; 12 Meal Plan ⁴</td>
<td>$3,982</td>
<td>$7,964</td>
</tr>
<tr>
<td>On Campus Housing &amp; 8 Meal Plan ⁴</td>
<td>$3,795</td>
<td>$7,590</td>
</tr>
<tr>
<td>Village (off campus) &amp; Flex Plan</td>
<td>$2,070</td>
<td>$4,140</td>
</tr>
</tbody>
</table>

¹ A $150 refundable room deposit is required of all resident students to cover room damage. With proper care of the room, the complete amount will be returned after graduation. Room deposits cannot be applied toward tuition or other fees.

² The dining hall is closed during Thanksgiving, Christmas, and spring break. The residence halls are closed during Christmas and spring break only.

³ Block plan is 225 meals per semester and 250 annual Flex dollars which may be used in the dining hall or the Bootsma Bookstore Café.

⁴ These figures represent the number of weekly meals allowed from Sunday through Saturday. The 12 meal plan includes 200 annual Flex dollars and the 8 meal plan includes 150 annual Flex dollars which may be used in the dining hall or the Bootsma Bookstore Café.

**Payment of Financial Obligations**

Tuition, room and board, and all other fees are to be paid in full (U.S. funds) each semester by the due date. 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 at the required due dates for an additional fee of $30 each semester. If students choose to pay in full by the first business day of August for the fall semester and the first business day of January for the spring 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 $50 may be 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 transcripts will be denied. Additional penalties 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 Trinity 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 Refunds**

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 will 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 their 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.

**Room & Board Refunds**

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.

**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 Advisor
When a student is admitted to the College, a faculty advisor 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 advisor will help select courses that meet the goals of the student's program. The initial advisor 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 advisor 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 electronically to students and faculty and is also available online.
3. Students sign up to meet with their faculty advisors 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.

**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.
**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>Withdrew (2nd - 6th week of the semester)</td>
<td>0</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrew passing (after 6 weeks of the semester)</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrew 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.

Dean's List
This academic achievement is recognized for students who achieve a semester GPA of 3.5 or better and complete the semester as a full-time student.

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.

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**

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

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

**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.

**Graduation Application Procedures**

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

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.
Academic Honors

Academic achievement upon completion of a degree program is recognized at graduation and on the final transcript in the following categories:
- Graduating with honors............................. GPA of 3.500 to 3.699
- Graduating with high honors....................... GPA of 3.700 to 3.849
- Graduating with highest honors .................... GPA of 3.850 or higher

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

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 goodstanding.
   b. Cumulative completion rate falls below the minimum standards for academic progression.

<table>
<thead>
<tr>
<th>Cumulative Total hours attempted</th>
<th>Minimum Cumulative GPA needed for continuation</th>
<th>Minimum Cumulative GPA needed for good standing</th>
<th>Minimum percent of successful completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>1.00</td>
<td>1.50</td>
<td>50%</td>
</tr>
<tr>
<td>16-29</td>
<td>1.10</td>
<td>1.60</td>
<td>50%</td>
</tr>
<tr>
<td>30-45</td>
<td>1.20</td>
<td>1.70</td>
<td>55%</td>
</tr>
<tr>
<td>46-59</td>
<td>1.30</td>
<td>1.80</td>
<td>60%</td>
</tr>
<tr>
<td>60-75</td>
<td>1.40</td>
<td>1.90</td>
<td>65%</td>
</tr>
<tr>
<td>76-89</td>
<td>1.50</td>
<td>2.00</td>
<td>70%</td>
</tr>
<tr>
<td>90-105</td>
<td>1.70</td>
<td>2.00</td>
<td>75%</td>
</tr>
<tr>
<td>106-119</td>
<td>1.90</td>
<td>2.00</td>
<td>80%</td>
</tr>
<tr>
<td>120 or more</td>
<td>2.00</td>
<td>2.00</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 notified of their probationary status by electronic mail sent to the student’s Trinity account and by regular mail to the student’s home address. If a student gives consent or the dependent status of a student is verified, a copy of the notification letter will also be sent to the parent(s)/guardian(s) by regular mail, which will include the terms of probation.
3. Students on academic probation will be required to meet a number of conditions outlined by the Academic Performance Review Committee. Conditions will include but are not limited to a reduced number of semester hours, faithful class attendance, an accountability mentor, and a pre-semester meeting with the director of the Office of Learning Services.

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

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

<table>
<thead>
<tr>
<th>Cumulative 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 and, therefore, is placed on probation in the second semester must obtain a current GPA of 1.80 or above in the second semester. Students who fail to meet the semester GPA goal during the semester are on academic probation and will be subject to academic dismissal.

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

**Academic Dismissal**

At the end of a semester:
1. A student will be subject to academic dismissal if any of the following conditions occur:
   a. Failure to achieve the minimum cumulative GPA needed for continuation.
   b. If on academic probation, failure to achieve the minimum current semester GPA required to avoid dismissal.
   c. Failure to achieve the minimum academic progression standard.

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

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 (or in the cases where an Academic Performance Review Committee has made the decision to dismiss, then a subsequent appeal is submitted to the Provost, whose decision is final).

b. The basis of the appeal must be based on truly extraordinary circumstances such as serious and documented illness or injury, family crisis, or unique academic difficulty for which a specific remedy plan has been included in the appeal letter. The decision of the Academic Performance Review committee will be announced to the student in writing within two weeks of receipt of the appeal.

c. Students readmitted on the basis of an appeal will be placed on academic probation and subject to the probation policy stated above.

* If a student gives consent or the dependent status of a student is verified, information related to the student’s academic performance may be shared with the parent(s)/guardian(s).

**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 was 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.

www.trnty.edu
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)

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

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

Official Trinity Christian College transcripts are released only when requested in writing by the student. The fee is $5 per copy. Transcripts will not be released to students who have failed to meet their financial obligations to the College. Trinity may disclose information about a student without violating FERPA through what is known as directory information. This generally includes a student's name, address, telephone number, electronic e-mail address, photograph, date and place of birth, major field of study, participation in officially recognized sports and activities, weight and height of athletes, dates of attendance, grade level, enrollment status (e.g., full- or part-time), degrees, honors, and awards received, and other similar information. A student may restrict the release of his/her directory information by submitting a signed authorization form to the registrar's office.

In certain other situations, a student’s consent is not required to disclose the educational information. Those situations are:
1) to school officials who have 'legitimate educational interests';
2) to schools in which a student seeks to enroll;
3) to Federal, State, and local authorities involving an audit or evaluation of compliance with education programs;
4) in connection with financial aid;
5) to State and local authorities pursuant to a State law adopted before November 1974 requiring the disclosure;
6) to organizations conducting studies for or on behalf of educational institutions;
7) to accrediting organizations;
8) to parents of a dependent student;
9) to parents of students under 21 for violations of any law or institutional rule related to the possession of alcohol or controlled substance;
10) to comply with judicial order of subpoena;
11) health or safety emergency;
12) directory information;
13) to the student;
14) results of disciplinary hearing to an alleged victim of a crime of violence;
15) to the Attorney General of the United States in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes.

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

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

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

Trinity grants five types of bachelor's 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 award in business with an upper-level concentration, the bachelor of science in accountancy (B.S.A.), 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.

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

• A minimum grade-point average (GPA) of 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.

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

• 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.A., B.S.N., or BSW degree.

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

• Completing a senior college assessment of student learning outcomes. These include the major and general education.

• The residency requirement. 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.

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 cocurricular 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 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 advisor, 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 Education Outcomes

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

The following six General Education Learning Outcomes are designed to assess how well our students “are grounded on a core of foundational studies that address the enduring issues and questions of human experience and teach students to explore and apply the implications of a Reformed world-and-life view to all areas of learning, living, and working.”
General Education Learning Outcomes
1. Articulate and apply the Biblical framework of creation-fall-redemption-new creation.
2. Discern and evaluate historical and contemporary worldviews.
3. Communicate effectively in written and oral formats.
4. Demonstrate knowledge of diverse cultures and apply that knowledge to cross-cultural engagement.
5. Reason skillfully and analyze the validity of arguments critically.
6. Integrate theory and practice in one’s discipline and life.

General Educational Curriculum

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.

Mathematics - 3 hours selected from Mathematics 103, 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 laboratory 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 laboratory 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, Chicago Semester 301, Communication Arts 125, 225, or 234, Education 201, or Music 111;

OR 6 hours from the following options:

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, Chicago Semester 302, Communication Arts 250, Economics 225, English 334, Geography 201, History 261, 281, 286, or 383, Music 252, Political Science 270, Psychology 252, Sociology 252 or 254, Theology 242, or 306

2. one full year of college-level modern language study

3. one semester overseas

Interim - 4 hours of interim courses. 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. Students must complete two interim courses in subsequent years during their plan of study. Note: For first-time full-time freshmen, one interim course must be completed during the student’s first year of full time study at the College. Education majors must complete the interim requirement before student-teaching in the senior year.
**Field Education:** 2-12 hours required in at least one major or program. The goal of the Field Education requirement is to provide students with a professional application of their chosen field of study through an off-campus connection. While remaining enrolled at Trinity, the student has an opportunity to relate academic learning to its concrete use in a professional setting. This vocationally oriented experience enables students to deepen the knowledge, skills and Christian perspective acquired in their academic field of study.

Field Education can be taken in a variety of ways depending on the major program. Students are expected to fulfill all requirements for Field Education listed for their chosen major program. The number of semester hours of credit earned is determined by the student’s department, 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 descriptions for specific requirements and for the number of field education hours of credit that may be applied to a given program.

**Double Majors**

Students may have multiple majors appear on their transcripts when the majors are from two different academic departments. The second major should have a minimum of 18 distinct hours from the first major. 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 complete the higher field education requirements.

**General Education Requirements for Transfer Students**

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 (A.A.) or associate of science (A.S.) degree approved by the registrar will receive the following waivers, unless the major/minor requires a specific general education course(s) or the student transfers a course that fulfills the general education requirement: 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.

**Upper Division**

These courses are 200-level or higher for the major and/or minor.
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. General requirements for each major include a minimum of 30 credit hours, a capstone experience, a field education course, and either a course or an acceptable alternate experience that satisfies the communications requirement of the 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.

Major programs include:

- Accountancy
- Art History
- Art Studio
- Art Education, K-12
- Biology
- Biology Education
- Business
- Business Communication
- Business Education
- Chemistry
- Chemistry Education
- Church/Ministry Leadership
- Communication Arts

- Computer Science
- Criminal Justice
- 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 Exercise 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: Church Ministry Leadership Majors must complete another minor in addition to the Theology minor due to program overlap.

Minor programs include:

- Accountancy
- Art History
- Art Studio
- Biology
- Biopsychology
- Business
- Business and Spanish
- Chemistry
- Church Music
- Church/Ministry Leadership
- Coaching
- Communication Arts

- Computer Science
- Criminal Justice
- Economics
- Education
- Education Studies
- English
- ESL/Bilingual
- Graphic Design
- Health Education
- History
- Mathematics

- Music
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Science
- Sociology
- Spanish
- Special Education
- Theatre
- Theology
CENTERS AT TRINITY CHRISTIAN COLLEGE

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.
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 three educational initiatives, the Law, Justice and Culture Institute, the Creation Care Program, and the Religious Liberty Project, the Center provides worldview training in the Judeo-Christian tradition. These initiatives stress the 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.
- Religious Liberty Project: a pioneering program leading to a major treatise and other resources emphasizing the “higher law” antecedents of religious liberty in the Western legal tradition.

PARTNERING ORGANIZATIONS

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

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

VAN NAMEN DUTCH HERITAGE CENTER

G. Marcille Frederick, M.Phil.F., M.A., M.L.S., director of library

The Dutch Heritage Center is located on the upper level of the library on the campus of Trinity Christian College in Palos Heights, Illinois. The rooms are beautifully and efficiently designed and are maintained with separate temperature and humidity control to ensure the preservation of its holdings.

What is the purpose of the Dutch Heritage Center?

- To provide a place for the preservation of materials of historical value related to the culture, customs and institutions of Dutch heritage in the greater Chicago area.
- To develop a research base for the serious scholar interested in the history of the Dutch people in Chicago.
- To create exhibits of general information for the layman interested in Dutch origins and development in Chicago and the larger community.
- To promote a better understanding of all phases of Chicago Dutch relationships—past, present and future.
- To provide a general meeting place and coordinating center for those who are planning projects or discussion groups relative to the goals of the center.

Everyone is invited to use the collection whether they be scholars, students or the public. No fees are charged for research use of the collection. The Center is open by appointment only. For further information, or to set up an appointment, contact the curator or a librarian by calling 708.597.3000 or send a message to DHC@trnty.edu

The Collection Contains:

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

There are numerous career opportunities in the allied health sciences field. Several professional schools in the Chicago area and elsewhere specialize in such programs, most of which require two to four years of 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 advisors 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 advisor 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:
Accounting 221; Business 353; Communication Arts 101; Economics 121; English 321; History 231, 232; Philosophy 206, 351; Political Science 121, 201, 241, 250, 351 and Sociology 121.

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 general education, 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. Students must choose a major discipline to graduate from Trinity. 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 advisor 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. Students need a major to graduate from Trinity and should choose either biology or exercise science. The allied health track of the biology major contains all of the prerequisites for most physical therapy programs. Exercise science students must take additional science and math courses to meet the prerequisites.

Since physical therapy programs vary widely in their prerequisites, students 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:

Communication arts 101 (or 225); English 103, 104, 321 and one literature elective;
Four modern foreign language courses (German or Dutch recommended);
Note: Second-year college proficiency should be achieved.
Greek 101, 102, 201, 202; History 103, 104, 343, and one history elective; two Philosophy courses from 321, 322, 335; Psychology 121, 123; three Theology electives beyond 121 and 122.
ACCOUNTANCY

(Students interested in the accounting profession normally pursue a bachelor of science degree in accountancy within the business program.)

ART AND DESIGN

John Bakker, M.F.A., department chairperson

Trinity’s Department of Art and Design offers majors in art studio in fine art with concentrations in drawing, painting, sculpture, photography and printmaking; art studio in 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 art education program leads to Illinois certification for teaching art from Kindergarten through 12th grade. These programs culminate with an internship and an exhibition in the Seerveld Gallery.

The gallery program is central to the art department. The Seerveld Gallery exhibits work by a wide range of artists from those who are internationally known to emerging artists. Students have regular opportunities to meet these artists. Students also have the opportunity to exhibit their own work at Trapcat Chicago Southwest Gallery, and also in the Seerveld Gallery.
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, or photography. This work is grounded by a concurrent study of art history and art theory. The program culminates with an exhibition in the Seerveld 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 total hours, which includes an art history minor).

Foundation courses required of all studio majors:
Art 108, 111* or 211, 201, 203, 209; *Students who test out of Art 111 must take Art 211
Plus a drawing, painting, sculpture, photography, or printmaking concentration consisting of one beginning course, one intermediate course, two advanced and/or topics courses, and two electives (18 hours);
Plus Art 400, 420

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 Seerveld Gallery and with an internship at a design firm. This experience helps students connect their work in the classroom to the design community. Ten of the 13 courses that make the art studio major with a concentration in graphic design focus directly on design problems. (60 total hours, which includes an art history minor).

Foundation courses required of all studio majors;
Art 108, 111* or 211, 201, 203, 209. *Students who test out of Art 111 must take Art 211
Plus a graphic design concentration of: Art 215, 225, 315, 345, 360, one art elective;
Plus Art 400, 420

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 Seerveld 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.
The **Art Education** major consists of 40 total hours:
Art 103, 108, 111* or 211, 201, 203, 205 or 213, 209 or 215, 380, 381, 420;
One 300-level course in the same medium as was taken from the list of foundation courses.
*Students who test out of Art 111 must take Art 211
Required cognate courses: (9 hours)
Art History 230, and two from: Art History 232, 234, 235, or Art 331

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, or photography; 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, 209, 215, 225, and either Art 315, for print design, or Art 345, for web design.

The **art history minor** consists of a minimum of 18 hours to include Art 103, Art History 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. The Communications requirement is met by taking Communication Arts 101. The capstone requirement is met by taking Art 420, Senior Seminar.

**Art Courses (ART)**

**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. *Fulfills the fine arts general education requirement.*

**108 Two-Dimensional Design (3)**
*Fall*
This beginning studio course introduces students to 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 introduces students to 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. Prerequisites for art majors only: Art 108
201 Beginning Painting (3)  
Fall, Spring  
This studio course introduces basic techniques for rendering in oil paint and reinforces students’ knowledge of color theory. 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 introduces students to use of space, methods and various materials of fabrication for three-dimensional form. Course projects will be executed in a variety of materials that may include wood, metals, and plaster. You may begin the sculpture sequence with either Art 203 or 303. Either Art 203 or 303 will meet the art foundations requirement.

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.

209 Digital Media (3)  
Spring  
This is a studio course that introduces ways to make art using the computer and related devices. The course makes 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. Prerequisites for art majors only: Art 108, 111 or permission of the department recommended.

213 Beginning Photography (3)  
Fall, Spring  
This studio course introduces students to digital photographic techniques and materials. 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 own35mm single lens reflex camera with a fully manual setting. Prerequisites Art 209. Additional prerequisites for art majors only: Art 108, 111 or 211.

215 Introduction to Graphic Design (3)  
Fall  
This studio course applies principles of design to the organization of type and images. Students are introduced to concepts and skills basic to the practice of graphic design, including introduction to Adobe InDesign. Does not fulfill fine art requirement. Prerequisite: Art 108 and 209.

225 Typography (3)  
Spring  
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 multi-page documents. Does not fulfill fine art requirement. Prerequisites: Art 108, 209 and 215.
301 Intermediate Painting (3)  Fall, Spring
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 art works. 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)  Fall, Spring
This studio course is a complement to Art 203. It introduces students to the 20th century problems in the relationship of sculpture to its site, and introduces alternative sculptural materials. You may begin the sculpture sequence with either Art 203 or 303. Either Art 203 or 303 will meet the art foundations requirement.

305 Intermediate Printmaking (3)  Varies
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.

311 Figure Painting (3)  Varies
This studio course 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)  Fall, Spring
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)  Fall
This studio course is a continuation of Art 215. It focuses primarily on problems in advertising. Does not fulfill fine art requirement. Prerequisites: Art 108, 209, 215. Art 225 is recommended.

331 Aesthetics (3)  Fall
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)  Spring
This studio course is a continuation of Art 215, 225, and 315, and focuses on Website design. It introduces HTML, CSS, the code editor, Dreamweaver and aspects of Flash. Prerequisites: Art 108, 209, and 215.
349 Advanced Studio: Drawing (3)  Fall, Spring
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: Art 211 and three art history courses. 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: Art 301 and three art history courses. 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: Art 303 and three art history courses. 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: Art 305 and three art history courses. 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: Art 313 and three art history courses. 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**

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

381 Methods for Teaching Art in Grades 6-12 (2)  
**Fall, Odd**

This is an art education methods course. The content of this course includes methods and 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 course in which students prepare for their senior show. It includes continued studio 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 for Reformed practice in the arts beyond Trinity. Students use the advanced/topics courses in their junior and senior year begin to work toward this exhibition. In order to participate in the senior show you must successfully defend your work before the faculty on the basis of the categories developed throughout the program. Prerequisites for art studio majors: completion of concentration, art history courses and an exhibition in the student gallery. Prerequisites for art education majors: completion of an intermediate studio course, art history/aesthetics requirement, and an exhibition in the student gallery. Note: students must be on campus for this course. Art Education students will find it difficult to do student teaching while taking this course unless they have worked ahead for the senior show.

**Art History Courses (ARTH)**

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

230 Art History: Art and World Religions (3) - CCS  
**Spring, Even**

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)Fall, Even
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)Spring, Odd
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 War 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)Fall, Odd
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 from the 1980s and '90s.

248 Dutch Art and Architecture (3)Varies
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 Studies Program in Contemporary Europe. See page 179 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 total hours:
- Biology 110, 111, 201, 306, 391, 392, 400; Biology electives with laboratories (12 hours).
- Electives must be 200-level or higher, eight hours must be at the 300-level.
- Required cognates: (32 hours)
  - Chemistry 103, 104, 205, 206; Mathematics 111, 112; Physics 121, 122.
- Recommended: Mathematics 151

The **ecological track** consists of 65-70 total hours:
- Biology 110, 111, 201, 306, 391, 392, 400;
- Biology electives with laboratories (12 hours) from Biology 204, 313, or courses from partner institutions Au Sable Institute of Environmental Studies, Morton Arboretum, and Shedd Aquarium (p. 91).
- Required cognates: (35 hours)
  - Chemistry 103, 104, 205, 206; Mathematics 111, 112, 151; Physics 121, 122.

The **allied health science track** consists of 65 total hours:
- Biology 110, 204 (or 316), 205, 206, 303, 306, 308, 391, 392, 400;
- Required cognates: (31 hours)
  - Chemistry 103, 104, 205, 206; Mathematics 111, 151; Physics 121, 122.
- Other courses that may be needed for specific programs:
  - Biology 244, Communication Arts 101, Physical Education 290, Psychology 123, appropriate ACCA courses.

The **secondary biology education major** consists of 62 total hours:
- Biology 110, 111, 201, 204, 303, 306, 391; Science 380;
- Biology electives at the 200-level or higher (3-4 hours);
- Courses in human anatomy and physiology or field courses in botany or zoology, and courses at AuSable Institute of Environmental Studies or Morton Arboretum are highly recommended.
- Required cognates: (27-31 hours)
  - Chemistry 103, 104, 205, 206; Geology 101; Mathematics 101 (or high school equivalent); Physics 121, 122.
- Note: Mathematics 101 does not meet the College’s general education requirement.
- Recommended: Mathematics 141 or 151.

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:
Biology 110, 111, 201, Biology electives with 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 (BIOL)
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)  Fall
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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>110</td>
<td>Introduction to Biology (4)</td>
<td>Fall</td>
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<tr>
<td></td>
<td>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. Prerequisite: Minimum ACT Composite score of 21 or a grade of B- or better in Biology 100 or instructor permission with ACT 18 – 20.</td>
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<tbody>
<tr>
<td>111</td>
<td>A Survey of Plants and Animals (4)</td>
<td>Spring</td>
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<td></td>
<td>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.</td>
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<tbody>
<tr>
<td>201</td>
<td>Ecology (4)</td>
<td>Fall</td>
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<td>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.</td>
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<tbody>
<tr>
<td>204</td>
<td>General Microbiology (4)</td>
<td>Spring</td>
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<td></td>
<td>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.</td>
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<tbody>
<tr>
<td>205</td>
<td>Human Anatomy and Physiology I (4)</td>
<td>Fall</td>
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<td></td>
<td>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.</td>
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<tbody>
<tr>
<td>206</td>
<td>Human Anatomy and Physiology II (4)</td>
<td>Spring</td>
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<td></td>
<td>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.</td>
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<th>Course Code</th>
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<tbody>
<tr>
<td>244</td>
<td>Medical/Biological Terminology (1)</td>
<td>Fall, Spring</td>
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<td></td>
<td>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.</td>
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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)  
Fall, Odd  
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 and 201, or permission of the instructor.

316 Advanced Molecular Biology (4)  
Spring, Odd  
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)  
Fall, Spring  
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 Biology 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 advisor concerning specifics of the program each summer.

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
352 Plant Genetics, 4 hours
355 Vascular Plant Taxonomy, 4 hours
357 Biology of Fungi, 4 hours
358 Plant and Soil Relations, 4 hours
360 Medical Botany, 3 hours

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.

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.

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.
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 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 earn a grade of “C” or better 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
Accounting 221, 222; Business 121, 131, 211, 241, 253, 301, 311, 321, 332, 362, 423; Computer Science 260; Economics 121, 122; Mathematics 141 (or 111), and 151.
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)
Students complete the business major, and 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 155). Note: Business majors can not 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. A minor is not required for the bachelor of science degree in accountancy. Students complete the business major and the following upper level concentration of accounting courses: Accounting 321, 322, 331, 341, 343, 352.

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: Accounting 332, Business 343, 351.

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)
Students complete the business major and an advisor-approved concentration of six upper-level courses. Students are required to take nine hours in their upper-level concentration at Trinity. Senior students who qualify may elect to serve an internship for academic credit. A minor is not required for the bachelor of science degree in business. With assistance and guidance from her/his advisor, the student may concentrate in one of the following fields:
BS in Business Concentrations

Finance
Business 341, 343, 344, 346;
Two courses from: Accounting 321, 331; Business 345, 401; Economics 305.

Management
Business 322, 326, 361, 371;
Two from Accounting 331; Business 333, 334, 341, 351, 401; Cognate elective (3 hours) in Art, Communication Arts, Psychology, or Sociology.

Marketing
Business 333, 335, 338;
Three from: Business 331, 334, 336, 337, 339; Cognate elective (3 hours) in Art, Communication Arts, Psychology, or Sociology.

Secondary Business Education Major (51 total hours)
Accounting 221, 222; Business 121, 131, 211, 241, 253, 301, 311, 321, 362, 380, 423;
Computer Science 260; Economics 121, 122; Mathematics 141.
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. Contact the director of teacher education for certification requirements and education department requirements.

Business Program Minors
Note: Mathematics 141 is a prerequisite for Accounting 221.

Accountancy
The accountancy minor consists of 18 hours of academic preparation: Accounting 221, 222, 321, and three additional courses from Accounting 322, 331, 332, 341, 343, 352; Business 343 and 351.

Business
The business minor consists of 18 hours of academic preparation in the following courses:
Accounting 221; Business 121, 131; Economics 121; and two accounting 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, 122; and four from Economics 225, 305, 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 155.)

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Accounting Courses (ACCT)

**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 111 or 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) are covered, which include 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 222 (or current enrollment)
341 Advanced Cost Accounting (3)  
Spring, Even
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.

343 Principles of Auditing (3)  
Fall, Even
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.

352 Advanced Financial Accounting (3)  
Fall
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.

399 Independent Study in Accounting (2-4)  
Fall, Spring
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.

425 Internship in Accounting (4-12)  
Spring, Summer
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.

Business Courses (BUAD)
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 Management (3)  
Fall, Spring
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.

131 Principles of Marketing (3)  
Fall, Spring
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.
211 Professional Communications (3)  
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).

253 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: sophomore standing.

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: Business 121 and 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 resources 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: Business 121 and 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: Accounting or Business major and 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)  
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: Math 141 or 111 and 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)

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)

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)

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)

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)

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 241, 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: Business 121 and junior standing.

361 Human Resource Management (3) Spring
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 151, and junior standing.

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380 Teaching Business Education in Grades 6-12 (3)  Varies
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 (4-12)  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 (ECON)
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
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)  
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.

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.

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**

(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. See Communication Arts)
CHEMISTRY

Louis Sytsma, Ph.D., department chairperson

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 total hours:
Chemistry 103, 104, 202, 205, 206, 331, 391, 392, 400;
One from Chemistry 303, 305, 332, 333, 340;
Required Cognates: (16 hours)
Mathematics 111, 112; Physics 211, 212;
Recommended: Mathematics 151 or 351

The secondary chemistry education major consists of 53 total hours:
Chemistry 103, 104, 202, 205, 206, 331, 391, one chemistry elective with lab; Science 380;
Required cognates: (22 hours)
Biology 100; Geology 101; Mathematics 111, 112; Physics 211, 212.

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:
Chemistry 103, 104, 205, 206; one elective in chemistry (200-level or higher) or physics
Chemistry Courses (CHEM)

**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)**  
Fall  
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)**  
Fall  
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)**  
Spring  
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 with a C or better.

**103 Fundamentals of Chemistry (4)**  
Fall  
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. Prerequisite: minimum ACT composite score of 21 or a grade of C or better in Mathematics 101 or instructor permission for students with ACT scores 18-20.

**104 Fundamentals of Chemistry (4)**  
Spring  
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 with a C- or better.

**202 Quantitative Analysis (4)**  
Spring, Even  
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 with a C or better.
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)  
Spring
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)  
Spring, Odd
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)  
Varies
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 104 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. Using hands-on experiences, the fundamental principles of instrumentation, features and functions of specific instruments, and appropriate instrumental approaches for answering technical questions will be investigated. Strengths and weaknesses for each method will be addressed. 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.

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 Chemistry 391. Prerequisite: senior standing.

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.

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 2010: Polymer Chemistry.
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 who double major in church ministry leadership and theology, must complete the field education in church ministry and leadership. 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 54 total hours
Church and Ministry Leadership 101, 201, 203, 302, 400, 401;
Theology 221, 232, 301, 304 and 343;
Two from: Church and Ministry Leadership 202, 305, 307; Theology 242;
One from: Theology 222, 223, 224, 231, 233
Required Cognates: (9 hours)
Communication Arts 101, Psychology 243;
One from: Psychology 123, 201 (or 211), Sociology 241, 246, 250, 260, 331.

The church and ministry leadership minor consists of 21 hours and includes:
Church and Ministry Leadership 101, 201, 203, 302; Theology 221 and 231 (or 232);
Psychology 243.
Church Ministry & Leadership Courses (CHML)

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
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 (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 (3)**  
**Spring**
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. Students will be guided to integrate biblical knowledge, exegetical skills, critical reading skills, philosophy of ministry and leadership skills in various ministerial settings.
COMMUNICATION ARTS/BUSINESS COMMUNICATION

Craig Mattson, Ph.D., department chairperson

AT TRINITY I'VE LEARNED TO APPRECIATE AND
celebrate each person as an image bearer of Christ. As image bearers,
we must communicate with a foundation built on integrity, compassion
and love.

Velvet Woods ’11
Communication Arts (Chicago, Illinois)

The department of communication arts seeks to graduate competent, Christ-like communicators who are able to engage culture 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 Communication Arts 410. All majors are strongly encouraged to pursue an internship experience, Communication Arts 400.

Core (common to all concentrations):
Communication Arts 111, 231, 301, 333, 410;
Competencies: Communication Arts 101 and one from 201, 225, 241 or 304.

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

Communication Studies
Core and competencies.
Four from the following with at least one 300-level: Communication Arts 201, 202, 225, 243, 250, 304, 325, 346;
One communication arts elective.
Note: Competencies may not be counted towards hours required for Communication Studies Concentration.
**Film Studies** (Los Angeles Film Studies Center Program requires separate admission)
Core and competencies; Communication 234; Two from: 237, 238, 270, 280, 316, 335, 348; LA Film Studies 300, 310, 320, and one from 372, 382, 392. (p.117)

**Media Studies**
Core and competencies;
One from Communication Arts 241, 242;
Four from: Communication 234, 237, 238, 280, 335 or 348;
Two from: Communication Arts 345, 355, or 365 (may be repeated).

**Theatre**
Core and competencies;
Communication Arts 124, 225, 226 or 227, 270, 280, 316; English 305.
*226 or 227 are one hour courses repeated for credit three 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 total hours:
Core: Communication Arts 111, 231, 301, 333 (or Business 301), 400, 410;
Competency: Communication Arts 101
Two from: Communication Arts 201, 241, 243, or 325;
Additional required courses: Business 121, 131, 336, 362, one business 300-level elective;
Economics 121 or 122; Computer Science 104, 107.

Recommended for general education: Mathematics 151 and Communication Arts 250.

**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.**

The **communication arts minor** consists of 18-21 hours:
Communication Arts 101, 111, 231, 301, 333, two communication arts electives (6 hours).

The **theatre minor** consists of 20 hours:
Communication 111, 125, 226 or 227 (1 hour repeated twice), 280, one communication arts 300-level elective; English 305;
One from: Communication Arts 225, 270, 316.
Communication Arts Courses (COMM)

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. Fulfills 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. Fulfills 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.
231 Mass Media and Society (3)  Fall
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.

234 Aesthetics of Cinema (3)  Fall, Odd
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.

237 Audio Production (3)  Spring, Even
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.

238 Video Production (3)  Varies
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.

241 Introduction to Journalism (3)  Fall
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.

242 Media Writing (3)  Varies
This course acquaints students with the substantive, stylistic, and technical requirements peculiar to writing across the spectrum of media outlets.

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 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.

250 Intercultural Communication (3) – CCS  Spring
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.

www.trnty.edu
270 Acting (3)  
**Fall, Odd**

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)  
**Spring, Even**

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)  
**Spring**

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)  
**Varies**

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)  
**Spring, Odd**

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)  
**Fall**

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)  
**Spring**

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)  
**Varies**

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. Comm 241 recommended.

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)  Varies
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 (4)
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 (3)
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.
LAFS 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 LAFSC provides interns to many of the major companies within Hollywood.

Students choose one class from the following electives:

LAFS 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.

LAFS 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.

LAFS 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 LAFSC faculty, the availability of a suitable mentor, and approval from the College’s communication arts department.
SEMESTER IN NICARAGUA (NIC)– 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, a course in the history of Nicaragua, and Spanish courses as required based on students’ proficiency in 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. Additional courses in Spanish are available as needed.

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 (2-9)
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 advisor 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 (2-9)
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 advisor 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.
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 33 total hours:
- Computer Science 111, 112, 202, 231, 400, 401;
- Computer Science Electives at the 200-level or above (18 hours);
- Required Cognates: (21 hours)
  - Communication Arts 101;
  - Mathematics 111, 112, 210, 211, 351.

The **computer science minor** consists of at least 18 hours:
- Computer Science 111, 112;
- Computer Science electives at the 200-level or above (12 hours)
Computer Science Courses (CPSC)

**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, Even**
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 Website 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)  
Fall  
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)  
Varies  
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)  
Varies  
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)  
Spring  
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)  
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)  
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)  
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)  
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).
The Criminal Justice program provides a Christian liberal arts and social scientific basis, addressing the field of criminal justice from a biblically restorative perspective. It aims to honor biblical and social bases of law and the need for justly ordered society. Further, it recognizes that laws are not isolated from other social institutions and structures, so that the legal and social justice systems require practitioners who are well educated, resolute, just, and seasoned with Christian love. We seek to provide to the criminal justice system competent and compassionate professionals who afford not only punishment but restoration of those who break laws and even greater restitution for the general society and victims of crimes. Graduates of this major will take their places within the criminal justice field with a biblical basis from which to conduct their work in society, and will be prepared to not only labor within existing systems, but also to present alternatives that lead to remediation, rehabilitation, and restoration of justice and peace to the greatest extent possible in an imperfect world.

The Criminal Justice major consists of 33 credit-hours, plus 15 credit-hours of cognate courses, for a total of 48 credit-hours. A minimum six hours of field education are required. In addition to Field Education, the program will also have an applied emphasis in at least six other courses, either by hosting practitioners or requiring student outside practice and visits. The College's oral communication requirement is met by enrolling in the cognate Communication Arts 101, and the capstone experience is embedded in the Senior Seminar course.

The **criminal justice major** consists of 48 total hours:
- Criminal Justice 121, 201, 202, 301, 302, 303, 304, 400, 410;
- One from: Criminal Justice 305, 306, or 310;
- Required Cognates: (15 hours)
  - Communication Arts 101, Mathematics 151, Sociology 121, 353;
  - One from: Political Science 241, 250, Psychology 322

The **criminal justice minor** consists of 18 hours:
- Criminal Justice 121, 201, 202, 304;
- Criminal Justice electives (6 hours)
Criminal Justice Courses (CJ)
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 Criminal Justice (3)  Fall
This course sets crime in the context of a basic Christian sociological analysis of society and people’s needs, opportunities, norms, structures, and conceptions of justice. It examines society and the roles of society and government in providing a context for socialization, employment, education, freedom, equality, and justice. It provides exposure to such crucial concepts as crime, criminal, justice, punishment, and legal system. The need for a fair and effective justice system, including alternatives, pervades this introduction to the field.

201 Comparative and Alternative Criminal Justice Systems (3)  Spring, Even
This course gives a broad basis on which to analyze the nature of justice and from which to compare and critique the US system and its assumptions. In it we study the social and cultural basis of law, justice, and punishment. Concepts such as social responsibility, restorative justice, curative social action, and their application are analyzed. Views of justice and different social ways of dispensing it; including alternatives, are compared. Prerequisite: Criminal Justice 121.

202 Criminology (3)  Fall, Odd
This course surveys, compares, evaluates, and applies particular theories and models of crime from a practical perspective. It also deals with types and characteristics of crime and criminals and their development in specific societies. Various types of crime and the effect of laws and other attempts at reducing crime are studied. Prerequisite: Criminal Justice or Sociology 121.

301 Criminal Law and the Judicial System (3)  Fall, Even
This course analyzes the bases and purposes of law as both a reflection of God’s creative action and a basis for social order. It considers what constitutes a crime and who decides on the categories of criminal or acceptable behavior, with a close study of the US legal system related to crime and punishment. This is a practical course that treats substantive law and procedural law. Prerequisite: Criminal Justice, Political Science, or Sociology 121.

302 Law Enforcement (3)  Spring
This is a study of expressions of law enforcement, and the alternatives that precede, supplement, and replace these practices. The course examines the relations between: law and its enforcement; enforcers and community; and other social institutions and enforcers, as well as reconciliation efforts between offenders and the offended. A range of approaches to policing and other resolution and peacemaking vocations in light of Christian views of law, state, and person are explored. Prerequisite: Criminal Justice 121.
303 Incarceration, Parole, and Probation (3)  
Spring, Odd

This is a thorough overview, study, and Christian analysis of the detention, penal, correctional, and transitional system. In this course, various and changing objectives, such as punishment, retribution, reform, re-socialization, rehabilitation and training, or restitution of social order and personal relationships, including restitution to the victims are studied. Inmate institutions are examined, as well as, the place and feasibility of community and specific agencies and institutions as potential sites for such restitution, with emphasis on the restorative justice option. Prerequisite: Criminal Justice 121.

304 Restorative Justice: Principles and its Alternatives (3)  
Spring

This course concentrates on the application of Hebrew, Christian, and other religious and contemporary restorative conceptions of justice relative to criminal justice systems. It places justice in the context of social health rather than only in relation to punishment or criminality. Prominent is the concept of restoring social rights and order threatened by harm to victims, society, and offender. It also recognizes the perspectives of survivors of various crimes and seeks to bring about healing through attempted reconciliation. The distinct model of justice in the context of more established current perspectives on dealing with crime and forms of punishment or other interventions are explored. Prerequisite: a 100-level course in Criminal Justice, Political Science, Psychology, Social Work, Sociology, or Theology 224.

305 Youth and the Law (3)  
Fall, Even

This course examines the unique relation and treatment of youth and law. The historical development of the juvenile justice system is considered, as well as the characteristics of children and teenagers and the variations of their treatment from adult offenders. The course pays attention to gender, class, ethnicity, socialization, education, special programs, social remediation, and other provisions for youth, as well as examining causes of youth violation of social norms and laws. Prerequisite: Criminal Justice, Political Science or Sociology 121.

306 International Law, Justice, and Enforcement (3)  
Fall, Odd

This course opens onto nation-specific and international law, legality, and crime. It includes studies of international syndicates; illegal trade and shipment of legal and contraband products; fugitive criminals; human trafficking, slavery, and sex trade; technological crime such as internet and electronic trading fraud; international terrorism; political crime; “rendition” for punishment; international tribunals and their jurisdictions. It also looks at international and individual nations’ legal trends regarding security, international crimes, immigration law enforcement, criminalizing of various aspects and conditions of life, and security measures such as the Homeland Security Act and the USA PATRIOT Act of 2001. Prerequisites: An introductory and at least two 200- or 300-level courses in Criminal Justice, History, Political Science or Sociology.
310 Topics in Criminal Justice (3)  Varies
This course explores contemporary or general matters not covered in regular courses as determined by student and faculty demand. Possible topics include: issues and trends in law; security issues; peace and violence, international criminal activities, particular enforcement or treatment practices or experiments; socialization; relations of gender, class, ethnicity to keeping or breaking law.

400 Field Education (6-9)  Fall, Spring, Summer

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

ECONOMICS
(See Business/Accounting/Economics)

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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 education, business education, chemistry education, English education, history education, and mathematics education
- **Special programs (K-12 certification)** in art education, music education, physical education, and Spanish education
- **Special education (K-12 certification)** Learning Behavior Specialist I

All education department programs meet Trinity's general education requirements of an oral communication course (Communication Arts 101), field education (student teaching internship), and capstone requirement (Education 454).

Students who have taken three years of both science and math (including Algebra II) in high school are the most successful in our teacher education program.

**Transfer students:** Transfer students must complete the education requirements of the catalog in the year in which they enter Trinity.

**Field Experience:** The state of Illinois requires students to complete a number of preclinical experiences prior to student-teaching, called field experience. Field experience is a component of multiple education and special education courses, and placements are made by a field experience coordinator. Students experience a variety of settings and grade levels to prepare them for the realities of the teaching profession. Students in each teacher education program must complete 200 hours of field experience prior to student-teaching.

**Digital Portfolios:** All education majors and minors complete a digital portfolio. Students pay a one-time, non-refundable technology fee of $100 in Computer Science 109. Transfer students who receive transfer credit for Computer Science 109 will also be assessed a fee of $100.
Elementary Education (K - 9 certification)

Many elementary education course requirements overlap with Trinity’s general graduation requirements. The Elementary Education major consists of 78 hours:

- Computer Science 109; Education 201, 203, 303, 310, 313, 335, 380, 450, 454; Special Education 216;
- Required Cognates: (40 hours)
  - Biology 100; Communication Arts 101; English 312, Geography 201; Geology 101; History 280;
  - Mathematics 109, 110, 280; Physical Education 140; Physics 101; Political Science 201; Psychology 123; and Science 280.

The Education Department strongly recommends a double major in Special Education or a Minor in Special Education, math, science, or ESL/Bilingual. (18-22 hours.) See requirements in each discipline.

Middle Grades Endorsements: A middle grades endorsement is a teaching subject listed on an Illinois teaching certificate that enables a graduate to teach that subject in the middle grades (5-8). To earn a middle grades endorsement, students complete 18 semester-hours of coursework in that subject area plus an additional six semester-hours in adolescent psychology and middle-grades schooling philosophy and methods. At Trinity, three of the six additional 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 four courses at another institution must prove to the certification officer that the transferred course(s) meet the requirements for a middle grades endorsement. Specific middle grades endorsement information can be found on the Education Unit Home site.

Secondary Education (6 - 12 certification)

Students choose one of the following major areas:

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

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

General Education Courses (required courses as part of the College’s General Education Curriculum) Communication Arts 101*; Psychology 123.

Note: History Education majors must also complete Geography 201.

* business majors satisfy this requirement through Business 211

Education minor consists of 33 hours:

- Computer Science 109; Education 203, 303, 311, 335, 380, 454, 455; Special Education 216

Note: English Education majors must also complete Education 310 as part of the education minor.

Middle Grades Endorsements: (see the above information on page 129)

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 more specific requirements. However, the Illinois State Board of Education is in the process of changing the requirements for secondary endorsements.
**K-12 Specialist (K-12 certification)**

Students choose one of the following major areas:

Art education, music education (choral or instrumental emphasis), physical education, Spanish education. K-12 specialist students must fulfill all of the following general education, major, and minor courses:

- **General Education Courses** (required courses as part of the College’s General Education Curriculum) Communication Arts 101; Psychology 123

- **The Education minor** consists of 33 hours:
  
  Computer Science 109; Education 203, 303, 311, 335, 380, 454, 455; Special Education 216

- **Middle Grades Endorsements:** (see information on page 129)
- **Secondary Endorsements:** (see information on page 129)

**Special Education (K - 12 certification)**

Students receive a K-12 Learning Behavior Specialist I certificate to which they may add endorsements. The Education Department strongly recommends that students interested in special education double major in either Elementary, Secondary, or a K-12 specialist major area. Many special education major requirements overlap with Trinity’s general graduation requirements. The Special Education major consists of 53 total hours:

- **General Education Courses** (18 hours required courses as part of the College’s General Education Curriculum) Biology 100; Communication Arts 101; Mathematics 109, 110; Physics 101; Psychology 123.

- **Special Education Major**
  
  Education 310, 311; Special Education 111, 217, 314, 315, 316, 317, 319, 330, 380, 420.

- **The Education Minor consists of 28 hours:**
  
  Computer Science 109; Education 203, 303, 335, 454; Special Education 216, 450, 455.

- **Middle Grades Endorsements:** (see information on page 129)
- **Secondary Endorsements:** (see information on page 129)

- **A Special Education minor consists of 24 hours:**
  
  Special Education 216, 217, 314, 316, 330, Special Education electives (6 hours); Psychology 123.
Double Major Certification — Special Education (K-12 certification) Learning Behavior Specialist I and Elementary (K-9) or Secondary/K-12 Specialist

The Education Department strongly recommends that students double major in special education. Students who double major student teach in two separate placements (five hours each).

The Special Education double major must complete the program requirements of both majors.

The ESL/Bilingual Interdisciplinary Minor
The ESL/Bilingual Interdisciplinary Minor consists of 21 hours. All ESL/BI minors take required courses together. However, students choose between a bilingual endorsement or an ESL endorsement by the type of Field Experience completed.
Education 107 (or 108), 225, 340/540, 341/541, 342/542, 345/545; English 211; Communication Arts 250 or Psychology 252.

Education Studies Minor
The education studies minor is designed for students who are interested in the teaching and learning process, but do not want teacher certification. This minor may be of particular interest to Church and Ministry Leadership majors who may eventually be responsible for education programs, for Math, History, or English majors interested in teaching at the college level, and for Communication or Business majors pursuing careers that may some day involve training coworkers. Due to program overlap, students who major in Elementary Education or Special Education cannot minor in education studies.

Education Studies minor consists of 23-24 hours:
Computer Science 109; Education 203, 303; Psychology 123; Special Education 216;
Two from: Education 310, 311, 335, 380;
One from: Communication Arts 250; Education 340; Psychology 252; Sociology 260; Theology 242.

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Education “Gates”

Listed below are the “Gates” which all students must pass through as part of the Education Program at Trinity. Your advisor can answer questions you may have about the Gates.

**Gate 1**

<table>
<thead>
<tr>
<th>Intent to Apply</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 of C (2.0) or above in all education courses, major courses, and in all courses which will count toward certification, endorsement, or approval</td>
<td>Semester of CPSC 109</td>
<td>End of 1st term</td>
</tr>
<tr>
<td>3. A grade point average of at least 2.5 in Professional Education courses completed to date (typically CPSC 109, but could also include EDUC 203, and/or SPED 216) Students may repeat a Professional Education course only once. Students may repeat only two Professional Education courses.</td>
<td>Semester of CPSC 109</td>
<td>End of 1st term</td>
</tr>
<tr>
<td>4. Evidence of having registered for or passed the Illinois Basic Skills Test</td>
<td>Freshman year</td>
<td>By program orientation</td>
</tr>
<tr>
<td>5. Criminal Background Check</td>
<td>Prior to field placement</td>
<td>Prior to field placement</td>
</tr>
<tr>
<td>6. Digital portfolio: CPSC/AEDU 109 requirements</td>
<td>In CPSC 109</td>
<td>In AEDU 109</td>
</tr>
<tr>
<td>7. 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).

<table>
<thead>
<tr>
<th>Admission to the Teacher Education Program</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 of C (2.0) or above in all education courses, major courses, and in all courses which will count toward certification, endorsement, or approval</td>
<td>To date</td>
<td>To date</td>
</tr>
<tr>
<td>3. A cumulative grade point average of at least 2.5 in the Professional Education courses completed to date: CPSC/AEDU 109, EDUC/AEDU 203, EDUC/AEDU 303, and SPED/AEDU 216 Students may repeat a Professional Education course only once. Students may repeat only two Professional Education courses.</td>
<td>To date</td>
<td>To date</td>
</tr>
<tr>
<td>4. 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>5. Passing score on the Illinois Basic Skills Test</td>
<td>At application</td>
<td>At application</td>
</tr>
<tr>
<td>6. Recommendation of the 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>
</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 of C (2.0) or above in all education courses, major courses, and in all courses which will count toward certification, endorsement, or approval</td>
<td>End of semester of application</td>
<td>End of semester of application</td>
</tr>
<tr>
<td>4. A cumulative grade point average of at least 2.5 in the Professional Education courses completed to date: CPSC/AEDU 109, EDUC/AEDU 203, EDUC/AEDU 303, and SPED/AEDU 216, EDUC/AEDU 310/311, and EDUC/AEDU 335</td>
<td>To date</td>
<td>To date</td>
</tr>
<tr>
<td>5. Methods courses completed</td>
<td>To date</td>
<td>To date</td>
</tr>
<tr>
<td>6. 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>7. A minimum of one full-time semester of course work (including at least one education course and one course in the candidate’s minor or specialization) at Trinity prior to student teaching</td>
<td>Prior to internship</td>
<td>In Program</td>
</tr>
<tr>
<td>8. A grade point average of 2.7 in specialization for K-12 and Secondary students. A grade point average of 2.7 in Elementary core and minor for Elementary students.</td>
<td>To date</td>
<td>To date</td>
</tr>
<tr>
<td>9. 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>10. Professional Disposition Assessment from 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>11. Digital portfolio: passing score on at least 6 uploaded artifacts with reflections</td>
<td>In EDUC 310/311, 311, 335, and 380 (2) [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>12. Passing score on Illinois Content 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>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>
</tr>
<tr>
<td>2. Successful completion of AEDU/EDUC 454</td>
<td>End of course via course grade</td>
</tr>
</tbody>
</table>

Gate 4B - Completed before certification
Program Completion

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Adult Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Achieved a 2.5 or higher cumulative GPA</td>
<td>End of program</td>
</tr>
<tr>
<td>2. Achieved a 2.7 or higher major/minor GPA</td>
<td>End of program</td>
</tr>
<tr>
<td>3. Achieved a 2.5 or higher English 103/104 GPA</td>
<td>End of program</td>
</tr>
<tr>
<td>4. Achieved a 2.5 or higher Professional Education courses GPA</td>
<td>Before internship</td>
</tr>
<tr>
<td>5. Successful completion of all coursework</td>
<td>End of program</td>
</tr>
<tr>
<td>6. Achieved a grade of C (2.0) or above in all education courses, major courses, and in all courses which will count toward certification, endorsement, or approval</td>
<td>End of program</td>
</tr>
<tr>
<td>7. Passed the Assessment of Professional Teaching (APT) Test, General Curricular Test (special education majors), and Oral Proficiency Exam (ACTFL for Spanish Education majors)</td>
<td>End of program</td>
</tr>
<tr>
<td>8. Completed digital portfolio requirements</td>
<td>End of program</td>
</tr>
</tbody>
</table>

Professional Education Courses
Professional Education courses are Computer Science 109, Education 203, Special Education 216, Education 303, Education 310/311, Education 335, Education 380, and Education 454. Students must achieve at least a C in all Professional Education courses. Students may repeat a Professional Education course only once. Students may repeat only two Professional Education 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 advisor, legal counsel, or representative from the campus community that he/she may choose. The student is asked to notify the director of teacher education in writing of the name and address of the party that will be serving as his/her representative.
Education Courses (EDUC)
Beginning at the sophomore level, students should register for at least one education course each semester. However, students should take only one of the following education courses per semester: Education 203, 303, 380, 335, Special Education 216.
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 seeking a Bilingual endorsement register for this course in conjunction with Education 225, 341, 342, and 345. Field Experience: 100 hours

108 ESL Education Field Experience (0)
Students seeking an ESL endorsement register for this course in conjunction with Education 225, 341, 342, and 345. Field Experience: 100 hours

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 critical issues facing educators today. Students take 203 in their sophomore year. Field Experience: 50 hours.

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. Field Experience: 25 hours. Prerequisite: 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. Field Experience: 50 hours. Prerequisite: Psychology 123
310 Teaching Reading in Grades K-9 (3)  
**Fall, Spring**
Students examine approaches and methods in teaching reading. Course content includes emphasis on reading skills, assessment of pupil progress, and classroom organization for the teaching of reading. All elementary teacher education students must take this course prior to the student-teaching assignment. Field Experience: 20 hours. 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 lessons 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 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)  
**Varies**
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**
This course offers an overview of middle grade-school philosophy and school structure. It includes a study of curriculum, pedagogy, and instructional strategies used in the middle grades. Field Experience: 50 hours in the middle grades. Prerequisite: Education 203.

340/540 Cross Cultural/Multicultural Issues in Education (3)  
**Fall, Odd**
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. Students will explore and learn to use the rich resources represented by the home and the community. Prerequisites: Psychology 123; Education 203 for education majors and minors.

341/541 Methods and Materials of Teaching ESL Students (3)  
**Fall, Odd**
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. Field Experience: 25 hours (register for Ed 107 or 108). Prerequisites: Psychology 121 or Psychology 123, Education 203.
342/542 Methods and Materials of Teaching Bilingual Students (3)  Spring, Odd
This course will present a variety of program models, methodologies, and strategies that are appropriate for the bilingual student. Students will study 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. Field Experience: 25 hours (register for 107 or 108). Prerequisites: Education 203 or current teacher certification.

345/545 Assessment of Bilingual/ESL Students (3)  Fall, Even
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. Field Experience: 25 hours (register for 107 or 108). Prerequisites: Education 203 or current teacher certification.

380 General Methods (3)  Fall, Spring
This course includes study and discussion of theories and techniques of teaching. Specific topics include planning, organizing, methods of instruction, and assessment. Novice teaching: 90 hours. Prerequisites: Education 203, 200 hours of field experience, acceptance into the Teacher Education program.

450 Student-Teaching: Elementary (5-10)  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 a 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. Students complete their digital portfolios.

455 Student-Teaching: Secondary (5-10)  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 a fulltime commitment for the entire semester. Concurrent enrollment in Education 454.

New Horizons Student-Teaching Program
Please see page 140 for more information.
Special Education Courses (SPED)

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. Field Experience: 50 hours in a special education setting.

217 Psychological Diagnosis of Exceptional Learners (3)  Spring
This course introduces the procedures for educational assessment of exceptional children. Emphasis is 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. A companion course, Special Education 317, addresses the needs of students from grade 6 through age 21. Field Experience: 50 hours in a special education setting. Prerequisites: Special Education 216 and Education 203.

316 Teaching Students with High Incidence Disabilities, Grade 6 - Age 21 (3)  Spring
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. A companion course, Special Education 314, addresses the needs of students from age 3 through grade 5. Field Experience: 50 hours in a special education setting. Prerequisites: Special Education 216, 314, and Education 203.
317 Teaching Students with Low Incidence Disabilities, Grade 6 - Age 21 (3)  Spring
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.

319 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 course content includes the normal role and development of language, along with the implications for teaching students with impairments in these areas. Prerequisites: Education 203, Special Education 216, 314, and 316.

330 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 education methods of instruction. Topics include interpersonal work relationships among school professionals, models and strategies for co-teaching, relationships with parents, principles of effective verbal and non-verbal communication, conflict resolution, differentiation of instruction, accommodations, and modifications. Prerequisite: Special Education 216.

380 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. Novice teaching: 90 hours. Prerequisites: Education 203, Special Education 216, 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)  Fall
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)  Fall, Spring
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 a fulltime commitment for the entire semester. Prerequisite: Concurrent enrollment in Education 454.

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**455 Student Teaching — High Incidence (5)**  
Fall, Spring

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 a 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 weeks – 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.
As part of a Christian liberal arts institution in the Reformed tradition, Trinity’s English Department takes seriously the cultural mandate of Genesis 1:28. It is our conviction, as stated in the College’s mission statement, that “those who teach and learn are called to be co-workers with Christ in subjecting all cultural activities to the reign of God.” In our discipline, the implications of this calling are concentrated on language—a facility that sets human beings apart from all other creatures, an attribute in which we bear God’s own creative image, a gift that we have corrupted through sin, yet still, by grace, a powerful means of redemption.

We view reading and writing as important social practices that interact with other social practices under the influence of religious beliefs, and we believe that our discipline is of fundamental importance to all Trinity students, regardless of major. Within our major and minor, we work to prepare students for graduate work in English and for entry into fields such as publishing, law, and education. As a department we marvel with our students at the beauty of the English language—its sounds and structures, its unique historical development, its rhetorical force, its poetic riches. In our writing, both critical and creative, we seek to use this language in ways that will bring glory to the one who first shaped both it and us.

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 advisor.

The English major consists of 40 hours:
English 103 (or 108), 104, 201, 203, 305, 321, 400, 401;
Four from: English 270, 272, 274, 276, 278, 280, 330, 334;
Two from: English 211, 303, 320, 322

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The **Secondary English Education major** consists of 41 hours:
English 103 (or 108), 104, 201, 203, 211, 274, 278, 303, 305, 321, 334, 380, 401;
One English elective at 200-level or above.

Students with a teaching major in English education will minor in education and follow the secondary education minor course requirements, including Education 310, as listed in the education department section of the catalog.

The **English minor** consists 18 hours:
English 103 (or 108), 104, 201, 203, 305;
One from: 270, 272, 274, 276, 278, 280

**English Courses (ENGL)**

**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)**  **Fall**
Students review grammar and reading technique, and learn to structure paragraphs and essays. All students must have these skills as determined by ACT English (below 18) or SAT verbal (below 450) scores before proceeding to other English courses. *Fulfills one of the college English general education requirements.*

**103 College English: Composition (3)**  **Fall, Spring**
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 the written word and visual images. *Fulfills one of the college English general education requirements.*

**104 College English: Introduction to Literature (3)**  **Spring**
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)**  **Fall**
This course takes the place of English 103 for students in the Honors Program.

**201 Introduction to Poetry: Early British (3)**  **Fall**
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)**  **Fall**
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.
**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)**

Varies

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)  Spring
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)  Spring
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)  Spring
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.

320 Creative Writing (3)  Fall, Even
This course uses story workshop techniques to develop students’ writing of poetry, short stories, and play scripts. The course focuses on active description; developing a strong, playful voice; and using increasing narrative tension to develop story movement. Students will also learn to read modern fiction, poetry and drama scripts from the perspective of a writer. Prerequisite: English 103 (or 108).

321 Advanced Writing (3)  Spring
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)  Fall, Odd
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)  Varies
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. Prerequisites: English 103 (or 108) and 104.

331 Topics in Continental Literature (3)  Varies
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) Varies
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 advisor.

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 readings, writing responses to them, and presenting the results to the group. The lab component will include visits to organizations using literature to build community.

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FIRST YEAR EXPERIENCE

First Year Courses (FYF)

101 First Year Forum (1)  
**Fall**  
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. Students entering in the spring, take FYF 111.

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. This course takes place during the day prior to the regular semester schedule and the first few weeks of the semester in the fall and the spring. In the spring, freshmen-level students take FYF 111 with Transfer students.
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 (GRE)

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 (LAT)

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 Program

Trinity offers a major and minor in Spanish. Information is listed in the Spanish section of the catalog.
GEOGRAPHY/GEOLOGY

GEOL 101 Earth Science (3)  Fall, Spring
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.

GEOG 201 World Geography (3) – CCS  Fall, Spring
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 total hours:
- History 103, 104, 200, 371, 401;
- Two from: 231, 232 or 338;
- One from: 209, 211, 216, 270, 282, 305, 330 or 353;
- One from 261, 281, 285, 286 or 383;
- History electives (9 hours).
- Required Cognate: (3 hours) Communication Arts 101

The **secondary history education major** consists of 45 total hours:
- History 103, 104, 200, 282, 338, 371, 380, 401;
- One from: 231 or 232;
- One from 261, 281, 285, 286 or 383;
- History electives (9 hours).
- Required Cognates: (6 hours) Communication Arts 101, Geography 201

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.

The **history minor** consists of 18 hours:
- History 103, 104, 200 and three history electives (9 hours).
History Courses (HIST)

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)  Fall, Odd
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)  Spring, Odd
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)  Fall, Even
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)  Summer
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 History of the City (3)  Spring
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  Varies
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. Prerequisite: Sophomore status

270 History and Literature of the Ancient Mediterranean (3)  Varies
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)          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. 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 problematics of 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 18 hours: Spanish 201, 202, 309; Business 311, 326, 337 (or 346).

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: Communication Arts 250, History 286, Political Science 270, Psychology 252, Sociology 252 or 254.

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 19 hours: Church and Ministry Leadership 307; Music 111, 201, 231, 332 and 400; Theology 301 and 304.

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, 305; Theology 330, 331, 343.

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, 252.

ESL/Bilingual Interdisciplinary Minor (See page 131 of the Education Section)
This interdisciplinary minor is designed to give education majors an endorsement in English as a Second Language or Bilingual education.
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.

The **mathematics major** consists of 42 total hours:
- Mathematics 111, 112, 210, 211, 301, 400, 401;
- Four mathematics electives at the 200-level or higher;
- Required Cognates: (9 hours) Communication Arts 101; Computer Science 111, and 112.
**Note:** Mathematics 280, 380, and 381 do not count toward the mathematics major.

The **secondary education mathematics major** consists of 43 total hours:
- Mathematics 111, 112, 210, 211, 301, 302, 321, 351, 380, 401;
- One mathematics elective at the 200-level or higher;
- Required Cognates: (6 hours) Computer Science 109, 111.
- 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** consists of 18 hours:
- Mathematics 111, 112, 211, and two mathematics electives at the 200-level or higher.
**Note:** Mathematics 280, 380, and 381 do not count toward the minor.

The **mathematics education minor** consists of 22 hours:
- Mathematics 109 (or 110), 151, 111, 210, 380;
- One from 301, 302, 321, 370, or 399;
- Computer Science 109.
**Note:** Mathematics 280 does not count toward the minor but is required for the elementary education major normally paired with this minor. Elementary Education and Special Education majors must take mathematics 109 and 110 as part of their major requirements.
Mathematics Courses (MATH)

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)  Fall, Spring
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.

109 Math Concepts for Teachers I (3)  Fall
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)  Spring
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)  Fall
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)  Spring
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)  Fall, Spring
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, Spring
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 for business and biology majors.

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)  Spring
This course covers vector spaces, theory of matrices, linear transformations, determinants, and quadratic forms. Prerequisite: Mathematics 211.
302 Abstract Algebra (3)  Fall, Odd
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)  Fall, Even
This course covers geometric transformations, advanced Euclidean geometry, non-Euclidian geometries, projective geometry, and foundations of geometry. Prerequisite: Mathematics 210.

341 Numerical Analysis (3)  Varies
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)  Fall
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)  Varies
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)  Fall, Even
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) Varies
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 151, or 351. Completion of and/or concurrent enrollment in Education 380 and/or Mathematics 380 is recommended.

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

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 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: the Music Education Major (K-12) with choral or instrumental emphasis, for students who want to become certified to teach music at the elementary or secondary level; and the Music major, for students who wish to pursue music careers or graduate study outside the realm of education. Students completing the Music Major 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:
- Music 111, 201, 203, 204, 231, 233, 303, 304, 311, 312, 313, 331, 400, 401;
- Eight hours of private lessons;
- Four hours of ensemble;
- Piano proficiency*

The piano proficiency requirement may be fulfilled either by successfully completing the piano proficiency exam or by earning a B or better in Music 200- Class Piano

**Required Cognate**: Communication Arts 101.

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

**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, Eight hours of composition lessons, 4 hours of piano or organ lessons, full recital of original compositions in senior year

Concentration in church music:
Church and Ministry Leadership 307; Music 111, 201, 231, 332, 400; Theology 301, 304;
One course from Church and Ministry Leadership or Theology

The music education major with choral emphasis* consists of 50 hours:
Music 111, 200, 201, 203, 204, 231, 233, 252, 303, 304, 311, 312, 313, 331, 351, 380, 383, 401;
Four hours of concert or campus choir;
Three hours of private lessons, at least two of which are in voice.

The music education major with instrumental emphasis* consists of 50 hours:
Music 111, 200, 201, 203, 204, 231, 233, 252, 303, 304, 311, 312, 313, 331, 352, 380, 383, 401;
Four hours of instrumental ensemble;
Three hours of private lessons

*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:
Music 111, 201, 203, 231, 233;
one from 311, 312, 313;
Two hours of private lessons or ensembles;
Music electives (4 hours).

The church music minor is listed under interdisciplinary minor (page 155).

Middle grades endorsements are described in the course requirements for education (page 129).

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 (MUSC)

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.

171 Studio Class: Piano and Organ (1) Fall, Spring
A practical forum for the development of skills in piano and organ performance. The primary focus will be performance, but the course will also address techniques of accompaniment and pedagogy, with additional training in critical listening and in keyboard repertory.

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)  
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. Fulfills 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)  
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)  
Spring, Even  
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)  
Fall, Spring  
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)  
Fall, Spring  
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)
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, the graduate is eligible to apply to take the Nursing Council Licensure Examination (NCLEX) to become a registered professional nurse.

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 and cross-cultural requirements are 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 Education Requirements** (64 hours)
- Biology 204, 205, 206; Chemistry 101, 102; English 103 (or 108), 104; History 103, 104;
- Mathematics 151; Philosophy 101, 102 (or 108); Physical Education 110 or 112; Psychology 121, 123; Sociology 121; Theology 121, 122; One Fine Arts from: Art 103, Communication Arts 125, 225 or 234, Music 111;
- Interim (4 hours)

**Nursing Major** consists of 56 hours:
- Nursing 205, 221, 308, 309, 310, 312, 313, 315, 316, 402, 405, 407, 408, 409, 413, 425;
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 clinical nursing courses. 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 the program Dean/Chairperson stating the student was a student in good standing and from a nursing faculty member 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 once they are invited to apply following acceptance to the College. The deadline for transfer applicants to be admitted to Trinity Christian College prior to the application for admission to 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* (or 108), 104; HIST 103, 104; MATH 151*; PE 110 or 112; PHIL 101, 102 (or 108); PSYC 121*, 123*; SOC 121*; THEO 121, 122.

      *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, 102; BIOL 204, 205, 206.
      These science courses must have been completed within seven years of the semester of application for admission to the nursing major.

   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 (must be taken at Trinity)
      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. Successful completion of the TEAS examination is required as part of the admission process. This test will be given during the Spring semester or summer prior to admission to the nursing program.

**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 requirement 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 advisor 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 the previous 2 months of the entering semester (chest X-ray required if test results are positive),
   d. evidence of current health insurance,
   e. evidence of American Heart Association CPR certification (health care providers module), valid through the current semester, and
   f. completion 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 that must be completed prior to the start of clinical experiences.
Nursing Courses (NURS)

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; for sophomore level nursing majors only. Other students with the consent of the nursing department.

221 Nutrition (2)  Fall, Spring
This study of basic and changing nutritional requirements relative to health and illness focuses upon substances, processes, assessment, and adaptations 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 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.

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 hours of clinical

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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 hours of 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 hours of 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 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 hours of 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 hours of 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 hours of clinical.

409 Principles of Community Health (3)  
Fall  
This course explores factors influencing the health of the community and the role of the nurse in promoting community and public health. A service learning component incorporates principles of community health nursing with a community-focused experience.
413 Nursing Capstone Practicum (5)  \textit{Spring}

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 hours of clinical

420 Topics in Nursing (2)  \textit{Varies}

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)  \textit{Spring}

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

Burt 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 intended enrollment in a particular program. Further information and preliminary application forms are available in the Off-Campus Programs office, Groot 160.

Off-Campus programs are grouped into three categories:

• Trinity SPONSORED programs: Chicago Semester, Semester in Ecuador, Semester in Nicaragua, and Semester In Spain. For these programs students may apply 100% of Trinity financial aid, if they are approved to attend.

• Trinity ENDORSED programs: The Director of Off-Campus Programs maintains a list of programs that have been specifically endorsed by the College to receive some level of financial aid support. Included are the CCCU BestSemester programs and others (see list, below). For ENDORSED programs students must make separate application to receive 50% of Trinity institutional financial aid. (Some exceptions, if required for a major; see Director)

• All other off-campus programs are NON-SUPPORTED programs: These programs students find “on their own” and are not supported with Trinity financial aid. Students pursuing non-supported programs should consult with the Registrar about transfer arrangements and consortial agreements as needed.

Note: Off-Campus programs connected to a specific department are listed with that department’s program information

TRINITY-SPONSORED PROGRAMS:

Chicago Semester, see below  Semester in Ecuador p. 178
Semester in Nicaragua p. 119  Semester in Spain p. 217

The Trinity New Horizons Teaching Program is a unique off-campus experience of less than one semester. It is supported by full financial aid. See p. 140

Chicago Semester (CSEM)
The Chicago Semester is an off-campus program sponsored by Trinity Christian College together with five other Reformed 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) internships related to students’ professional interests; (2) seminars on aspects of the urban phenomenon; and (3) 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 director of Off-Campus Programs for further details.

Note: a pre-application must be filed by December 1 of the year before participating in Chicago Semester. Please see the director of Off-Campus Programs 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. Fulfills the fine arts general education requirement.

302 Metropolitan Seminar (3) – CCS
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. Fulfills one of the cross-cultural studies general education requirements.

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 (ECU)
This study abroad program in Quito, Ecuador, is available to students who want to explore God’s calling 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 Pedro Aviles, of the Church and Ministry Leadership Department, and the Director of Off-Campus Programs.

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 advisor when considering the program.
TRINITY-ENDORSED AND APPROVED PROGRAMS

For a complete list of ENDORSED off-campus programs, see the Director of Off-Campus Programs, Groot Hall 160. They include:

BestSemester Programs, offered by the Council for Christian Colleges and Universities, of which Trinity is a member. For BestSemester Programs, students must complete Trinity’s application AND the BestSemester program application. These programs offer a unique opportunity for students to make the world their classroom, going beyond the confines of the traditional classroom. These programs are available to second-semester sophomores, juniors and seniors. Students must file a pre-application by December 1 of the academic year prior to application for the off-campus program. For further information, contact the Office of Off-Campus Programs, located in Groot Hall 160.

For more program information visit www.bestsemester.com.

American Studies (DC)  Middle East Studies
Australia Studies Centre  Scholars’ Semester in Oxford
China Studies  Oxford Summer Programme
Contemporary Music Center  Russian Studies
Latin American Studies  Uganda Studies Program
Los Angeles Film Studies Center see also p.117  Washington Journalism Center

Other endorsed programs:
Au Sable Environmental Studies p.90
Studies Program in Contemporary Europe (SPICE)

SPICE is a cooperative program between Dordt College and the Gereformeerde Hogeschool in Zwolle. It offers students an exciting opportunity to study in the Netherlands during the spring semester. Students live with host families and are able to indicate some preferences for a specific type of family setting. They have many opportunities to interact with Dutch students as they study in one of four tracks: Dutch Language Studies, Dutch Area Studies, International Business, and International Ministries. Students can earn 16 semester hours of credit, and the program is open to sophomores, juniors, and seniors. Dordt’s off-campus webpage will give you more information: http://www.dordt.edu/academics/programs/off_campus/spice/

Additional Information regarding financial aid and off-campus programs is listed on page 26.

admissions@trnty.edu
The philosophy department offers a major and minor in philosophy. 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, 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.

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.)

The philosophy minor 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.

The philosophy major consists of 30 hours:
philosophy 101, 102 (or 108*), 201, 202, 206, 401, 402;
Two from: philosophy 295, 310, 311.
Two philosophy electives (6 hours)
* for members of the honors program

The philosophy minor consists of 18 hours:
philosophy 101, 102 (or 108*), 201, 202;
Two philosophy electives (6 hours).
* for members of the honors program

www.trnty.edu
Philosophy Courses (PHIL)

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. Freshmen 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)  Varies
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)  Varies
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: Philosophy 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 Theology 311. Prerequisites: Philosophy 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: Philosophy 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: Philosophy 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: Philosophy 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.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>371</td>
<td>Philosophy of History (3)</td>
<td></td>
<td>Spring</td>
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<td>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.</td>
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<tr>
<td>399</td>
<td>Independent Study (3)</td>
<td></td>
<td>Fall, Spring</td>
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<td></td>
<td>Prerequisite: permission of the department.</td>
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<td>400</td>
<td>Field Education (3-4)</td>
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<td>Fall, Spring</td>
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<td></td>
<td>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.</td>
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<td>401</td>
<td>Senior Seminar I (1)</td>
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<td>Fall</td>
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<td></td>
<td>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.</td>
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<tr>
<td>402</td>
<td>Senior Seminar II (2)</td>
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<td>Spring</td>
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<td></td>
<td>Continuation of Philosophy 401, required for all philosophy majors.</td>
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</tbody>
</table>
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 sport and exercise studies major; the capstone requirement is met through Physical Education 330 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 to teach in elementary and secondary schools.

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 exercise 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.

The department also offers several minors: the Physical Education Teaching Minor, for students who plan to teach at the elementary level; the Health Education Minor meets the requirements for a middle grades health education endorsement; and the Coaching Minor for students who plan to coach.

**Physical Education Teaching Major** consists of 45 total hours:
Physical Education 110, 130, 131, 201, 236, 251, 271, 278, 302, 315, 325, 330, 333, 380, 381; Required Cognate: (4 hours) Biology 205

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 Exercise Studies Major consists of 48-50 total hours:
Physical Education 110, 130, 131, 201, 231, 236, 260, 271, 278, 286, 302, 315, 320, 330, 400 (4-6 hours);
Required Cognates: (7 hours) Biology 205, Communication Arts 101.

Exercise Science Major consists of 52 total hours:
Physical Education 201, 236, 271, 290, 295, 320, 330, 333, 345, 360, 400 (3 hours);
Required Cognates: (20 hours) Biology 205, 206; Chemistry 101; Communication Arts 101;
Nursing 221; Psychology 123.

The Physical Education teaching minor consists of 24 hours:
Physical Education 110, 130, 131, 251, 290, 325, 330, 380.
Physical Education 381 recommended for students planning to teach at the elementary level.
Required Cognates: Biology 205.

The health education minor consists of 19 hours.
Physical Education 205, 236, 240, 260, 310;
Required Cognates: Nursing 221 and Psychology 242.
To meet the requirement for a secondary health education endorsement, the following courses are required in addition to the minor: Physical Education 251 and 325.

The coaching minor consists of 19 hours:
Note: Students should take Biology 205 before enrolling in the following courses.
Physical Education 236, 271, 278, 286, 320, 330.

Physical Education Courses (PE)
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.

201 Foundations of Physical Education and Sport (3)  
Fall  
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.

231 Recreation and Leisure Studies (3)  
Spring, Even  
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, Even  
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.

271 Motor Learning and Development (3)  
Fall  
Students will analyze changes in human movement behavior that occur throughout the lifespan and the influence that developmental progressions, ranges of individual variation, and levels of readiness have upon the acquisition of motor skills.
278 Physiology of Physical Activity (3)  
Spring, Odd  
Students will study the physiological effects of exercise on the human body from the perspective of the physical educator or coach. Students will examine how the body responds and adapts to various forms of exercise and physical activity.

286 Coaching Theory and Practice (4)  
Spring, Even  
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. This course also examines the skill techniques, coaching strategies, and methods of training and conditioning used in baseball, basketball, soccer, softball, track & field, and volleyball.

290 Exercise Physiology (3)  
Spring, Even  
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, Odd  
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, Odd  
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. Students will develop an understanding of state and federal laws for persons with disabilities as well as study various conditions identified by law.

320 Psychology of Sport (3)  
Spring, Odd  
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 Design in Physical Education (3)  
Spring, Even  
This course is a study of the curriculum and various methods used to teach physical education and health to both regular and special populations.
330 Societal Issues in Sport and Wellness (3)  Fall
Students will analyze the impact that sport and wellness have on our society. The course will examine the different levels and opportunities within sport and wellness and will focus on issues related to economics, education, media, race, gender, youth sports, social mobility, violence, and deviance. Prerequisites: Physical Education 201 and 271.

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, Even
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, Odd
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
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 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 and may have an interest in physics or applied mathematics. The physics minor provides a rigorous foundation in physics with the opportunity to learn advanced physics concepts and strengthen the academic credentials of students pursuing a secondary education mathematics or science career, applying for employment or graduate school in science, applied mathematics or engineering.

*Note: Chemistry 331, an elective for the physics minor, is offered in the fall of odd numbered years.

The physics minor consists of 19 hours:
Physics 211, 212, 221;
Two from Physics 301, 311, 321, Chemistry 331*

Physics Courses (PHYS)

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)  
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.

221 Introduction to Modern Physics (4)  
This course will cover special relativity, foundations of quantum mechanics, Schrödinger’s equation, atoms and ordering of the Periodic Table, and some applications of quantum mechanics. The course will provide important concepts that help students build knowledge needed to bridge the introductory physics sequence to upper level physics courses as well as an introduction to modern physics. Prerequisites: Physics 212, Mathematics 112.

301 Classical Mechanics (4)  
Spring, Even  
This course will cover Newton’s Laws and projectiles and charged particles; momentum, energy, and oscillations; calculus of variations; Lagrange’s equations and two-body central-force problems; mechanics in non-inertial frames; rotational motion and coupled oscillators. A strong foundation in classical mechanics will help students understand quantum mechanics, relativity, chaos theory, and parts of string theory. Prerequisites: Physics 212, Physics 221, Mathematics 211, or permission from the instructor. Mathematics 310 suggested.

311 Electricity and Magnetism (4)  
Fall, Even  
This course will cover vector analysis and electrostatics, special analysis techniques including Laplace’s equation and the method of images, electric fields in matter, magnetostatics, magnetic fields in matter, electrodynamics, conservation laws and electromagnetic waves. Prerequisites: Physics 212, 221, Mathematics 211, or permission from the instructor. Mathematics 310 suggested.

321 Optics (3)  
Spring, Odd  
This course will cover the nature of light, geometrical optics, optical instrumentation, wave equations, superposition of waves, lasers, interference of light, optical interferometry, coherence, fiber optics, fraunhofer diffraction, and the diffraction grating. Prerequisites: Physics 212, 221, Mathematics 211, or permission from the instructor.
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 72) and an active student group known as the Law & Politics Society.

The political science major consists of 36 total hours:
- Political Science 121, 201, 301, 351, 400, 410;
- Electives in political science (15 hours)
- Required Cognate: (3 hours) Communications Arts 101

Only three hours of Political Science 400 may be applied to the 33-hour major. Math 151 is 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:
- Political Science 121, 201, 351;
- Electives in political science (9 hours)

**Political Science Courses (PLSC)**

**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)**  
Fall, Even
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)**  
Summer
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)**  
Fall, Odd
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)  
Fall, Even
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  
Spring, Odd
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. 176)

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.
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.

All students intending to major in Psychology must apply to the Psychology Department for admission to the Psychology program. Application forms can be found at the Psychology Website.

The department also offers minors in general psychology and biopsychology. 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.

The psychology major consists of 39-42 total hours:
Required for all Psychology majors: Psychology 121, 122, 200, 222, 358, 400 or 401;
One from Group A: Developmental/Interpersonal 123, 202, 226, 242, 243, 252, 263, 300, 331, 332;
One from Group B: Clinical/Counseling 201, 211, 217, 244, 253, 311, 322, 323;
One from Group C: Biological/Experimental 250, 251, 340, 345, 352, 353, 355;
Psychology Electives (9 hours)
Required Cognate: (3 hours) Mathematics 151.

www.trnty.edu
A psychology minor consists of 18 hours:
Psychology 121, 122, one course from Group A: Developmental/Interpersonal, one from Group B: Clinical/Counseling, and one from Group C: Biological/Experimental

A biopsychology minor (18 hours)
Psychology 121, 122, 353, 355;
One from Psychology 340, 345, 352
One from Psychology 250, 251 (Prior introductory course work in Biology 101 or 205 are strongly recommended for majors outside of biology).

Psychology Courses (PSYC)
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 Behavior Analysis and Therapy (3)  
Spring, Even
Students study and evaluate the assumptions and methods of behavior analysis and behavior modification techniques. Research findings related to the behavior therapies, including techniques based on associative and operant conditioning and more recent “cognitive” or language-based behavioral therapies, will be addressed, and students will be exposed to behaviorally based models of mental and behavioral disorders. Prerequisite: Psychology 121.

250 Psychology of Learning and Memory (3)  
Fall, Even
This course will focus on the principles of learning, memory, and behavior as derived from the experimental literature—classical and instrumental conditioning, acquisition, extinction, punishment, generalization, discrimination, motivation, drives, and incentives as well as their possible neurobiological 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, as well as clinical disorders related to learning and memory. Prerequisites: Psychology 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, Odd
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, Odd
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 (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 from:
Biology 100, 101, 102, 110, 111, 204, 205, 206; Chemistry 100, 101, 102, 103, 104; Geology 101; Physics 101, 121, 122.

Science 280 is designed to meet the state of Illinois elementary education standards for elementary education majors. Students interested in the teaching sciences should consider either secondary biology education or secondary chemistry education, because the state of Illinois no longer offers certification in general science education.

**Science Courses (SCI)**
**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 Biology 100, Geology 101, and Physics 101.

**380 Teaching Science in Grade 6-12 (3) Fall, Even**
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.
SOCIAL WORK

Mackenzi Huyser, Ph.D., department chairperson
Rose Malinowski, DrPH, director of field education

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 prepares students for community-centered generalist social work practice. The bachelor of social work (BSW) program is accredited by the Council on Social Work Education (CSWE). Please contact the department chairperson for more information about program accreditation.

The social work major consists of 89 total hours:
Social Work 150, 210, 225, 310, 315, 340, 345, 350, 353, 355, 360, 365, 370, 400, 401;
Social Work electives (12 hours).
Required Cognates: (32 hours)
Biology 101; Communication Arts 101; Mathematics 151; Political Science 201; Psychology 121;
Sociology 121, 246, 250; Spanish 101, 102.

In the social work department, students meet the oral communication requirement by taking communication arts 101; the capstone requirement is met in SWK 345, 355, and 365; and field education is met through SWK 400 and 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 the following advanced social work courses (SWK 310, 340, 345, 350, 355, 360, 365, 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 151, 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 documentation that the student completed at least 30 hours of work or volunteer experience in the community. Applicants must have three 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, and 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 a written decision and response (see section on the Appeal Form). The Provost’s decision on the matter is final.

Social Work Courses (SWK)
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 or permission of the instructor.
300 Topics in Social Work (3)  
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)  
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: Formally admitted to the program.

315 Diverse Populations (2)  
This course provides an opportunity for experiential learners to engage in self-reflection 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 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: Formally admitted to the program.

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: Formally admitted to the program.

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 and formally admitted to the program.

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 151.
355 Professional Seminar (1)  
Spring  
This capstone assessment course fulfills the College capstone requirement through the planning and implementation of a community social action project. Prerequisites: Social Work 345 and formally admitted to the program.

360 Generalist III (3)  
Fall  
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 340, 350, and formally admitted to the program.

365 Professional Seminar (1)  
Fall  
This capstone assessment course fulfills the College capstone requirement through the planning and implementation of a community social action project. Prerequisites: Social Work 345, 355, and formally admitted to the program.

370 Community Social Action Policy (3)  
Fall  
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)  
Spring  
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, 360, and formally admitted to the program.

401 Field Education Seminar (2)  
Spring  
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 community-centered generalist capstone assessment project is an integral component of the BSW program. Students complete their projects working closely with community practitioners, their peers, and a faculty project liaison. This project provides students opportunities to do research, community organizing, team-building, assessment, and evaluation.
The sociology program helps students develop a Christian perspective on the nature of humans, relationships, and institutions. Such a perspective aids in a clearer understanding of engagement in social situations and in response to social issues. The sociology major is designed to prepare students for a variety of pursuits after graduation, such as graduate work, social and sociological research, and vocations in social institutions, groups, and relationships.

Students fulfill the College’s oral communication requirement through 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. 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 requirements for the major. 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.

The sociology major consists of 39 total hours:
Sociology 121, 351, 353, 400, 410;
Sociology electives (18 hours);
Required Cognates: (6 hours) Communication Arts 101; Mathematics 151.

For students who anticipate graduate work, we recommend:
- an introductory computer science course, or 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 or philosophy
- human biology, which is required by some graduate schools

A sociology minor consists of 18 hours:
Sociology 121, 351, and Sociology electives (12 hours).
Sociology Courses (SOC)

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. Fulfills 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. Fulfills one of the cross-cultural studies general education requirements.

260 Sociology of Race and Ethnicity (3)
Fall, Even
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, Odd
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. Prerequisite: Sociology 121 or Psychology 121.

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 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.
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 levels 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 that 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, an 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 40 hours:
Spanish 201, 202, 250 (repeated three times), 302, 315, 400, 451;
Semester in Spain 351 (or 401);
One from: Semester in Spain 306, 311, 312, 408;
* Must take at least one course from Spanish and one from Semester in Spain.
Advanced Spanish elective (if needed).

The Spanish education major consists of 43 hours:
Spanish 201, 202, 250 (repeated three times), 302, 315, 380, 400, 451;
Semester in Spain 351 (or 401);
One from: Semester in Spain 306, 311, 312, 408;
* Must take at least one course from Spanish and one from Semester in Spain.
Advanced Spanish elective (if needed).

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:
Spanish 201, 202, 250 (repeated three times), 302;
Spanish electives 300-level or higher (6 hours).

Students who attend 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 155.
Spanish Courses (SPAN)

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)  Spring
This course culminates the introduction and practice of basic oral, aural, reading and writing skills. Prerequisite: Spanish 201 or placement.

250 Advanced Conversation (1)  Fall, Spring
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)  Fall
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)  Varies
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)  
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. Prerequisite: Spanish 302.

400 Field Education (2)  
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. Prerequisite: Concurrent enrollment in Semester in Spain.

451 Senior Seminar (1)  
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 at least 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.

Semester in Spain also offers two summer terms of three-and-one-half weeks each. Summer I offers 201, 312, 351 and 355. Summer II offers 202, 306, 356 and 401.

For more information about Semester in Spain visit www.semesterinspain.org or contact the program coordinator.

Semester in Spain Courses (SIS)

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)  
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.

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 Pio 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 Juán 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 García 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.

SPECIAL EDUCATION
See Education

www.trnty.edu
Theology

Yudha Thianto, Ph.D., department chairperson

The 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 department offers a theology major and minor.

Students fulfill 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. A one-year study of Greek is recommended to better prepare the student to study and understand the New Testament in its original language.

The 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.

Students who double-major in Theology and Church and Ministry Leadership should take the Field Education in the Church and Ministry Leadership major.

The Theology major consists of 33 total hours:
- Theology 121, 122, 221, 231 or 232, 301, 330 or 335, 304 or 343, 400, 401;
- One from: Theology 222, 223, 224, 231, 232, 233;
- Theology elective (3 hours).
- Required Cognate: (3 hours) Communication Arts 101

A theology minor consists of 18 hours:
- Theology 121, 122;
- Two from: Theology 221, 222, 223, 224, 231, 232, 233;
- Two theology electives (6 hours).
Theology Courses (THEO)

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. Fulfills 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. Fulfills one of the theology general education requirements.

221 Biblical Literature: the Pentateuch (3)  Fall
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.

222 Biblical Literature: Historical Books (3)  Fall, Even
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.

223 Biblical Literature: Wisdom Books (3)  Fall, Odd
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.
224 Biblical Literature: the Prophets (3)  
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.

231 Biblical Literature: the Gospels and Acts (3)  
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.

232 Biblical Literature: the Epistles (3)  
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.

233 Biblical Literature: The Future in Biblical Perspective (3)  
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.

242 Cross-Cultural Missions (3) – CCS  
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)  
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. This course is identical to History 285.

301 Basic Teachings of the Christian Faith (3)  
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. Fulfills 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 Philosophy 311. Prerequisites: Philosophy 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.
341 Reformed Confessions and Worldview (3)  
An introduction to Reformed theology through a study of confessions from the Reformation era (Belgic Confession, Heidelberg Catechism, Canons of Dort) and the more recent past (Contemporary Testimony, Belhar Confession). The course also introduces the basic elements of the Reformed worldview that is grounded in this confessional theology. Prerequisites: Theology 121 and 122.

343 Religion in America (3)  
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)  
This reading and/or learning experience course is open to qualified students with the approval of the department.

400 Field Education (2)  

401 Senior Capstone (3)  
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 14-68 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**

Programs are offered in business; elementary, secondary, and special education certifications; and ESL, BL, and Special Education approvals or endorsements.

The adult studies programs operate on a semester-hours basis. Elementary and secondary certifications are offered each January, June, and September at our Palos Heights campus, and each January and September at our Addison and Chicago locations. Special Education Dual Certification is offered each January and September; Business every March and September; and the Special Education Endorsement/Certification and ESL or BL programs are offered every September.

**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. Complete final interview with appropriate program director.

7. 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 through our financial aid department and in the adult studies program handbook.

**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:


**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 Assessment.

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:

- **Biological Science, w/lab** 3 hours or waived with A.A. or A.S. degree
- **Business Prerequisites:**
  - **Financial Accounting** 3 hours
  - **Finite Mathematics** 3 hours
- **Cross Cultural Elective** 3 hours or waived with A.A. or A.S. degree
- **English Composition** 3 hours
- **English Literature** 3 hours or waived with A.A. or A.S. degree
- **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
- **Macroeconomics** 3 hours
- **Philosophy** met in Adult Studies Business
- **Physical Science, w/lab** 3 hours or waived with A.A. or A.S. degree
- **Theology** met in Adult Studies Business

5. Pay all tuition and fees.

### Adult Studies Business Program Courses

**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 using the SWOT analysis format. This course will emphasize long-term planning and strategy formulation for organizational success. Integrating knowledge from all previous courses in the Adult Studies program, students will participate and compete individually and as teams in the operations management of a computer-simulated business. Decisions will be made in all functional areas of business operations: marketing, management, finance, accounting, research and development, human relations, and information systems.

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

www.trnty.edu
ADULT STUDIES EDUCATION/TEACHING CERTIFICATION
(B.A. EDUCATION)

John Hoekstra, Ed.D., director of Adult Studies Education Program
Jacqueline Moses, M.A., coordinator, Chicago 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
- English Composition
- Mathematics
  - Math Concepts for Teachers I
  - Math Concepts for Teachers II
  - additional math course - intermediate algebra or above

Biological and Physical Science, w/lab
- Introduction to Biology, w/lab
- Earth Science, w/lab
- Introduction to Physical Science, w/lab

Humanities
- Children's Literature
- Literature
- U.S. History
- Western Civilization (waived with AA, AS, BA, BS)

Social Sciences
- American Government
- Life Span Psychology
- World Geography
- Cross-Cultural Elective (waived with AA, AS, BA, BS)

* not waived for double-majors in Special Education

admissions@trnty.edu
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, physics, political science, psychology, science, sociology, Spanish, theater.

Secondary and K-12 Specialist Certification

The following general education course requirements must be met for Secondary and K-12 Specialist Certification

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics - above pre-calculus</td>
<td>3</td>
</tr>
<tr>
<td>Biological and Physical Science, w/ lab</td>
<td>3-6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6-9</td>
</tr>
<tr>
<td>- U.S. History</td>
<td>3</td>
</tr>
<tr>
<td>- Literature</td>
<td>3</td>
</tr>
<tr>
<td>- Western Civilization (waived with AA, AS, BA, BS)</td>
<td>3</td>
</tr>
<tr>
<td>Life Span Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Cross-Cultural Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

(3 hours waived with AA, AS, BA, BS)

* not waived for double-majors in Special Education

Major (minimum 36 hours) in: biology, business, 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.

Special Education (K-12 Certification) Double-Major/Dual Certification

The following general education course requirements must be met for K-12 Learning Behavior Specialist I Certification:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6-9</td>
</tr>
<tr>
<td>- Math Concepts for Teachers I</td>
<td></td>
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<tr>
<td>- Math Concepts for Teachers II</td>
<td></td>
</tr>
<tr>
<td>Biological and Physical Science, w/lab</td>
<td>8-12</td>
</tr>
<tr>
<td>- Introduction to Biology, w/lab</td>
<td></td>
</tr>
<tr>
<td>- Earth Science, w/lab*</td>
<td></td>
</tr>
<tr>
<td>- Introduction to Physical Science, w/lab</td>
<td></td>
</tr>
</tbody>
</table>

www.trnty.edu
Adult Studies Education / Teaching Certification Courses

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. Fulfills 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. Special Education double-majors will take ASPED 380.

AEDU 450 Student Teaching: Elementary (5-10)
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. Double-majors will complete 5 hours of student-teaching in a special education setting in ASPED 450/455.

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

AEDU 455 Student Teaching: Secondary (5-10)
Student 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. Double-majors will complete 5 hours of student-teaching in a special education setting in ASPED 450/455.
Adult Studies Special Education/Dual Certification courses

**ASPED 217 Psychological Diagnosis of Exceptional Learners (3)**
This course introduces the procedures for educational assessment of exceptional children. Emphasis is placed upon informal assessment, observation, and criterion-referenced tests as well as norm-referenced tests designed for exceptional children.

**ASPED 319 Remediation of Language and Communication Disorders (3)**
This course is designed to address the unique characteristics of students ages 3 through 21 with language and communication disorders and to devise teaching strategies to meet their needs. The normal role and development of language, along with the implications for teaching students with impairments in these areas, will be included.

**ASPED 324 Teaching Students with High Incidence Disabilities – Ages 3 – 22 (4)**
The course is designed to provide regular education teachers an understanding of the characteristics of students from the ages of 3 years through age 22 with “high incidence” disabilities and methodologies and materials for teaching them. “High incidence” refers to disabilities which occur most often including learning disabilities, mild mental retardation, and mild social/emotional disorders and familiarity with a variety of teaching methods, strategies, and materials to meet the diverse needs of these challenged learners at the elementary, middle school and secondary school level. Historical perspectives, assessment procedures, theories, and their applications within the regular classroom will also be reviewed. Curriculum adaptations and modifications will be explored in the content areas, writing, social skills, improving organizational and study skills, communication with parents, and collaboration with professionals will also be emphasized.

**ASPED 325 Teaching Students with Low Incidence Disabilities – Ages 3 – 22 (4)**
This course designed to incorporate characteristics of students from the ages of 3 years through age 22 with “low incidence” disabilities and methodologies for teaching them. “Low incidence” refers to disabilities which 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. Methods and materials will also be addressed in this course. Historical perspectives, assessment procedures, and theories will also be reviewed. Curriculum adaptations and modifications will be explored in the content areas, writing, social skills, improving organizational and study skills, communication with parents; Collaboration with professionals will also be emphasized.
**ASPED 330 Communication and Collaboration in Special Education: Strategies and Methods (3)**

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

**ASPED 380 General Methods (3)**

A study and discussion of theories and techniques of teaching. Specific topics include planning, organizing, methods of instruction, and assessment.

**ASPED 420 Critical Issues in Special Education (3)**

This course explores current trends and practices in the field of special education, as well as the changing roles and responsibilities of the special educator. Prerequisites: Special Education 216 and two 300-level special education courses.

**ASPED 450/455 Student Teaching: Special Education (5)**

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.

*Students in the dual certification program must complete two internships (one seven-week internship and one ten-week internship) in both a low incidence special education setting (ASPED 450/455) and a high incidence general education setting (AEDU 450/455).
ADULT STUDIES ENGLISH AS A SECOND LANGUAGE OR BILINGUAL PROGRAM (ESL/BL)

Trina Vallone, M.A., coordinator of ESL/Bilingual Programs

Admissions Criteria
To be considered for the Adult Studies ESL or 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
3. Official grade transcripts

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 target language proficiency examination in the non-English language to be taught.
• Credits totaling 18 semester hours through the Adult Studies program.
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 ESL materials critically and be placed in a supervised classroom for 25 clinical hours.

admissions@trnny.edu
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.
## Administration and Faculty

### Administration

#### Board of Trustees

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>City</th>
<th>State</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>James M. Achterhof, M.A.</td>
<td></td>
<td>Palos Park, Illinois</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Bonnie Beezhold '77, Ph.D.</td>
<td></td>
<td>Chandler, Arizona</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Larry W. Bolt ’63, M.S.</td>
<td></td>
<td>St. John, Indiana</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Barbara Brouwer ’67, M.A.</td>
<td></td>
<td>Elmhurst, Illinois</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Diane DeGroot</td>
<td></td>
<td>Chino, California</td>
<td>2012</td>
<td></td>
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<tr>
<td>Jeanne De Haan</td>
<td></td>
<td>Hanford, California</td>
<td>2010</td>
<td></td>
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<tr>
<td>Janyce Diepstra, ’71, B.A.</td>
<td></td>
<td>Oak Brook, Illinois</td>
<td>2011</td>
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