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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## TRADITIONAL PROGRAM CALENDAR

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HISTORY OF TRINITY CHRISTIAN COLLEGE

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

“If we begin with Christ and continue with Christ, we have the assurance that we will be blessed.”

(Junior College Society newsletter, 1956)

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

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

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

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

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

The adult studies accelerated program was added in 1999 and offers majors in business, education, special education, psychology, and criminal justice. An English as a second language (ESL) and bilingual endorsement program is also available for licensed teachers. In addition to classes on the main Trinity campus, classes are also held in Northwest Indiana and in a fully online environment. The satellite location and online delivery method reflect an expanding awareness of the role and responsibilities the College assumes in its service to the larger community and the world.

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

Growth of the Campus and Facilities
The College celebrated its 50th anniversary in October 2009. The College has been blessed with strong growth in the student body, curriculum, and buildings since 1959, as evidenced by the addition of these facilities in the past decade alone:
2001: The College dedicates the Martin and Janet Ozinga Chapel with the 46-rank pipe organ dominating the stage of the 1,189-seat auditorium.

2002: The Heritage Science Center opens, providing 38,000 square feet of classrooms, lab space, and a lecture hall.

2004: Trinity pauses to celebrate and give thanks for the completion of Alumni Hall.

2008: The Bootsma Bookstore Café is dedicated, honoring former College president Dr. Ken Bootsma (1984-1996) and Jan André Bootsma.

2008: The long-envisioned 44,000-square-foot Art and Communication Center is dedicated.

2011: The first phase of a gym expansion project is completed as the first stage of the Rt. 83 athletic fields emerge.

2013: The second phase of the gym expansion project (DeVos Athletics and Recreation Center) is completed, and the first stage of the Rt.83 athletic fields (George and June Schaaf Athletics Complex) is completed.

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

MISSION OF TRINITY CHRISTIAN COLLEGE

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

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

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

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

Because our mission in Christian higher education is not limited by ethnic or cultural differences, we consciously seek to develop a multiethnic, multinational, and multi-denominational student body. The major criteria for admission are academic potential, an explicit desire to participate in the unique Trinity experience, and a readiness to be an active member of a community based on the biblical requirements of justice, humility, and love.
COMMITMENT TO CAMPUS DIVERSITY
Adopted by the Board of Trustees May 2002

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

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

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

COMMITMENT TO CAMPUS UNITY (EXCERPTED)
Adopted by the Board of Trustees May 2012

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

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

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

Within the campus community at Trinity Christian College
We seek to respond to God by deliberately cultivating a campus community that lives a shared life of worship marked by love of God and love of neighbor.

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

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

*Within our teaching, learning, and scholarship*

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

*Within the campus community at Trinity Christian College*

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

*Within the wider world*

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

Hospitality

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

*Within our teaching, learning, and scholarship*

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

*Within the campus community at Trinity Christian College*

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

*Within the wider world*

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

Connected

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

*Within our teaching, learning, and scholarship*

We acknowledge that every academic discipline and each co-curricular activity is an arena for God’s glory, and that the fruit of these disciplines can lead to deeper participation in God’s mission for redemption.

*Within the campus community at Trinity Christian College*

We recognize that our purpose as a campus community includes every person who shares in the life of Trinity Christian College.

*Within the wider world*

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

COMPLIANCE OF LEGAL REQUIREMENTS

Trinity Christian College, in accordance with Title VI of the Civil Rights Act of 1964, operates in a non-discriminatory manner with regard to race, color, age, or national origin. Furthermore, as required by Title IX of the 1972 Education Amendments, Trinity Christian College does not discriminate on the basis of sex in its educational programs, activities, or employment policies. Trinity Christian College also provides equal opportunity for qualified handicapped persons in accordance with the requirements of Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Inquiries and appeals regarding compliance with these federal requirements should be directed to the Vice President for Student Life and Retention as Civil Rights, Title IX, and Section 504 Coordinator.
Trinity Christian College supports the Family Educational Rights and Privacy Act (FERPA) of 1974 and the rights accorded and the privacy guaranteed the student by this Act. Students who are currently enrolled at Trinity or formerly enrolled students, regardless of their age or status in regard to parental dependency, are protected under FERPA. Inquiries regarding FERPA compliance should be directed to the Registrar.

**ACCREDITATION AND MEMBERSHIPS**

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

Trinity Christian College is accredited by and is a member of The Higher Learning Commission (www.ncahlc.org or 800.621.7440). Trinity’s Teacher Education Programs are accredited by the Illinois State Board of Education for elementary, K-12, and secondary licensure. The nursing baccalaureate program at Trinity Christian College is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, 202.887.6791. The business program is accredited by the Accreditation Council of Business Schools and Programs. The bachelor of social work (BSW) program is accredited by the Council on Social Work Education (CSWE).

The College is approved by the state of Illinois for state scholarships and grants. Trinity is approved for federal educational aid programs, including the education of veterans under Title 38, U.S. Code; and it is approved for the education of international students by the U.S. Department of Justice, Immigration, and Naturalization Services.

**ASSESSMENT OF STUDENT LEARNING**

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

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

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

**CALENDAR**

The traditional academic calendar at Trinity consists of two semesters, fall and spring. The summer term offers courses with daytime, evening, and online courses.
ADMISSION TO TRINITY CHRISTIAN COLLEGE

CAMPUS VISITS

Individual visits may be arranged on weekdays 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 campus visit coordinator at 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 desire to learn and lead their field from a Biblical perspective. All students exhibiting these characteristics will be considered for admission. Previous academic experience is a primary, but not exclusive, factor in application evaluations. 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 $30.00 (U.S. funds) application fee.
3. A high school* transcript.
4. ACT or SAT test results.
5. Official transcript(s) from any college(s) previously attended.

*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.

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

Unconditional Admission – New Freshman

Applicants are usually 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. at least three years of English and mathematics
   b. at least two 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 2.50 on a 4.0 scale
5. Composite ACT – 19 or Combined SAT – 910

Conditional Admission/The Bridge Program

Applicants with high school records or test scores that do not meet all unconditional admission standards must also submit a letter of recommendation from a current school teacher. Those applicants are reviewed individually by the Admis-
sions and Academic Performance Review 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 may be 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 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 or ESL 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 with fewer than 24 hours of transferable credit at the time of application are required to submit an official high school transcript and official record of ACT or SAT scores. Students with 24 hours or more of transferable 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 official transcripts be sent directly to Trinity’s admissions office. The registrar evaluates courses for course equivalencies at Trinity; course descriptions and syllabi may be required in order to evaluate courses. New student registration is coordinated through the Admissions Office.

For more information on transfer and non-traditional credit, see the Academic Policy section of the catalog.

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 2.50 (based on all colleges attended);
2. Successful completion rate of 67% based on all courses attempted, in accordance with Trinity’s rules for quantitative standards of satisfactory academic progress

Conditional Admission
Transfer students who do not meet the requirements for unconditional admission may be eligible for conditional acceptance. Applications will be reviewed by the Admissions and Academic Performance Review Committee. All transfer students admitted on a conditional basis must make an appointment with the Office of Learning services prior to the first day of classes and must achieve a 2.0 GPA their first semester to avoid academic probation and possible dismissal. Additional conditions may include (but are not limited to) the following: a limited amount of credits for the first semester of attendance, meeting with a faculty mentor, or enrolling in ACAD 102, a one-credit course designed to enhance student study skills. See the Financial Aid section of this catalog for guidelines about continuing financial aid eligibility for transfer students who are accepted conditionally.

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 79 (Internet based) or an IELTS score of at least 6.5, 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. Website www.ece.org. Students will be responsible for all fees related to the evaluation. Contact the admissions office to find out which evaluation is needed.
3. The Admissions and Academic Performance Review Committee may require a placement test upon arrival (or before) to guide advising and course registration.

For TOEFL scores between 61-79 (Internet based) or IELTS scores of 6, applications will be referred to the Admissions and Academic Performance Review Committee to determine if there are indications that the student might be successful. Students may also be asked to submit:

a. An internet based interview in English conducted by the international admissions counselor;

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

An outcome of an Admissions and Academic Performance Review Committee review may result in offering conditional ESL admission to Trinity which includes the following requirements:

a. Taking a placement test upon arrival or before for appropriate placement in supplemental English course work.

b. Benefitting from additional advising to ensure appropriate course scheduling and ongoing mentoring and support.

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 for admission unless the desired course at Trinity requires proof of a prerequisite.

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.

Teaching Licensure

Students who have earned a bachelor’s degree may enroll at Trinity to obtain a teaching license for the state of Illinois. Any interested person must complete the application for admission, pay the $30 application fee, and submit official transcripts from all colleges attended. Transcripts will be evaluated to determine which courses are needed for the license. Students seeking their teaching license may apply for a limited amount of financial aid through the financial aid office if they plan to enroll for at least six semester hours of credit.

Visitors

Members of the community who are not enrolled as students in any college are invited to register as visitors in most lecture classes. Formal admission to Trinity is not required, but completing a visitor’s application with the President’s Office is required. A $10.00 processing fee must accompany the application. Visitor applications must be renewed annually. Once approved, visitors may register, with instructor consent, for no more than one course a semester through the SALT program office. Similar to auditing a course, a visitor attends class sessions, but does not fulfill requirements of the course (e.g., papers, quizzes, exams, etc.). While those who audit a course receive an appropriate indication on their transcript, no indication is given for visiting status. Members of the community who wish to audit a course should consult procedures for auditing.

READMISSION

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

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 nonattendance for less than two semesters will graduate under the catalog requirements of 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 in the Academic Policies section of this catalog.

ENROLLMENT DEPOSIT

Applicants who have been accepted as students must submit a $250 enrollment deposit. The deposit serves as a declaration of intent to enroll and is deducted from the tuition payment due on the day of registration. The tuition deposit is refundable through April 30th for students enrolling in the following Fall semester. On May 1st this deposit becomes nonrefundable and nontransferable.

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.

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 life 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 an enrollment deposit will be eligible to participate in Blueprints. 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 freshmen. The Admissions Office will mail a registration packet after Blueprints to those students unable to participate, which will include their academic advisor’s contact information and specific registration dates.

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.

Students may request verification of enrollment ten academic days after the start of the semester. After a student registers, a class schedule is available through the student portal and should be an adequate document as proof of enrollment for any professional organization.
Financial Aid and Scholarships

More than 98 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 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. Some 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 Financial Aid Form for Non-United States Citizens) Trinity recommends that students complete the FAFSA by February 15. Information, assistance, and all forms are available from the admissions and financial aid offices, and online at www.trnty.edu. Any appeals regarding financial aid matters should be made to the financial aid office.

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

State-Sponsored Programs

Illinois Monetary Award Program (MAP)

The MAP is an Illinois state-sponsored program that offers grants of up to $4,720 to Illinois students who qualify. Awarded amounts are based on the number of credit hours for which the student enrolls. Recipients must be enrolled in three credit hours or more to qualify. To apply, complete the FAFSA as early as possible.

The Minority Teacher of Illinois (MTI) Scholarship

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

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

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

Federally Sponsored Programs

Federal Direct Subsidized Stafford Loan Program

Under this program undergraduate students may acquire educational loans from the U.S. Department of Education. 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. 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 process.

**Federal Direct 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 to help pay for college. 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 juniors and seniors in the nursing program. The interest rate is five percent, and repayment does not begin until nine months after leaving college. To apply, complete the FAFSA and inquire in the Financial Aid office.

**Federal Pell Grant**
The Pell Grant is a federally sponsored program that offers grants of up to $5,730 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.

**Federal TEACH Grant**
The Federal TEACH Grant provides up to $4000 per year (maximum of $16,000 total for undergraduate study) to college students who are preparing for a career in teaching. To be eligible, the student must have a cumulative GPA of 3.25 or higher (freshmen use high school GPA). You can also qualify if you scored in the 75th percentile or higher on your ACT or SAT.

Those who receive the TEACH Grant must agree to teach full-time for at least four years in a high-need subject area at a school serving low-income students. At least 50% of the courses taught must be in the high-need subject area. Failure to complete the service agreement in its entirety will result in the entire grant amount to be converted to an Unsubsidized Stafford Loan.

High-need fields include: mathematics, science, foreign language, bilingual education, English language acquisition, special education, and reading specialists. More information can be found at https://teach-ats.ed.gov/ats/index.action.

**Federal Direct PLUS Loan Program**
A PLUS loan is a non-need-based loan that parents may take out on behalf of the dependent student. The interest rate is fixed. Contact the Financial Aid office for current rate. To apply, complete the FAFSA and the online application process at www.studentloans.gov.

**Federal Direct Grad PLUS Loan Program**
Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses. The terms and conditions applicable to PLUS Loans for parents also apply to PLUS Loans for graduate and professional students.
TRINITY-SPONSORED PROGRAMS

Athletics Scholarships
Athletics awards are available in various amounts. Awards are given to incoming students based on their athletic ability and in conjunction with other institutional scholarships. Interested students should contact the athletics director for more information. 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 a commitment to Jesus Christ. To apply, submit the special application including personal essay, pastor’s letter of reference, and two teacher recommendations.

The scholarship is fully renewable for recipients maintaining a minimum of 26 semester credit hours with a 3.75 cumulative GPA at the end of each academic year. Any recipient who does not meet the minimum renewal standards will be required to meet with the scholarship review committee. Recipients will be enrolled in the Honors Program where they will be expected to provide leadership, represent the College at various functions, and participate in online student journals. Recipients are required to live on campus.

Diversity Scholar Awards
Multiple awards up to $18,000 are awarded annually to incoming freshmen students coming from under-represented populations who have demonstrated academic excellence, leadership, and Christian commitment throughout high school, and who will perpetuate the mission of Trinity Christian College. To apply, complete the Diversity Scholars Application by Jan. 15 of your senior year in high school and complete the FAFSA.

Awards are renewable for up to a total of four contiguous years if the recipient maintains a cumulative GPA of 3.0 and stays involved in campus leadership.

Honors Scholarships
Honors Scholarships are offered to incoming students based on scores on the ACT or SAT, high school records, and college transcripts.

For new first-time freshman, the following Honors Scholarships are available: President’s Honors at $12,000; Provost Honors at $10,000; and Faculty Honors at $8,000. To renew, students must achieve the following cumulative grade-point averages: Presidential 3.5; Provost 3.3; Faculty 3.1. 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.

For new transfer students, the following Honors Scholarships are available: President’s Honors at $8,000; and Provost Honors at $6,000. To renew, students must achieve the following cumulative grade-point averages after two years at Trinity: Presidential 3.5; Provost 3.3.

If the minimum GPA is not met, the Honors scholarships will not renew. Students may qualify for a lesser scholarship if their GPA meets the renewal criteria for that scholarship. For example, if a student with a President’s Honors Scholarship ($12,000) has a 3.3 cumulative GPA, the President’s Honors Scholarship will not renew, but the student will receive the Provost Honors Scholarship ($10,000) instead. If the student’s GPA later increases, the student’s original scholarship can be reinstated. Students cannot receive a higher honors scholarship than what they received when they first entered Trinity.

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, theatre, student worship, and student organizations. These awards are given to students who agree to participate in similar activities while in college. Entering students must apply/audition, following the instructions provided at www.trnty.edu.
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 are available to high achieving students who major in math, biology, chemistry, engineering and speech & communication sciences. Awards are $1,500. Renewal is based on cumulative GPA of 3.0 or higher at the end of each academic year and continuation in that major.

**Canadian/International Grants**
Qualified Canadian and International students can receive need-based grants for college-charged tuition, room, and board. Complete the Trinity Financial Aid form for Non-United States Citizens to be considered for need-based aid.

**Heritage Scholarships**
Heritage Scholarships are awarded to incoming students who graduate from certain high schools or who are members of certain church denominations. 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 complete the FAFSA. The financial aid office calculates the Trinity Grant after all other scholarships and government financial aid have been included in the need analysis process. Amounts vary. 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.

**FINANCIAL AID FOR OFF-CAMPUS PROGRAMS**

**Trinity-Sponsored Programs**
Students enrolling in Trinity-Sponsored Off-Campus Programs (Chicago Semester, Semester in Ecuador, Semester in Oman, Semester in the Netherlands: Christelijke Hogeschool Ede, Semester in Transylvania, 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**
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 up to 50 percent of Trinity institutional financial aid, up to a maximum of $2,000. If approved, 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 (pending 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. Federal and state awards may be available.

**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. Scholarships for incoming freshmen are detailed at www.trnty.edu. Scholarships for current students are listed on the Returning Student Scholarship Application, which is available each year in the beginning of March.

Alumni Association Scholarship: One one-time 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 (for a maximum of four years) awards 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 is given to students from the Illiana area.

Janet André Bootsma Women in Business Scholarship: Awards are 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 is given to junior or senior women interested in journalism and communication arts.

Gerda Bos English Award: 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.

Bernard and Dorothy Bruinius Scholarship: One scholarship is 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 the student’s desire to teach in special education.

Buikema Milwaukee Area Scholarship: A one-time award given to a student that demonstrates financial need and has a deserving academic, service, and extra-curricular record. First preference is given to a student from Brookfield CRC, and then to a student from City Reformed Church, and then to a student from a Christian high school in the Greater Milwaukee area, and then to a student from the Greater Milwaukee area or from Southeastern Wisconsin.

Karen L. Buikema Scholarship: One award is given to a rising junior or senior majoring in music, with preference is given to students with minimum 3.0 GPA and enrolled in organ instruction.

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 is given to an incoming freshman who graduated from Unity Christian High School, Hudsonville, Michigan. Also one award is given to a rising junior or senior political science major who demonstrates genuine Christian commitment.

**Clarence 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.

**John Davids Memorial Scholarship**: One renewable scholarship is awarded to an incoming freshman who graduated from Illiana Christian High School. The recipient will have demonstrated Christian leadership while in high school.

**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**: Up to five 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 are given each year to freshmen with a solid academic background who display a need for assistance. Recipients are chosen by the financial aid office.

**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.

**Oliver & Candace Dorn Scholarship**: A one-time award is given annually to a freshman student interested in majoring in business management or engineering.

**Nancy Drenth Nursing Scholarship**: Two awards each are 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.

**Gary & Cheryl Ericks Nursing Scholarship**: Two one-time scholarships are awarded each year to rising juniors and seniors in the nursing program with a minimum cumulative GPA of 3.0. Financial need, Christian commitment, and a goal-oriented work ethic are considered. Preference is given to students from Michigan.

**First Fruits Scholarship**: One renewable award given to an incoming freshmen with financial need who is 1) a graduate of Calvin Christian High School (MI) or 2) a graduate of another West MI CSI high school or Rehoboth Christian School.

**The Susan D. Fulkerson Memorial Scholarship**: Five awards are presented to incoming freshman accounting majors.

**Edwin Gabrielse Memorial Scholarship**: A one-time award given to a rising junior or senior from Wisconsin who is majoring in special education or social work. Preference is given to those with a diagnosis on the autism spectrum, and then to those that seek to work in the social work or special education field with those who have autism.

**Dorothy Geurink Memorial Scholarship**: Up to four non-renewable awards are given to new student-athletes from western Michigan.
Global Student Leadership Scholarship: Awards are 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 is given annually to a promising senior nursing student who demonstrates compassion, care, and skill in his/her professional activities. The recipient is selected by the director of the nursing program.

Ben Hofman Memorial Scholarship: A one-time award is 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-Roeolofs 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 is awarded to an international student or recent immigrant who desires a Christian education and has an interest in the Christian faith. A recommendation is 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 15 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 submit an essay and complete the FAFSA by February 15 to receive priority consideration. Returning students should file the FAFSA by March 1.

Dr. Donna Ipema Compassion Nursing Award: Reflecting the life and passion of Dr. Donna Ipema, the scholarship recipient(s) will have a demonstrated compassion for others, will have academic accomplishments in nursing (GPA), will have a demonstrated financial need and will have plans for the future that include graduate school. If at all possible, the candidate(s) will also be from a rural community. Special consideration will be given to students overcoming impediments.

Art and Judy Jongsm psychology: One award is given to a junior or senior psychology major with a 3.0 cumulative GPA or higher. To apply, complete the scholarship application and submit two faculty recommendations and an essay about the student’s 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 Scholarship: The Henry & Carol Kamp Honors Instrumental Ensemble is 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 work closely with the College development office in scheduling participation in supporting churches’ worship services approximately eight to ten times annually. Special consideration is given to churches encouraging psalm and hymn singing in the Reformed tradition.

Harry and Barb 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 is 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 is given to a senior who typifies the devotion, spirit, and commitment of David Koole. A 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 is 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.

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 Nursing Leadership Award: 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 Priscilla Lemmenes Scholarship: Four awards are presented annually as follows: Two awards are presented to students planning to major in business. Two awards are presented to students 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 is given to a junior or senior art major who plans to use 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 are 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 is 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.

Peter and Yvette Madany Math and Science Scholarship: One renewable award is given to an incoming freshman who declares a major in math or science. The recipient will have had at least a 3.5 cumulative GPA in high school. Renewal is contingent on the recipient continuing in a math or science major.

Robert W. and H. Christine McCrory Memorial Scholarship: One one-time award in math is given to a foreign-born student who has a cumulative GPA of 3.0, with preference given to those of Asian descent. Further preference is given to sophomores, and then to psychology or education majors, but all grade levels and majors are encouraged to apply.

Men of A-Chord Choral Scholarship: A one-time award available to an incoming male student from Illiana Christian, Timothy Christian, Chicago Christian or Demotte Christian High School who was a participant in the choral program, and who will continue to participate at Trinity Christian College. The recipient must have a 3.0 cumulative GPA.

Mephibosheth Scholarship: This scholarship is to a student who has a permanent physical impairment. Renewable awards are 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.
Music Major Scholarship: A one-time award given to a sophomore or junior music major.

Ron Oosting Teaching Scholarship: One award is given to a freshman who plans to major in mathematics or mathematics education. Preference is 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. The recipient selected by the financial aid office.

Janet Ozinga Memorial Scholarship: One renewable award given to an incoming freshman from the Southwest Chicago area. Must file the FAFSA by Feb. 15.

Martin & Janet 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 is 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 is 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 Scholarship: Two awards are 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.

Returning Student Initiative Fund: Awards are given to sophomores or juniors who are in good academic standing who are experiencing economic challenges, particularly those related to an unforeseen financial hardship. To apply, complete the special application available online or in the financial aid office.

Lois and Marv Roelofs Freshman Nursing Scholarship: Four scholarships are 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 is given to a chemistry student, as well as those with financial need. The recipient must possess a minimum 3.0 GPA and demonstrate Christian integrity and commitment.

Clarence Solle Memorial Scholarship: Two awards are given annually to outstanding senior education students with a minimum GPA of 3.0 who plans to teach in a Christian elementary school.

Clara and Margaret Stavinga Memorial Scholarship: Two awards are given annually to freshman students who demonstrate a desire to serve in church ministry. Preference is 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 desire for academic and professional growth.

**Nelson Sterken Memorial Scholarship:** One award is 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 life office and approved by the financial aid office.

**Char Sytsma Memorial Scholarship:** Two awards are given to juniors or seniors majoring in special education. The students must demonstrate a love of those with special needs. Preference is 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.

**Timmermans Global Scholarship:** A renewable award given to a new student from Africa, Asia, Central America or South America. Interested students should complete the Financial Aid Form for Non-United States Citizens, and recipients must maintain a 2.5 cumulative GPA for renewal.

**Roger and Gerrie Triemstra Center for 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.

**Benjamin H. Van Andel Scholarship:** One renewable award is given to an incoming freshman who demonstrates a desire to serve others and who has financial need.

**Vander Ark Family Scholarship:** An award is given annually to a student-teacher in the teacher education program.

**Maurice Vander Velde Memorial Junior Scholar Award:** Up to five awards are 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 are recommended by their admissions counselor, and the recipient is chosen by the financial aid office. A recommendation from a professional at the applicant’s high school is required.

**Bass and Harriet Van Gilst Memorial Christian Service Scholarship:** A renewable award is given to an incoming student (preference is 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 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.

William & Suzanne Weidenaar Honorary Scholarship: A renewable award is given to an incoming freshman student who shows promise and demonstrates financial need.

West Michigan Business Scholarship: A one-time scholarship is awarded annually to an incoming freshman choosing to major in business. Preference is given to students from West Michigan.

Dewey G. Westra Scholarship: A renewable scholarship is 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 is given to a freshman from Wisconsin. Preference is given to minorities, women, and students with financial need. To apply, complete the FAFSA.

Woo Family Scholarship: One award is 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 are 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 faculty, staff, administration, or students are required.

POLICY REGARDING FINANCIAL AID FOR UNDERGRADUATE STUDENTS

Part-Time Status and Scholarships
All Trinity scholarships and awards are awarded to full-time students taking a minimum of 12 hours per semester at Trinity 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 using a consortium agreement will have their Trinity scholarships and grants adjusted to reflect their enrollment in Trinity courses only. Students who change from full-time to part-time status or leave the College during a term may receive reduced awards.

Financial Aid for Summer Terms
No institutional scholarships, grants, or waivers (with the exception of the Yellow Ribbon waiver for veterans receiving Post-9/11 GI Bill benefits) are available for summer coursework. Instead, the summer tuition rates for traditional undergraduate students are significantly reduced.

Title IV (Federal) financial aid for summer terms is packaged as a trailer, meaning it is the final term of the academic year that began with the fall term (Fall-Spring-Summer). If students have remaining Title IV eligibility for the academic year, they can receive this eligibility for the summer term.

Students who would like to use financial aid for the summer semester should complete the Summer Financial Aid Application, located at www.trnty.edu under the Student Financial Aid Forms for current students.

CRITERIA FOR UNDERGRADUATE STUDENT FINANCIAL AID

1. A student must be enrolled as a degree-seeking student. Full-time enrollment is defined as 12 credit hours per term. Students who are enrolled less than full-time will be awarded reduced awards according to federal and Trinity guidelines. A recipient who changes from full-time to part-time status or leaves the College during a term may receive reduced awards. Students should consult the Financial Aid Office to understand the financial implications of dropping course(s)
2. Students must be making Satisfactory Academic Progress (SAP). Refer to the “Academic Policies” section of this catalog for a definition of Trinity’s SAP policy.

3. SAP is evaluated after every term. The Financial Aid consequences of not meeting SAP are as follows:
   a. Financial Aid Warning: Students who fail to meet SAP will automatically be placed on Financial Aid Warning and will be notified in writing. The notification to the student will explain that in this status a student remains eligible to receive financial aid for one semester. By the end of that semester, the student must again be making SAP to remain eligible for financial aid.
   b. Financial Aid Suspension: Students who are not making SAP after a term on Financial Aid Warning will be placed on Financial Aid Suspension and will be notified in writing. The notification to the student will explain that:
      i. Under Financial Aid Suspension the student is not eligible for financial aid
      ii. The student can regain eligibility by meeting SAP requirements
      iii. There is an appeal process for students to regain eligibility on a probationary status. Appeals must address why the student failed to make SAP and what has changed that will allow the student to make SAP at the next evaluation.
   c. Financial Aid Probation: Students who successfully submit and are granted an appeal from Financial Aid Suspension are placed on Financial Aid Probation for one term. At the end of the probationary term, the student must be making SAP. If the appeal committee determines that the student cannot reasonably be expected to meet SAP after one term, the appeal committee will establish an academic plan for the student which will result in the student meeting SAP at a defined point in time. Students granted Financial Aid Probation will receive notification in writing explaining that:
      i. They are eligible for financial aid for one term, after which they must be meeting SAP or the terms of their academic plan (if applicable).
      ii. If SAP or the terms of their academic plan are not met, the students will be placed on Financial Aid Suspension.
   d. Additional Financial Aid Suspension(s): Students who are placed on Financial Aid Suspension immediately following a term on Financial Aid Probation will be notified in writing. This notification will explain that:
      i. The student is not eligible for financial aid
      ii. The student can regain financial aid eligibility by meeting SAP requirements
      iii. There is an appeal process for students to regain eligibility on a probationary status. Appeals must address why the student failed to make SAP and what has changed since their last appeal that will allow the student to make SAP (or the terms of their academic plan) at the next evaluation.
2015-2016 TUITION AND RELATED FEES

Tuition Charges per Semester
Full-time program of 12 to 18 semester hours .......................................................... $13,095
Part-time program of 1 hour ......................................................................................... $ 874
Part-time program of 2 hours ....................................................................................... $ 1,748
Part-time program of 3 hours ....................................................................................... $ 2,622
Part-time program of 4 hours ....................................................................................... $ 3,496
Part-time program of 5 hours ....................................................................................... $ 4,370
Part-time program of 6 hours ....................................................................................... $ 5,244
Part-time program of 7 hours ....................................................................................... $ 6,126
Part-time program of 8 hours ....................................................................................... $ 7,000
Part-time program of 9 hours ....................................................................................... $ 8,180
Part-time program of 10 hours ...................................................................................... $ 9,620
Part-time program of 11 hours ...................................................................................... $10,692
Each credit-hour over 18 ............................................................................................... $ 874

Specialized Program Charges
Internship in Business (one semester) ........................................................................... $13,095
Internship in Teaching (one semester) ........................................................................... $13,095
Chicago Semester Program (one semester) 1 ............................................................... $13,095
Study Abroad Programs (one semester) 2 ..................................................................... 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.

Fees
Student Life
First Year Experience 1 ................................................................................................. $225
Student Life fee (per semester) 2 ................................................................................... $125
Change or replacement of ID meal card ..................................................................... $ 20
Immunization non-compliance .................................................................................... $ 50
International student orientation .................................................................................. $100
International student health insurance (annual) 3 ....................................................... $952

Registrar's Office
Late registration fee (non-refundable) ............................................................................ $ 50
Change in registration (student-initiated) 4 .................................................................. $ 5
Auditing fee per semester hour 5 .................................................................................. $110
Auditing fee per semester hour (summer) 5 .................................................................. $ 55
Student transcripts 6 ...................................................................................................... $ 5

Business Office
Returned check 7 ........................................................................................................... $ 30
Deferred payment fee (per semester) ......................................................................... $ 40
Late payment/delinquency fee (per due date missed or month past due) .................... $ 50
Course of Study
Private music lesson fee per semester-hour ............................................................... $645
Private music lesson fee per semester-hour .............................................................. $300
Biology lab fees ............................................................................................................. $50
Chemistry/geology/physics lab fee (per semester) ...................................................... $30
Business foundation fee (BUAD 121 Principles of Management) ................................ $55
Business capstone fee (BUAD 321 Strategic Management) ........................................ $70
Education technology fee (EDUC 209) (education majors and minors) ..................... $100
Nursing fee (per semester for any junior and senior level nursing course) ..................... $950
Sophomore nursing fee (NURS 205) ............................................................................ $150
Social work fieldwork fee ......................................................................................... $25
Social work field international placement .................................................................... $500

Security
Vehicle registration (annually, see Student Handbook for further details) ................. $100
Additional vehicle registration (annually, see Student Handbook for further details) .... $15

1One credit-hour course required of all new students.

2Student Life fee is a required fee charged to all students each semester

3International students, students who do not qualify for health insurance through the health exchanges, and students who cannot be added to a parent health plan, can purchase a basic accident and health plan through the College. See accident and health insurance portion of the Student Services section for more information.

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

5Students may audit a course only with permission of the class instructor. Full-time students are permitted to audit a course at no cost.

6Requests 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.

7Trinity 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.

8A 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.

2015-2016 ROOM AND BOARD FEES
Rates for room and board are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Semester Rate</th>
<th>Year Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus Housing Standard</td>
<td>$2,480</td>
<td>$4,960</td>
</tr>
<tr>
<td>Block 225 Meal Plan</td>
<td>$2,215</td>
<td>$4,430</td>
</tr>
<tr>
<td>Block 190 Meal Plan</td>
<td>$2,080</td>
<td>$4,160</td>
</tr>
<tr>
<td>Block 130 Meal Plan</td>
<td>$1,870</td>
<td>$3,740</td>
</tr>
<tr>
<td>Block 75 “Commuter” Meal Plan</td>
<td>$ 600</td>
<td>$1,200</td>
</tr>
</tbody>
</table>

3The dining hall is closed Easter Sunday, Thanksgiving, Christmas, and Spring Break and has reduced hours during Reading, Thanksgiving, and Easter weekends. The residence halls are closed during Christmas and Spring Break only.
Block 225 plan offers 225 meals per semester and 125 TrollBucks spending per semester which may be used in the dining hall or the Bootsma Bookstore Café. Up to 3 swipes per person per meal.

Block 190 plan offers 190 meals per semester and 100 TrollBucks spending per semester which may be used in the dining hall or the Bootsma Bookstore Café. Up to 2 swipes per person per meal.

Block 130 plan offers 130 meals per semester and TrollBucks spending per semester which may be used in the dining hall or the Bootsma Bookstore Café. 1 swipe per person per meal.

The “Commuter” Block 75 plan includes 75 meals and 75 snacks per semester. 1 swipe per person per meal. 1 snack per day available M-F.

Additional information about the meal plans can be found in the Student Handbook.

PAYMENT OF FINANCIAL OBLIGATIONS

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

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

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

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

Enrollment Deposit

A $250 enrollment deposit is required from newly accepted students. Deposits may be paid by check, cash (in person at the Business Office), online using a debit or credit card, or bank account information. Personal checks may be mailed to the college—ATTENTION: BUSINESS OFFICE.

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:

- 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.
- The course is required in the student’s major, minor, or concentration.
- The course has been approved by the department chairperson and the registrar as equivalent to the Trinity course for which it is a substitute.
- The student has not changed majors, minors, or concentrations within the previous two years.
- 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.
- The student has been a full-time student for the previous two years.
- The institution where the course will be taken has been approved by the registrar.
- 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. Limited financial aid is 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 his or her semester hours to less than 12 with written approval of the registrar’s office shall receive a refund for the difference in total tuition charges according to the above schedule. Any student who withdraws completely during the first full week of classes will be charged an administrative fee. For Adult Studies students, please see Adult Studies Student Handbook regarding withdrawal, refunds, and return of funds.

Room and Board Refunds
Any student who desires to withdraw for personal reasons during the semester shall receive a refund of the unused charges, provided he or she has obtained written approval from the student life office. Such withdrawals shall be dated as of the end of the calendar week in which the student moves out of the room. Refunds will not be issued for students being dismissed from housing or from the College for disciplinary reasons.

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

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

The federal formula requires a return of Title IV aid if the student received federal financial assistance in the form of a Pell Grant, Supplemental Educational Opportunity Grant, Federal Stafford Loan, or PLUS Loan, and withdrew on or before completing 60 percent of the semester. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded.

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

**Note:** If funds are released to a student because of a credit balance on the student’s account, then the student may be required to repay some of the federal grants if the student withdraws.

Worksheets used to determine the amount of refund or Return of Title IV aid are available upon request. Examples are also available in the financial aid office.

**Appeal Process**

Any student who desires may appeal the calculated refund to the Vice President for Finance and Administration, outlining any special circumstances that should be considered.
STUDENT LIFE

Student Life Purpose and Outcomes
We cultivate an academic community in which students flourish as they encounter the triune God with their whole lives and discover the joy of their vocation. We embody this purpose in our work in confident hope that all students – blessed by God, redeemed by Christ, and equipped by the Spirit – will:

- Participate in creative and redemptive activity that develops community
- Engage in diverse communities
- Demonstrate a growing maturity that expresses itself in consistency between belief and behavior
- Communicate about their emerging vocation as a joyful response to God’s calling
- Tell the story of who they are and how they are being formed in Christ

New Student Orientation/First Year Forum/Framing Your Future
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 for transfer students. Information about this program is provided prior to the start of each semester and is available on the student life website. For additional information see the First Year Experience section of the catalog.

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
Trinity Christian College is committed to a Christ-centered residential experience that encourages the total development of each student by promoting identity formation, encouraging mature social interactions and credibility, and nurturing critical and independent learning skills. All students who leave home to attend Trinity are required to live in college owned housing until the age of 22 or the successful completion of the junior year (equivalent of 90 completed credit hours).

Trinity provides housing in four on-campus living areas including suite style residences and apartment style residences. Co-curricular programming is consistently provided to encourage peer interaction and to stimulate academic, spiritual, and personal growth. A live-in, professional area residence director supervised each residence area.

Housing is intended for traditional aged students enrolled in the undergraduate program. All resident students must maintain a full course of study (12 credit hours minimum) each semester. Students needing to drop below full time status must request approval from the Dean of Students to remain in campus housing. More detailed account of residence life guidelines and policies are found in the student handbook http://studentlife.trnty.edu/PDFs/reslife/studenthandbook.pdf.

Intramurals and Recreation
A vibrant intramural and recreation program is available for students and offers a wide range of opportunity to participate in co-ed and single sex sports throughout the academic year. The Intramural Coordinator is responsible for intramural activities.
Fitness Center
The fitness center is located in the DeVos Athletics and Recreation Center and provides students and employees with access to a variety of fitness equipment. The Fitness Center Coordinator is responsible for fitness center hours, staffing, and program.

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

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

Student Association
The Student Association exists to foster communication between students, faculty, staff, and administration. The association works with the college to create a hospitable campus culture, participate in the dialogue that determines campus policies, and advocate for students. The association is comprised of an executive team and class representatives and works closely with the Dean of Students Office.

Student Publications
The student Newspaper, the Courier, is under the leadership of students with supervision from an advisor and an advisory board.

Student Life Policies
All Trinity Christian College students are expected to know, understand, and comply with college policies and guidelines which are found in the student handbook (http://studentlife.trnty.edu/PDFs/reslife/studenthandbook.pdf). Hard copies can be requested from the student life office.

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
Trinity Christian College students are expected to comply with the federal mandate to carry health insurance. Students who are unable to acquire a health insurance policy via the state and federal plans are enrolled in an international student policy made available through the College by an independent broker (the charge will appear on the student’s billing statement), unless there is proof of insurance from a US based provider. Insurance questions may be directed to Student Life.

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

Business Office
The Business Office is located on the main floor of the administration building in the northwest corner near the Fireside Room. Student billing statements are generated from this office. The following services are available: tuition payments, cash personal and payroll checks, pay parking fines and notarize documents.
Cooper Center for Career and Community Engagement
The Cooper Center, located in the Molenhouse Student Center, is the main hub for career development resources. The Director for Career Development and the services that support student career development are available to all students in the traditional program, adult studies program, and graduate studies program.

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

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

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.

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

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

The library is typically open over 80 hours per week, with computers, study tables, carrels, and group study rooms available.

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

The Jennie Huizenga Memorial Library is a member of:
- American Library Association
- Association of College and Research Libraries
**Mail Center**

All student mailboxes are located on the lower level of the Molenhouse Student Center. It is the student’s responsibility to regularly check his/her 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 students as well as commuting students who request to have an on-campus mailbox. Students will receive a blue card in their mailbox for any package they have received. Packages can be picked up at the Mail Copy Print Center. Also available at the Mail Copy Print Center are postage, envelopes, various mailing boxes etc., for students’ 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. 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: Peer tutoring for most college courses and academic coaching/mentoring services are available for all Trinity students through The Office of Learning Services. Working with an academic coach can assist with organization, time management, and prioritization of course work.
   b. The Writing Center: The Writing Center is staffed with writing tutors who are trained to assist with planning/organizing college-level writing as well as identifying patterns of compositional errors. Hours vary by semester and are posted online.
   c. Referrals for Diagnostic Testing/Counseling for Academic Progress: It is not uncommon for students to experience areas of academic difficulty when faced with the rigors of college work. The director of The Office of Learning Services is available to meet with individual students to help determine a course of action and if diagnostic testing for a learning or attentional disability is indicated.
   d. Supplemental Instruction: This program is in place for selected science, math, and business courses. Trained student leaders attend class sessions and then schedule structured review sessions to clarify concepts and review course material.

2. **Disability Services and Accommodation Plans**

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

3. **Services for Students with Probationary Status**

   It is mandatory for students with probationary status to meet with the director of The Office of Learning Services prior to the start of the semester to discuss services available to support academic progress. Students with probationary status face a critical semester and may be required to enroll in Academics (ACAD) 102. This one-credit course has been designed to provide focused support in the areas of personal goal setting and motivation, accountability, and study skills. Students may repeat this course; however, only one hour of credit will be applied toward the 120 hours needed for graduation.

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.
CENTERS AT TRINITY CHRISTIAN COLLEGE

The Alexander De Jong Center for Special Education

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

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

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

The Center for Special Education has three goals for the preparation and support of special education teachers:
- Continue to prepare excellent and academically qualified special education professionals with a Christian commitment to special education
- Provide deliberate and focused professional development opportunities for pre-service, new and existing teachers
- Collaborate in developing evidenced-based and scientifically-based research and practices

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

Center for Christian Urban Education

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

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

Van Namen Dutch Heritage Center

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

The collection is free and open for public use, by appointment only. To set up an appointment, please contact the library at 708.239.4797. The collection contains family histories, business records, early letters, church and school records, society minutes and records, anniversary booklets, immigrant newspapers, journals, photographs, scrapbooks, newsletters and publications, and articles and books authored by Dutch immigrants to Chicago.
The Dutch Heritage Center is located on the upper level of the library. It has temperature and humidity control to ensure the preservation of its holdings. A program of digitization is underway to make the materials more accessible.

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

Student Classification
Students who have been admitted to the College are classified according to the number of semester hours of credit they have earned as follows:

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

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

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

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

Non-Traditional Credit
A maximum of 32 semester hours may be obtained through the transfer of non-classroom or test-based credit, of which 8 hours can be applied to a major for credit by examination. Additionally, a student may not obtain credit by examination after auditing or receiving a failing grade in the corresponding course. Trinity does not award academic credit for life experience.

Non-traditional credit may be earned the following ways:

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

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

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

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

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

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

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

### Course Numbering
Courses numbered 100 and above count toward graduation

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

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

### Student Load
The minimum number for classification as a full-time student is 12 hours. The average student load is 16 hours per semester. A heavier load is permitted only with the approval of the advisor. Students taking an overload (more than 18 hours) are assessed a per credit fee as established by the College. Fee exemptions are given to full-time students in the Honors Program during a semester they are taking an Honors course. Students’ previous academic records and current employment responsibilities are important factors in the number of semester hours they are permitted to take.

### REGISTRATION

#### Academic Advisement
When students are admitted to the College, faculty advisors are appointed to assist them in planning programs of study and in monitoring progress toward completion of those programs. During the advising period each semester, advisors help students select courses that meet the goals of students' programs. Initial advisor appointments are made on the basis of interests as stated on the application form. Students may request a change of advisor whenever interests or goals change. Forms are available in the Registrar's Office or on the forms and student resources page: [http://www.trnty.edu/fsr.html](http://www.trnty.edu/fsr.html).

Academic advising is an important area of faculty responsibility in a supportive environment that emphasizes the importance of teaching and learning. Throughout the educational program at Trinity, students are offered advisement in the selection and planning of their academic program. Academic advising is seen as a continuous process through which students clarify and evaluate personal goals in life, career, and education. Ultimately, however, students' educational programs are their own responsibility. By recognizing students’ rights to personal decisions and freedom of choice, Trinity seeks to stimulate and support each 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 course schedules are developed and mutually agreed on by students and their advisors, students register online through the student portal at their assigned time. Note: Students with holds on their accounts cannot complete the registration process until the holds are cleared.
   - Financial Hold-Agreement – Students are required to have accepted the terms of the Student Financial Responsibility Contract. This is done electronically on the student portal.
   - Financial Hold-Balance – Students are directed to the Business Office to make arrangements for payment of a past due balance and for permissions to register.
   - Immunizations Hold – Students are directed to the Student Life Office for arrangements and for permission to register.
   - Registrar's Hold – Graduating seniors who have not completed the Application to Graduate form are directed to the Registrar's Office.
5. After registration is complete, 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 is held the morning before the first day of class.

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 is assessed for any change in registration. After the tenth day of a semester, students cannot add a course. Changes in registration and withdrawals from courses must be done through the Registrar’s Office at the student’s initiative. Forms are available in the Registrar’s Office or on the forms and student resources page: http://www.trnty.edu/fsr.html.

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

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 can 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 instructor who will determine the format of the independent study. Forms are available in the Registrar’s Office or on the forms and student resources page: http://www.trnty.edu/fsr.html.

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

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

Attendance

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

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

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

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

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

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

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

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

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

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

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

**GRADING**

**Grading System**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Grade Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Unsatisfactory</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>P/F</td>
<td>Pass/Fail (used for internship courses)</td>
<td>0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>CR/NC</td>
<td>Credit/No Credit (used for FYF courses)</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (hours included in GPA calculation)</td>
<td>0</td>
</tr>
<tr>
<td>S/U</td>
<td>Satisfactory/Unsatisfactory (used for 000-099 courses)</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn (3rd – 6th week of the semester)</td>
<td>0</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn passing (7th – 10th week of the semester)</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn failing (7th – 10th week 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 120 hours with a minimum cumulative grade-point average of 2.0.

**Incomplete Grades**

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

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

**Course Grade Changes**

A student’s course grade, after having been submitted by the instructor, shall not be changed unless an incorrect grade, by reason of clerical error or miscalculation, has been submitted for the student. All exceptions to the above policy must receive the approval of the Registrar and the Provost. Instructors may pick up a Grade Change form at the Registrar’s Office.
Repeated Courses
The policy for repeating a course to improve a previously earned grade includes the following provisions:
1. The repeated course is subject to regular registration and financial policies.
2. The higher grade earned will be used to determine the student’s GPA and academic status. The lower grade will still appear on the transcript with a notation indicating that it is a repeated course, which will no longer affect the calculation of the cumulative GPA.
3. Students may transfer credit for courses failed at Trinity; however, the transfer grade does not replace the failing grade on the official transcript. How the transfer grade is applied to program admission requirements is determined by the department.

Dean’s List
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.

SATISFACTORY ACADEMIC PROGRESS (SAP)

The academic progress of undergraduate students is evaluated after every term. Satisfactory academic progress (SAP) affects academic standing (see following section) and financial aid (see Financial Aid—Criteria for Financial Aid). Satisfactory academic progress is determined by the following standards:

1. **Qualitative (grade-based) standard**: Minimum grade point average based on the cumulative number of credit hours attempted.

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

2. **Quantitative (time-based) standard**: Minimum 67% successful completion rate.
   **Calculation**: Total number of **earned credit hours** divided by the total number of **attempted credit hours**
   - **Earned credit hours** include all courses with grade points: A, B, C, D, including pluses (+) and minuses (-)
   - **Attempted credit hours** include all college-level courses appearing on the transcript. These include withdrawals (W, WP, WF), repeated courses (R), and incompletes (I).
   - **Transfer credit**
     - Credits transferred into the College from another institution count toward a student’s current program and are included in the completion rate calculation as both earned and attempted credits.
     - Credits earned at another institution but not transferred into the College are not included in the completion rate calculation.

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

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

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

Academic Probation
1. A student is placed on academic probation for the following academic term if either of the following conditions occurs:
   a. Cumulative grade point average (GPA) meets minimum GPA needed for continuation but falls below the minimum cumulative GPA required for good standing.
   b. Cumulative completion rate falls below the minimum standards for academic progression.

<table>
<thead>
<tr>
<th>Cumulative total hours attempted (includes transfer credit)</th>
<th>Minimum cumulative GPA needed for continuation</th>
<th>Minimum cumulative GPA needed for good standing</th>
<th>Minimum percent of successful completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>1.00</td>
<td>1.50</td>
<td>67%</td>
</tr>
<tr>
<td>16-29</td>
<td>1.10</td>
<td>1.60</td>
<td>67%</td>
</tr>
<tr>
<td>30-45</td>
<td>1.20</td>
<td>1.70</td>
<td>67%</td>
</tr>
<tr>
<td>46-59</td>
<td>1.30</td>
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<td>67%</td>
</tr>
<tr>
<td>60-75</td>
<td>1.40</td>
<td>1.90</td>
<td>67%</td>
</tr>
<tr>
<td>76-89</td>
<td>1.50</td>
<td>2.00</td>
<td>67%</td>
</tr>
<tr>
<td>90-105</td>
<td>1.70</td>
<td>2.00</td>
<td>67%</td>
</tr>
<tr>
<td>106-119</td>
<td>1.90</td>
<td>2.00</td>
<td>67%</td>
</tr>
<tr>
<td>120 or more</td>
<td>2.00</td>
<td>2.00</td>
<td>67%</td>
</tr>
</tbody>
</table>

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

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

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

3. A student on academic probation is required to meet conditions outlined by the Admissions and Academic Performance Review Committee. Conditions include but are not limited to the following:
   a. A reduced number of credit hours
   b. A meeting with the director of the Office of Learning Services prior to the beginning of the probationary academic term
   c. Enrollment in an Academic Success class
   d. Faithful attendance in all classes.

Specific conditions are outlined in a student’s notification letter. Failure to meet the specified conditions of probation could subject a student to academic dismissal, a decision which will be made by the Academic Performance Review Committee.
4. At the end of the **probationary** academic term, a student who has made acceptable progress towards meeting both the GPA and completion standards of SAP will a) return to good academic standing, or b) continue on academic probation for one more academic term.

A student who has not achieved the minimum cumulative GPA and minimum percent of successful completion will be subject to academic dismissal.

**Academic Dismissal**

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

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

3. A student who wants to appeal an academic dismissal decision must observe the following procedures:
   a. Submit an appeal in writing to the Registrar within five days after receiving notice of dismissal. The appeal should explain previous academic difficulties and outline a detailed plan for improved academic performance. The Registrar will refer the appeal to the Admissions and Academic Performance Review Committee for disposition (or in the cases where the Admissions and Academic Performance Review Committee has made the decision to dismiss, then a subsequent appeal is submitted to the Provost, whose decision is final).
   b. The basis of the appeal must be based on truly extraordinary circumstances such as serious and documented illness or injury, family crisis, or unique academic difficulty for which a specific remedy plan has been included in the appeal letter. The decision of the Admissions and Academic Performance Review Committee will be announced to the student in writing within two weeks of receipt of the appeal.
   c. A student readmitted on the basis of an appeal will be placed on academic probation and subject to the probation policy stated above. An academic plan will be developed with the student to ensure that the student is able to meet SAP by a specific point in time.

**Readmission after Dismissal**

1. A student seeking readmission after dismissal must demonstrate that he or she has met the conditions for return stipulated in the letter of dismissal. Generally these conditions include the following:
   a. An official transcript from another institution indicating enrollment in at least one academic term of 12 or more credit hours of college-level classes with grades in each class of C or better, and a cumulative GPA of at least 2.50.
   b. A personal statement explaining the student’s previous academic difficulties and what the student has done and will continue doing to improve academic performance.

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

**GRADUATION**

**Graduation Application**

All students wishing to earn a degree from Trinity must complete a graduation application the semester prior to their graduation. Graduation applications are available from the Registrar’s Office and online. **Students seeking to graduate must submit an application even if they do not plan to participate in commencement ceremonies.**
Commencement and Degree Conferral
Trinity holds two commencement ceremonies each year: in December and May. Students can participate in either commencement ceremony but must have completed all the graduation requirements with the exception of two courses.

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

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

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

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

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

ACADEMIC FORGIVENESS

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

ACADEMIC GRIEVANCE

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

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

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

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

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

1. The student appeals the faculty member's decision by submitting a written statement of the grievance to the Provost via mail or email. The Provost, or a designated member of Academic Council, will read the appeal and discuss it with the faculty member within one week of receiving the appeal. The purpose of this discussion is to clarify issues and suggest a resolution. If no resolution is accomplished at this point, the provost (or designated member of Academic Council) will inform the student that the written statement will be submitted to an advisory committee.

2. The Provost (or designated member of Academic Council) will refer the written statement to an advisory committee comprised of the relevant department or area chair, the Curriculum Committee chair, one faculty member chosen by the student, and a student selected by the Vice President for Student Life or Dean of Students. Variation in advisory committee composition may occur due to conflicts of interest. Mutual agreement among the Provost (or designated member of Academic Council), the student making the complaint, and the faculty member involved is required for variation in composition.

3. The advisory committee will hold meetings within two weeks of appointment for the purpose of gathering information and formulating an advisory recommendation for the Provost. The student will have ample opportunity to present the substance of the grievance to the committee. Although meetings are closed, the student may also request to have a support person present; however, this person may not actively participate in the proceedings. The faculty member will be given the same opportunity to present information and to have a support person present.

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

5. Either party may appeal the decision of the Provost to the President of the College. Grounds for appeal must consist of one or more of the following:
   a. A deviation from the process that may have affected the outcome
   b. New, relevant information previously unavailable at the time of the meetings that may have affected the outcome
   c. Inappropriate or disproportionate interventions or sanctions

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

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

ACADEMIC INTEGRITY

The mission of Trinity Christian College states that, “All members of the academic community – faculty, staff, and students – endeavor to provide an educational environment of Christian integrity and love that enhances and supports the learning experience.” Essential to creating this type of educational environment is a commitment to the principles of academic integrity. Every member of the college community is responsible for upholding the highest standards of integrity at all times. Students, as members of this community, are also responsible for adhering to the principles and spirit of academic honesty. In Doing Honest Work in College (University of Chicago Press, 2004), Charles Lipson identifies three principles of academic honesty:
1. When you say you did the work yourself, you actually did it.
2. When you rely on others’ work, you cite it. When you use their works, you quote them openly and accurately, and you cite them, too.
3. When you present research materials, you present them fairly and truthfully. That’s true whether the research involves data, documents, or the writings of scholars.

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

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

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

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

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

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

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

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

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

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

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

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

1. The course instructor notifies the student of a suspected breach of academic integrity. Depending on the nature and evidence of the offense, the instructor may choose to first discuss the issue with the student. No additional action is needed if, as a result of this discussion, the faculty member considers the initial suspicion unjustified.

   If, based on discussion or evidence, the course instructor believes s/he has grounds to suspect a violation of academic integrity, s/he will notify the student and Provost in writing of violation. This notification will include the:
   a. Specific nature of the offense
   b. Evidence of the offense
   c. Course instructor’s assessment of the level of the offense (minor, major, or flagrant)
   d. Intended sanction

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

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

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

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

Official Academic Integrity Review Committee Process
At the request of the student, course instructor, upon notification of a flagrant offense or upon review of the student’s academic integrity violation file, the Provost will appoint an official academic integrity review committee. The committee will include two full-time faculty members, named by the Provost, and two full-time students, named by the Vice President for Student Life. One of the faculty members will serve as committee chair.
The committee will hold a hearing to review the case within one week of the notification from the Provost. The student and instructor will be notified in writing of the hearing and invited to present their case to the committee. The student and instructor must notify the committee in advance of any witnesses or evidence they wish to present. The meetings and decisions of the official academic integrity review committees are administrative in nature and address internal college affairs only. No one outside of the College may be present. The meeting is not open to general members of the College community and is not subject to formal rules of civil procedure or evidence. The hearing will proceed using the following format.

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

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)**

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

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

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

**Student Rights**

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

1. **The right to inspect and review the student’s education records within 45 days after the day Trinity Christian College (“School”) receives a request for access.**
   A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Trinity Christian College to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC  20202

Disclosure of Directory Information

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

Conditional Disclosure of Personally Identifiable Information (PII)

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

- To other school officials, including teachers, within Trinity Christian College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(f) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the college’s State-supported education programs. Disclosures under this provision may be made, sub-
subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))

- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

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

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

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

Students are notified each year of their rights under FERPA through an electronic message and through the annual edition of the College’s catalog. Further information regarding the Family Educational Rights and Privacy Act of 1974 may be obtained from the Registrar’s Office or from www.trnty.edu/ferpa.html

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

DEGREES

Trinity Christian College offers a variety of majors and programs rooted in biblically informed liberal arts education for students who desire to earn a bachelor’s degree. Also available are master’s degrees in counseling psychology and special education. More information about the master’s programs can be obtained from the Graduate Studies Catalog.

Trinity grants the following bachelor’s degrees:
- Bachelor of Arts (BA)
- Bachelor of Fine Arts (BFA)
- Bachelor of Science (BS)
- Bachelor of Science in Nursing (BSN)
- Bachelor of Social Work (BSW)

GRADUATION REQUIREMENTS

The formal requirements for graduation with a bachelor’s degree through the traditional program are the following:
- 120 total credits. These credits consist of courses fulfilling major, minor, and Foundations requirements, as well as electives.
- A minimum cumulative grade point average (GPA) of 2.00. The cumulative GPA is calculated on the basis of all courses taken at Trinity. A GPA of 2.00 is also required for all courses within the major, unless otherwise specified by the department. Please refer to the department’s section of the catalog for program requirements.
- All of the requirements for an academic major and minor. A minor is not required for students who major in programs that lead to a BFA, BS, BSN, or BSW degree.
- The Foundations curriculum requirements. These vary slightly by the type of major.
- The residency requirement for the traditional program. Students must complete at least 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.
- Completion of the senior college assessment of student learning outcomes. These include major and Foundations learning outcomes.

FOUNDATIONS

Principles

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

Foundations courses help form students’ curiosity into skills and dispositions that prepare them for upper-level courses, a variety of careers, and all aspects of life. In these courses, students learn new approaches to God’s world, discover new interests, and come to appreciate the diversity of creation. Some particular courses are required—including philosophy, theology, history, English composition, and literature—while others may be chosen from a variety of disciplines.
Foundations Learning Outcomes

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

The following six Foundations Learning Outcomes are designed to assess the knowledge, skills, and dispositions students have developed in “foundational studies that address the enduring issues and questions of human experience” and how well they “explore and apply the implications of a Reformed world-and-life view to all areas of learning, living, and working.”

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

Foundations Curriculum

First Year Experience—1 hour

Required of all incoming students during their first semester of studies, FYF 101 or 111 is designed to help new students transition academically and socially into the life of Trinity. Students entering with freshmen status register for FYF 101. Students transferring in 30 or more hours of college coursework register for FYF 111.

- FYF 101 First Year Forum (1)
- FYF 111 Framing Your Future (1)

Theology—6 hours in Theological Foundations

These courses study the central themes of Scripture, which are foundational to Christian academic work, and examine the major Christian traditions.

- THEO 121 Biblical Foundations: The Old Testament and Its Fulfillment (3)
- THEO 122 The Church and Christian Traditions (3)

Philosophy—6 hours in Philosophical Foundations

These courses treat foundational questions in a systematic manner and examine Western philosophical perspectives pertaining to God, reality, and humanity. Students admitted to the Honors Program take HON 108 in place of PHIL 102, 110, or 111.

- PHIL 101 Philosophical Perspectives I (3)
- PHIL 102 Philosophical Perspectives II (3)
- PHIL 110 Philosophy of Education (3)
- PHIL 111 Person, Health, and Bioethics (3)
- HON 108 Honors Philosophy (3)

History—6 hours in 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.

- HIST 103 America and Western Civilization (3)
- HIST 104 Europe and Western Civilization (3)

English—6 hours in College English

These courses are designed to develop sensitivity to literary form and rhetorical nuance. Students admitted to the Honors Program will take HON 103 in place of ENG 103.

- ENGL 103 College English: Composition (3) or HON 103 Honors English (3)
- ENGL 104 College English: Introduction to Literature (3)
Mathematics—3 hours
Most majors fulfill this requirement through a specific math course. Please see the academic department major for required math courses. 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.

One from:
- MATH 103 Mathematics within a Liberal Arts Tradition (3)
- MATH 109 Math Concepts for Teachers I (3)
- MATH 110 Math Concepts for Teachers II (3)
- MATH 111 Analytic Geometry and Calculus I (4)
- MATH 141 Finite Mathematics (3)
- MATH 151 Statistics (3)

Natural Science—6 hours in natural science courses
Courses must include laboratory work. One course must be in biology, and the other must be in the physical sciences.

One from:
- BIOL 100 Introduction to Biological Science (3)
- BIOL 101 Human Biology (3)
- BIOL 102 Environmental Science (3)
- **NOTE:** Any laboratory based biology course could fulfill this requirement; however, these are not recommended for the majority of students due to their level of difficulty and their prerequisite mathematics and/or ACT scores.

One from:
- CHEM 100 Chemistry in Society (3)
- PHYS 101 Introduction to Physical Science (3)
- **NOTE:** Any laboratory based chemistry or physics course could fulfill this requirement; however, these are not recommended for the majority of students due to their level of difficulty and their prerequisite mathematics and/or ACT scores.
- **NOTE:** GEOL 101 does not fulfill the physical science requirement.

Social Science—3 hours

One from:
- ECON 121 Macroeconomics (3)
- PLSC 121 Introduction to Politics (3)
- PSYC 121 Introduction to Psychology (3)
- PSYC 123 Life Span Development (3)
- SOC 121 Principles of Sociology (3)

Fine Arts—3 hours

One from:
- ART 103 Visual Culture (3)
- COMM 125 Principles of Theatre (3)
- COMM 225 Oral Interpretation (3)
- COMM 234 Aesthetics of Cinema (3)
- EDUC 201 Fine Arts in Education (3)
- HIST 251 Black Cinema (3)
- MUSC 111 Introduction to Music Literature (3)
- CSEM 301 Fine Arts Seminar (Arts in the City) (3)
- Six hours of performance ensembles (MUSC 131, 132, 138)
- Six hours of studio art (ART 108—ART 359)
- Six hours of theatre practicum (COMM 226)
- Six hours of any combination of performance ensembles, studio art, and theatre practicum
Physical Wellness—1 hour
One from:
- PE 110 Lifetime Fitness and Wellness (1)
- PE 112 Nutrition and Weight Management (1)

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:
One from:
- One full year of college-level modern language study
- One semester overseas
- One semester of the Chicago Semester Program to include CSEM 305 Diversity and Inequality: Engaging Chicago Cross Culturally (3) and a cross-cultural internship (3)
- Six credit hours in the following courses:
  - ARTH 230 Art History: Art and World Religions (3)—CCS
  - BUAD 337 Global Marketing (3)—CCS
  - COMM 250 Intercultural Communication (3)—CCS
  - COMM 348 Global Media and Global Voices (3)—CCS
  - CJ 201 Comparative and Alternative Criminal Justice Systems (3)—CCS
  - ECON 225 World Poverty and Economic Development (3)—CCS
  - ENGL 354 Postcolonial Literature (3)—CCS
  - GEOG 201 World Geography (3)—CCS
  - HIST 261 History of East Asia (3)—CCS
  - HIST 281 History of Africa (3)—CCS
  - HIST 283 History of the Middle East, 650 to the Present (3)—CCS
  - HIST 286 History of Latin American Civilization (3)—CCS
  - IDIS 200 Summer Intensive Study (1-2)—if approved as CCS by Foundations Committee
  - MUSC 252 World Music (3)—CCS
  - PLSC 270 Third World (Non-Western) Politics (3)—CCS
  - PSYC 252 Cross Cultural Psychology (3)—CCS
  - PSYC 253 Multicultural Counseling and Psychotherapy (3)—CCS
  - SOC 252 Sociology of Development (3)—CCS
  - SOC 254 Cultural Anthropology (3)—CCS
  - THEO 242 Cross Cultural Missions (3)—CCS
  - THEO 306 Major World Religions (3)—CCS

Communication
This requirement is fulfilled by taking Communication Arts 101 or an alternate course in the major; or through a number of courses within the major.
One from:
- COMM 101 Fundamentals of Public Speaking (3)
- Designated course or courses within certain majors

Field Education—2-12 hours
This is 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.
Students completing field education or internship experiences lasting longer than one semester must register for each semester separately, based on the number of clock hours of experience to be completed that semester. Incomplete grades spanning two semesters (or a semester and summer) cannot be given.

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

**Foundations Requirements for Transfer Students**
1. Transfer students entering Trinity Christian College with **60 or more transfer credits** will be required to take the following:
   a. PHIL 101 or 102 or 110 or 111 at Trinity
   b. THEO 121 at Trinity
   c. All other Foundations requirements stated above
2. Those entering Trinity with either an associate of arts (A.A.) or associate of science (A.S.) degree approved by the registrar will be required to take the following:
   a. PHIL 101 or 102 or 110 or 111 at Trinity
   b. THEO 121 at Trinity
   c. ENGL 103 at Trinity or by transfer
   d. HIST 103 or 104 at Trinity or by transfer
   e. One cross-cultural course at Trinity or by transfer
   They will receive the following waivers, unless their major or minor requires a specific Foundations course or courses: English literature, mathematics, biological science, physical science, social science, fine arts, and physical education.
3. Transfer students entering Trinity as full-time degree-seeking students with **at least 45 or more transfer credits** have one calendar year from the time of matriculation to complete an associate of arts (A.A.) or associate of science (A.S.) degree approved by the registrar in order to receive the Foundations waivers listed in Item 2. Students who have taken courses as unclassified, non-degree seeking students prior to entering Trinity as full-time degree seeking students are also eligible for this waiver.

**MAJORS AND MINORS**

**General Information**

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

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

**Subsequent Majors**
Trinity graduates may return to earn a second major within their existing bachelor’s degree. The second major must have a minimum of 18 distinct hours from the first major. Students must meet all requirements of the second major. Field education may also be required in the second major to fulfill specific program requirements. A second degree is not conferred. However, after completion of requirements for the second major, the transcript will indicate that a second major within the degree has been completed.
Double Degrees
The double degree is the concurrent awarding of two different baccalaureate degrees (e.g., BA and BSW). Students pursuing two majors in two different degrees are expected to have a full range of skills, competencies, and experience as students graduating from each program individually. Thus, students must meet all requirements for each major. Field education is required for at least one of the majors. Field education in the other major may also be required to fulfill specific program requirements. The major in the second degree must have a minimum of 30 distinct hours from the major in the first degree. A minor is not required for students who double degree. Following the conferral of the degrees, the transcript will indicate both baccalaureate degrees and both majors.

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

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

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

Majors
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 Foundations program. At least 12 hours of the major must be completed at Trinity. Specific requirements for each major can be found in the appropriate department section.

Minors
Students earning a Bachelor of Arts must complete an academic minor. Academic minors cannot be pursued independent of an academic major. A minor must be in a different academic discipline from the major and requires a minimum of 18 distinct credit hours from the major. At least six hours of a minor must be taken at Trinity. Students may earn a second minor; such minors must have a minimum of 12 distinct hours from the first minor. Students earning a Bachelor of Fine Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Science in Nursing are not required to complete an academic minor.

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### Pre-Professional Programs

These programs prepare students for admission to professional and graduate schools. Completion of a pre-professional program is not designated on the student’s diploma or transcript. More information about these programs can be found in the *Pre-Professional Programs* section.

- Allied Health Sciences
- Pre-Dentistry
- Engineering 2+2
- Pre-Law
- Pre-Medicine
- Pre-Physical Therapy
- Pre-Seminary
- Pre-Speech Language Pathology
- Pre-Veterinary Medicine

### PROGRAMS OF STUDY AT TRINITY CHRISTIAN COLLEGE

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

In the following sections, available majors, minors, and other programs are described.
ART AND DESIGN

Trinity’s Department of Art and Design is a vibrant community of creative students and faculty who are actively in the contemporary art and design spheres.

In Western culture, visual imagery has become a primary medium for the exchange of ideas and the discussion of its values. From paintings to photographs to movies to Tumblr and YouTube, this trend is intensifying. As one can see from these sources, vision is neither neutral nor incidental. It shapes and is shaped by our understanding of the world. Developing and redeeming this visual discussion is the essence of both a Reformed Christian worldview and the art and design department’s area of responsibility in the college’s mission. The college’s mission states “…those who teach and learn are called to be coworkers with Christ in subjecting all cultural activities to the reign of God.” The art department sees scholarship and teaching as two means to the same end, i.e., participating in the public square through the venues provided in fine art and design in order to unfold visual experience and influence the culture toward God’s gentle rule.

The Seerveld Gallery brings the art world to campus by hosting exhibits and lectures by regional, national, and internationally recognized artists, educators, and critics. Chicago’s globally significant art and design scenes provide the context for Trinity’s art programs. Students meet artists and designers on campus and in their studios in Chicago, visit internationally significant museums and galleries as part of their course work, and participate in internships with artists, arts organizations, and design firms.

Trinity offers the following art and design-related programs:
- **Bachelor of Arts majors** in art education (K-12), digital design, graphic design, and studio art
- **Bachelor of Fine Arts majors** in graphic design and studio art
- **Minors** in art history, digital design, graphic design, and studio art

In the Bachelor of Arts (BA) program in **studio art or in graphic design**, students opt for the broad experience afforded by a liberal arts program, which combines rigorous work in the studio with skills earned taking one or more minors in other disciplines. Students have used these majors to pursue graduate programs (including art therapy with additional undergraduate coursework) or work in arts organizations, museums, and businesses that need visual skills. The Bachelor of Arts (BA) in **studio art with concentrations in fine arts media**—drawing, painting, sculpture, printmaking, photography and video, mixed media—is a liberal arts degree that combines acumen in art with skillsets built on minors from other disciplines. This degree may lead to administrative and ancillary positions in the art world or business or other institutions needing persons with good visual skills. Students who pursue a BA in **graphic design** aim for entry-level positions in design or advertising.

The **BA in art education** leads to an Illinois Professional Educator license with an endorsement in K-12 visual art. It consists of 48 credits in studio art and art history in addition to 39 credits in education to meet state of Illinois requirements for teacher licensure.

The **BFA in fine art** leads to employment as a practitioner or graduate school in the field. The **BFA in fine art** leads to employment as a practitioner or graduate school in the field. Entrance into the BFA program requires portfolio review. The full portfolio review process follows the descriptions of the art majors and minors.

**BACHELOR OF ARTS PROGRAMS**

**BA in Art Education (K-12)** consists of 48 credit hours. Students with a major in art education must minor in education and follow the K-12 education minor course requirements as listed in the *Education* department section of the catalog.
- ART 108 Two-Dimensional Design (3)
- ART 111 Beginning Drawing or ART 211 Figure Drawing (3) (*Students testing out of ART 111 must take ART 211*)
- ART 201 Beginning Painting (3)
- ART 203 Beginning Sculpture or ceramics by transfer (3)
• ART 205 Beginning Printmaking or ART 213 Beginning Photography (3)
• ART 209 Digital Media (3)
• ART 380 Methods for Teaching Art in Grades K-8 (3)
• ART 381 Methods for Teaching Art in Grades 6-12 (3)
• ART 420 Senior Seminar (3)
• One 300-level course in the same medium as one of the foundation courses (to be taken no later than spring of junior year) (3)

One from:
• ART 349 Advanced Studio: Drawing (3)
• ART 351 Advanced Studio: Painting (3)
• ART 353 Advanced Studio: Sculpture (3)
• ART 355 Advanced Studio: Printmaking (3)
• ART 359 Advanced Studio: Photography (3)
• ART 360 Topics in Studio Art (3)

Required cognates:
• ARTH 230 Art History: Art and World Religions (3)—CCS
• ARTH 232 Art History: Renaissance and Rococo, 1400-1760 (3)
• ARTH 234 Art History: Neoclassicism to Surrealism, 1789-1945 (3)
• ARTH 235 Art History: After 1945, Abstract Expressionism to the Present (3)
• COMM 101 Foundations of Public Speaking (3)

BA in Digital Design consists of 66 credit hours. A minor in computing is incorporated into this major.

Art, design, and art history:
• ART 103: Visual Culture (3)
• ART 108: Two-Dimensional Design (3)
• ART 209: Digital Media (3)
• ART 213: Beginning Photography (3)
• ART 215: Introduction to Graphic Design (3)
• ART 225: Typography (3)
• ART 345: Web Design (3)
• ART 360: Topics (3)
• ART 400: Internship/Field Experience (3)
• ART 420: Senior Seminar (3)
• ARTH 234: Neoclassicism to Surrealism (3)
• ARTH 235: Art History after 1945 (3)

Computer science:
• CPSC 111: Elements of Programming 1 (3)
• CPSC 112: Elements of Programming 2 (3)
• CPSC 202: Data Structures (3)
• CPSC 261: Web Architecture and Design (3)
• CPSC 370: Topics in Computer Science: a topic related to digital art/media (3)

One from:
• CPSC 231: Databases (3)
• CPSC 260: Business Computing (3)
• CPSC 370: Topics in Computer Science: a second topic related to digital art/media (3)
• CPSC 399: Independent Study (3)

Required cognates:
• BUAD 131: Marketing (3)
• BUAD 338: Services Marketing or BUAD 385: On-Line Marketing/Social Media (3)
• COMM 101: Public Speaking (3)
• COMM 231: Mass Media & Society or COMM 346: Rhetoric and Digital Media (3)
Recommended electives (not included in the major credit hours):

- COMM 111: Foundations of Human Communication (3)
- COMM 238: Video Production (3)

**BA in Graphic Design** consists of 60 credit hours (42 art, 18 cognate)

Required art foundation courses:

- ART 108 Two-Dimensional Design (3)
- ART 111 Beginning Drawing (3) or, if testing out, another studio course (3)
- ART 201 Beginning Painting (3)
- ART 203 Beginning Sculpture or ART 303 Intermediate Sculpture (3)
- ART 209 Digital Media (3)
- ART 211 Figure Drawing (3)

Concentration in graphic design:

- ART 215 Introduction to Graphic Design (3)
- ART 225 Typography (3)
- ART 315 Intermediate Graphic Design: Advertising (3)
- ART 345 Web Design (3)
- ART 360 Topics in Studio Art (3)

Required art courses:

- ART 331 Aesthetics (3)
- ART 400 Internship (3)
- ART 420 Senior Seminar (3)

Required cognates:

- ARTH 230 Art History: Art and World Religions (3)—CCS
- ARTH 232 Art History: Renaissance and Rococo, 1400-1760 (3)
- ARTH 234 Art History: Neoclassicism to Surrealism, 1789-1945 (3)
- ARTH 235 Art History: After 1945, Abstract Expressionism to the Present (3)
- COMM 101 Foundations of Public Speaking (3)
- CPSC 261 Web Architecture and Design (3)

**BA in Studio Art** consists of 57 credit hours (42 art, 15 cognate).

Required art foundation courses:

- ART 108 Two-Dimensional Design (3)
- ART 111 Beginning Drawing (3) or, if testing out, another studio course (3)
- ART 201 Beginning Painting (3)
- ART 203 Beginning Sculpture (3)
- ART 209 Digital Media (3)
- ART 211 Figure Drawing (3)
- ART 215 Introduction to Graphic Design (3)

Concentration in drawing, painting, sculpture, printmaking, photography and video, or mixed media. One of the following beginning media courses (credits counted in art foundations above if not listed):

- ART 111 Beginning Drawing
- ART 201 Beginning Painting
- ART 203 Beginning Sculpture
- ART 205 Beginning Printmaking (3)
- ART 213 Beginning Photography (3)

One of the following intermediate media courses:

- ART 211 Figure Drawing (3) (*drawing concentration only*)
- ART 301 Intermediate Painting (3)
- ART 303 Intermediate Sculpture (3)
- ART 305 Intermediate Printmaking (3)
• ART 313 Intermediate Photography (3)
Two of the following advanced and/or topics courses (may be repeated):
• ART 349 Advanced Studio: Drawing (3)
• ART 351 Advanced Studio: Painting (3)
• ART 353 Advanced Studio: Sculpture (3)
• ART 355 Advanced Studio: Printmaking (3)
• ART 359 Advanced Studio: Photography (3)
• ART 360 Topics in Studio Art (3)

Additional required art courses:
• ART 331 Aesthetics (3)
• ART 400 Internship (3)
• ART 420 Senior Seminar (3)

Required cognates:
• ARTH 230 Art History: Art and World Religions (3)—CCS
• ARTH 232 Art History: Renaissance and Rococo, 1400-1760 (3)
• ARTH 234 Art History: Neoclassicism to Surrealism, 1789-1945 (3)
• ARTH 235 Art History: After 1945, Abstract Expressionism to the Present (3)
• COMM 101 Foundations of Public Speaking (3)

BACHELOR OF FINE ARTS PROGRAMS

BFA in Graphic Design consists of 75 credit hours (54 art, 6 external elective, 15 cognate).

Required art foundation courses:
• ART 108 Two-Dimensional Design (3)
• ART 111 Beginning Drawing (3) or, if testing out, another studio course (3)
• ART 201 Beginning Painting (3)
• ART 203 Beginning Sculpture (3)
• ART 205 Beginning Printmaking (3) or ART 213 Beginning Photography (3)
• ART 209 Digital Media (3)
• ART 211 Figure Drawing (3)

Concentration in graphic design:
• ART 215 Beginning Graphic Design (3)
• ART 225 Typography (3)
• ART 315 Intermediate Graphic Design: Advertising (3)
• CPSC 261 Web Architecture And Design (3)
• ART 345 Web Design (3)
• ART 360 Topics in Studio Art (3)
• ART 362 Advanced Portfolio Development (3)
• ART 400 Internship (3)
• ART 420 Senior Seminar (3)

Required art courses:
• ART Intermediate Studio in a medium other than the concentration medium (3)
• ART 331 Aesthetics (3)

One course set from external electives:
• BUAD 121 Principles of Management (3) and BUAD 131 Principles of Marketing (3)
• COMM 111 Foundations of Human Communication (3) and COMM 231 Mass Media and Society (3)
• COMM 238 Video Production and COMM 335 Video Editing (3)
• CPSC 111 Elements of Programming (3) and CPSC 261 Web Architecture and Design (3)
• Two of the following: PHIL 201 Wisdom: Ancient and Medieval Philosophy (3), PHIL 202 Reason: Classical Modern Philosophy (3), PHIL 203 Culture: Late Modern and Contemporary Philosophy (3)

Required cognates:
• ARTH 230 Art History: Art and World Religions (3) — CCS
• ARTH 232 Art History: Renaissance and Rococo, 1400-1760 (3)
• ARTH 234 Art History: Neoclassicism to Surrealism, 1789-1945 (3)
• ARTH 235 Art History: After 1945, Abstract Expressionism to the Present (3)
• COMM 101 Foundations of Public Speaking (3)

**BFA in Studio Art** consists of 72 credit hours (51 art, 6 external elective, 15 cognate).

Required art foundation courses:
• ART 108 Two-Dimensional Design (3)
• ART 111 Beginning Drawing (3) or, if testing out, another studio course (3)
• ART 201 Beginning Painting (3)
• ART 203 Beginning Sculpture (3)
• ART 205 Beginning Printmaking (3) or ART 213 Beginning Photography (3)
• ART 209 Digital Media (3)
• ART 211 Figure Drawing (3)

Concentration in drawing, painting sculpture, printmaking, photography and video, or mixed media:
One of the following beginning courses *(credits counted in art foundations above)*:
• ART 111 Beginning Drawing
• ART 201 Beginning Painting
• ART 203 Beginning Sculpture

One of the following intermediate courses:
• ART 211 Figure Drawing (3) *(drawing concentration only)*
• ART 301 Intermediate Painting (3)
• ART 303 Intermediate Sculpture (3)
• ART 305 Intermediate Printmaking (3)
• ART 313 Intermediate Photography (3)

Four of the following advanced and/or topics courses *(may be repeated)*:
• ART 349 Advanced Studio: Drawing (3)
• ART 351 Advanced Studio: Painting (3)
• ART 353 Advanced Studio: Sculpture (3)
• ART 355 Advanced Studio: Printmaking (3)
• ART 359 Advanced Studio: Photography (3)
• ART 360 Topics in Studio Art (3)

Required:
• ART 362 Advanced Portfolio Development (3)
• ART 400 Internship (3)
• ART 420 Senior Seminar (3)

Required art courses:
• ART Intermediate Studio in a medium other than the concentration medium (3)
• ART 331 Aesthetics (3)

One course set from external electives:
• BUAD 121 Principles of Management (3) *and* BUAD 131 Principles of Marketing (3)
• COMM 111 Foundations of Human Communication (3) *and* COMM 231 Mass Media and Society (3)
• COMM 238 Video Production *and* COMM 335 Video Editing (3)
• CPSC 111 Elements of Programming (3) *and* CPSC 261 Web Architecture and Design (3)
• Two of the following: PHIL 201 Wisdom: Ancient and Medieval Philosophy (3), PHIL 202 Reason: Classical Modern Philosophy (3), PHIL 203 Culture: Late Modern and Contemporary Philosophy (3)
Required cognates:

- ARTH 230 Art History: Art and World Religions (3)—CCS
- ARTH 232 Art History: Renaissance and Rococo, 1400-1760 (3)
- ARTH 234 Art History: Neoclassicism to Surrealism, 1789-1945 (3)
- ARTH 235 Art History: After 1945, Abstract Expressionism to the Present (3)
- COMM 101 Foundations of Public Speaking (3)

**ART MINORS**

The **art history minor** consists of a minimum of 18 credit hours:

- ART 103 Visual Culture* or ART 331 Aesthetics (3)
- ARTH 230 Art History: Art and World Religions (3)—CCS
- ARTH 232 Art History: Renaissance and Rococo, 1400-1760 (3)
- ARTH 234 Art History: Neoclassicism to Surrealism, 1789-1945 (3)
- ARTH 235 Art History: After 1945, Abstract Expressionism to the Present (3)

One from:

- ART 108 Two-Dimensional Design (3)*
- ART 361 Topics in Art (3)^*
- COMM 125 Principles of Theatre (3)
- COMM 234 Aesthetics of Cinema (3)
- ENGL 376 Creative Writing (3)
- MUSC 111 Introduction to Music Literature (3)
- MUSC 315 Jazz History (3)

*Non-art majors only
^Art majors only

The **digital design minor** consists of a minimum of 21 credit hours:

- ART 103 Visual Culture (3)
- ART 108 Two-Dimensional Design (3)
- ART 215 Introduction to Graphic Design (3)*
- ART 225 Typography (3)*
- ART 345 Web Design (3)^*
- CPSC 111 Elements of Programming (3)
- CPSC 261 Web Architecture and Design (3)

*Prerequisite: ART 108
^Prerequisite: CPSC 261

The **graphic design minor** consists of a minimum of 18 credit hours:

- ART 103 Visual Culture (3)
- ART 108 Two-Dimensional Design (3) (prerequisite for 200 level course)
- ART 215 Introduction to Graphic Design (3)
- ART 225 Typography (3)
- ART 315 Intermediate Graphic Design: Advertising (3) *
- ART 345 Web Design (3) *

* Prerequisite: ART 215 or ART 225

The **studio art minor** consists of a minimum of 18 hours:

- ART 103 Visual Culture (3)
- ART 108 Two-Dimensional Design (3)
- Two-course block in drawing, painting, sculpture, printmaking, or photography (6)
• One course in an alternate medium (3)
• ARTH 230 Art History: Art and World Religions (3)—CCS
• ARTH 232 Art History: Renaissance and Rococo, 1400-1760 (3)
• ARTH 234 Art History: Neoclassicism to Surrealism, 1789-1945 (3)
• ARTH 235 Art History: After 1945, Abstract Expressionism to the Present (3)

PORTFOLIO REVIEW FOR ENTRANCE AND CONTINUATION IN THE BFA PROGRAM
—helping students build an inventive, critically engaged studio practice from a Reformed, Christian perspective

I. Definition: A Bachelor of Fine Arts (BFA) degree is a professional degree in art. It educates students for professional level work and leads toward graduate school, or high-caliber work in the fields of design, advertising, and studio art.

II. Eligibility: Students with an average GPA of 3.0 or higher with no grades below a C in studio art and art history courses are eligible to apply for the BFA program. The following courses must be completed prior to application: ART 108, ART 111, ART 209, ARTH 230.

III. Admission: All students wishing to complete the BFA program must submit an application, which will be reviewed by the Trinity Art Faculty.
   A. Students currently enrolled at Trinity should submit their application during the fall (first Friday in November) or spring (first Friday in April) of their sophomore year. If this is not possible, they may submit an application at a later date but should be aware that it may take more than four years to complete the BFA program requirements because of the number of credit hours required to complete the degree.
   B. Transfer Students wishing to enter the BFA program should submit their application prior to registering for their first semester of courses at Trinity. Given the requirements to complete a BFA, junior-status transfer students should be aware that earning a BFA may take more than four additional semesters.

IV. Application requirements
   A. Portfolio:
      1. 8-10 digital images of the applicant’s best work in two separate media that demonstrate the evaluation criteria below. (Faculty may request to see the actual works depicted in applicant’s portfolio.)
      2. List of the 8-10 digital images with title, media, dimensions (H x W x D), year of completion
   B. Written statement:
      1. 250-500 word typed statement about one or more artists or exhibitions that informs or inspires the applicant’s current work (refer to evaluation criteria below)
      2. One or more images for each artwork or exhibition referenced in the statement
      3. Brief description of applicant’s vocational goals

V. Application Evaluation Criteria. Full-time Trinity art faculty will review portfolios and written statements. The department looks for BFA applicants who demonstrate extraordinary talent and potential. The indicators of this are the following three items: potential, sensibility, and commitment.
   A. A student’s potential to develop high level artistic competencies. Evidence could include:
      1. Inventiveness: a willingness to take risks and make changes to the way an applicant has been working
      2. Indications that an applicant’s work is critically engaged with ideas in the larger art world and/or culture
   B. An artistic and/or design sensibility. Evidence could include:
      1. A sensitivity to the range of qualities in the materials an applicant uses
      2. A strong visual sense, demonstrated by the applicant’s use of formal qualities and organization
   C. A strong sense of commitment. Evidence could include:
      1. A strong work ethic evidenced in an applicant’s productivity and works submitted
      2. Evidence of independent exploration of museums and galleries
      3. Evidence that an applicant’s studio work is beginning to function as a critical inquiry

VI. Outcomes: The full-time art faculty will review applications and notify students within one week of submission of the application.
   A. Admission to the BFA program: Art faculty will notify accepted applicants in writing.
   B. Not meeting criteria for admission to the BFA program: An art faculty member will notify students who are not accepted in person and in writing. Faculty will counsel students about a variety of alternative ways to be involved
in the art world in administrative or other roles or suggest that students pursue options through the Cooper Center. Note that
1. Students may appeal the department’s decision. See ‘appeals’ section C below.
2. Students may reapply for admission to the BFA major at the next BFA portfolio review.

C. Appeal: Students wishing to appeal the decision of the art faculty should contact the art department chairperson within ten business days of the in-person notification by art faculty. The art department chair will initiate a review of the admission application and decision with the area chair (or an academic dean designated by the Provost, if area chairperson is also an art faculty member) and one additional faculty member from outside the department (to be appointed by the area chairperson). The decision of this panel will be communicated in writing to the student within ten business days of the date of appeal. Appeals beyond this review committee must be directed to the Provost in writing within ten business days of the date of the written notification of the review committee. The Provost will review the content of the appeal, discuss the matter with appropriate parties involved, and provide a written decision within ten business days of receipt of the letter. The decision of the Provost is final.

VII. Continuation in the program: To continue in the BFA program, students will undergo an annual review of their progress, as outlined below. Reviews will be scheduled based on the date of entrance into the program (i.e., if a student is accepted during the November review, they will be reviewed each November).

A. The display of 8-10 works completed since their last annual review (or entrance into the program)
B. Based on the review of these works, and using the criteria in section V., the art faculty make either of the following decisions, which they will communicate both in person and in writing to the student within one week of their review.
   1. Student may continue in the BFA program
   2. Student is placed on a one-semester probation. Faculty will note areas of deficiency (based on the criteria in section V). Probationary students will be reviewed during the subsequent semester. Those who have failed to adequately address probationary-deficiencies at this review will be dismissed from the BFA program and invited to continue in the BA program.
   3. Appeals to denial of continuation will follow the process outlined in section VI, C. above.

VIII. Administrative issues: (per Minimal Standards for Major Program Admission and/or Graduation Criteria)

A. Records of student application and admission results will be collected and maintained by the department chair in a confidential and secure location, following FERPA guidelines (see College Catalog, Compliance of Legal Requirements). These records must be available for provost review, upon request.
B. An annual report on BFA program’s application process will be submitted for Academic Council review with the annual Assessment, Profile, and Planning (APP) document.
C. Records of graduation audits will be collected and maintained by the department chair in a confidential and secure location, following FERPA guidelines (see College Catalog, Compliance of Legal Requirements). These records will be available for provost review, upon request.
D. An annual report on the major program graduation audits will be submitted for Academic Council review with the annual Assessment, Profile, and Planning (APP) document.
BIOLOGY

The focus of the biology department is to introduce students to the structural and functional complexity of living organisms and ecological systems. It seeks to bring a Reformed Christian perspective to its science in terms of the ultimate meaning of the biological world and the nature of science. This serves as a basis for addressing ethical issues intrinsic to modern biology, relating these ideas to perspectives that students develop in Foundations courses.

Trinity offers the following biology-related programs:

- **Bachelor of Arts majors** in biology and biology education
- **Bachelor of Science majors** in bioinformatics, biology, and environmental science
- **Minors** in biology and environmental studies
- **Environmental programs** in cooperation with Au Sable Institute of Environmental Studies and with Associated Colleges of the Chicago Area

The Bachelor of Science in biology major may be used as preparation for entrance to advanced training or direct entrance into a career. Three guides or 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 **environmental and 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 and medical technology.

The Bachelor of Science in environmental science is designed for students with a particular interest in the study of the environment and the impact of humans on that environment. Emphasis is placed on the importance of humans as stewards of God’s creation.

The Bachelor of Arts in biology has reduced requirements in chemistry, math, and physics. It is designed for students with a general interest in biology or those interested in pursuing certain allied health fields such as physical therapy, x-ray technology, ultrasound technology and others. Students pursuing this major will be required to choose a minor in another field of study.

The biology education major is designed for students seeking the Illinois Professional Educator license with an endorsement in science: biology at the secondary (grades 9-12) level.

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.

The oral communication Foundations requirement is met by making presentations in various biology courses. The capstone requirement is met through participation in the BIOL 392.

**BACHELOR OF ARTS PROGRAMS**

**BA in Biology** (43 hours)

This major includes the biology and cognate requirements listed below. Students completing this major will also complete a minor (or second major) in another discipline.

- BIOL 110 Introduction to Biology (4)
- BIOL 111 A Survey of Plants and Animals (4)
- BIOL 201 Ecology (4) or BIOL 204 General Microbiology (4)
• BIOL 306 Cell and Molecular Biology (4)
• BIOL 391 Science Majors Junior Seminar (1)
• BIOL 392 Science Majors Senior Seminar (1)
• BIOL 400 Field Education (2)

Required cognates:
• CHEM 101 General Chemistry (4)
• CHEM 102 Principles of Organic and Biochemistry (4)
• MATH 151 Statistics (3)

Three courses (12 hours) from:
• BIOL 205 Human Anatomy and Physiology I (4)
• BIOL 206 Human Anatomy and Physiology II (4)
• BIOL 303 Genetics (4)
• BIOL 308 Development Biology (4)
• BIOL 310 Comparative Vertebrate Physiology (4)
• BIOL 314 Conservation Biology (4)
• BIOL 316 Advanced Molecular Biology (4)

Recommended electives:
• PHYS 121 General Physics (4)
• PHYS 122 General Physics (4)

BA in Biology Education (62-63 hours)
• BIOL 110 Introduction to Biology (4)
• BIOL 111 A Survey of Plants and Animals (4)
• BIOL 201 Ecology (4)
• BIOL 204 General Microbiology (4)
• BIOL 303 Genetics (4)
• BIOL 306 Cell and Molecular Biology (4)
• BIOL 391 Science Majors Junior Seminar (1)
• SCI 380 Secondary Science Methods (3)
• One elective biology course at the 200-level or higher (3-4)

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:
• CHEM 103 Fundamentals of Chemistry I (4)
• CHEM 104 Fundamentals of Chemistry II (4)
• CHEM 205 Organic Chemistry I (4)
• CHEM 206 Organic Chemistry II (4)
• GEOL 101 Earth Science (3)
• PHYS 121 General Physics I (4)
• PHYS 122 General Physics II (4)
• MATH 101 Precalculus (4) or high school equivalent (Course does not meet Trinity’s Foundations requirement. MATH 141 or 151 is recommended)

Students with a biology education major are eligible for an Illinois Professional Educator License (PEL) with an endorsement in secondary (grades 9-12) science: biology. Students with a biology education major are required to minor in Education. See Education for a full description of the education minor, as well information about the middle grades (grades 5-8) science endorsement, an optional addition to the PEL.
BACHELOR OF SCIENCE PROGRAMS

BS in Bioinformatics (72 hours)
This major includes the biology and cognate requirements listed below. Students completing this major are not required to complete a minor.

- BIOL 110 Introduction to Biology (4)
- BIOL 303 Genetics (4)
- BIOL 306 Cell and Molecular Biology (4)
- BIOL 316 Advanced Molecular Biology (4)
- BIOL 391 Science Majors Junior Seminar (1)
- BIOL 392 Science Majors Senior Seminar (1)
- BIOL 400 Field Education (2)
- CHEM 101 General Chemistry (4)
- CHEM 102 Principles of Organic and Biochemistry (4)
- CHEM 303 Biochemistry I (4)
- CHEM 304 Biochemistry II (3)
- CPSC 111 Elements of Programming I (3)
- CPSC 112 Elements of Programming II (3)
- CPSC 202 Data Structures (3)
- CPSC 231 Databases (3)
- CPSC 312 Algorithms and Complexity Theory (3)
- CPSC 313/BIOL 301 Computational Biology (4)
- MATH 111 Analytical Geometry and Calculus I (4)
- MATH 112 Analytical Geometry and Calculus II (4)
- MATH 151 Statistics (3)
- MATH 210 Discrete Structures (3)
- MATH 211 Analytical Geometry and Calculus III (4)

Recommended:
- CHEM 103 Fundamentals of Chemistry I (4) and CHEM 104 Fundamentals of Chemistry II (4) in place of CHEM 101
- CHEM 205 Organic Chemistry I (4) and CHEM 206 Organic Chemistry II (4) in place of CHEM 102

BS in Biology (67 hours)

- BIOL 110 Introduction to Biology (4)
- BIOL 111 A Survey of Plants and Animals (4)
- BIOL 201 Ecology (4) or BIOL 204 General Microbiology (4)
- BIOL 306 Cell and Molecular Biology (4)
- BIOL 391 Science Majors Junior Seminar (1)
- BIOL 392 Science Majors Senior Seminar (1)
- BIOL 400 Field Education (2-4)
- Four lab-based biology courses, at least two of which must be 300-level or higher (16)

Required cognates:
- CHEM 103 Fundamentals of Chemistry I (4)
- CHEM 104 Fundamentals of Chemistry II (4)
- CHEM 205 Organic Chemistry I (4)
- CHEM 206 Organic Chemistry II (4)
- PHYS 121 General Physics I (4)
- PHYS 122 General Physics II (4)
- MATH 111 Analytic Geometry and Calculus I (4)
- MATH 151 Statistics (3)

Students may take any biology elective to meet their requirement of 16 credit hours of lab-based courses; however, the following recommendations may best prepare students for careers in their chosen field.

Recommended electives for the **general biology track**:  
- BIOL 204 General Microbiology (4)
- BIOL 303 Genetics (4)
- BIOL 308 Development Biology (4)
- BIOL 310 Comparative Vertebrate Physiology (4)
- BIOL 316 Advanced Molecular Biology (4)

Recommended electives for the **environmental and ecological track**:  
- BIOL 204 General Microbiology (4)
- BIOL 314 Conservation Biology (4)
- Courses offered by AuSable Institute, Morton Arboretum, and Shedd Aquarium

Recommended electives for the **allied health track**:  
- BIOL 204 General Microbiology (4)
- BIOL 205 Human Anatomy and Physiology I (4)
- BIOL 206 Human Anatomy and Physiology II (4)
- BIOL 303 Genetics (4)
- BIOL 308 Development Biology (4)
- BIOL 316 Advanced Molecular Biology (4)

**BS in Environmental Science** (67-69 hours)
This major includes the biology and cognate requirements listed below. Students completing this major are not required to complete a minor.

- BIOL 102 Environmental Science (3)
- BIOL 110 Introduction to Biology (4)
- BIOL 111 A Survey of Plants and Animals (4)
- BIOL 201 Ecology (4)
- BIOL 303 Genetics (4)
- BIOL 306 Cell and Molecular Biology (4)
- BIOL 314 Conservation Biology (4)
- BIOL 391 Science Majors Junior Seminar (1)
- BIOL 392 Science Majors Senior Seminar (1)
- BIOL 400 Field Education (2)

**Required cognates:**
- CHEM 101 General Chemistry (4)
- CHEM 102 Principles of Organic and Biochemistry (4)
- CHEM 333 Environmental Chemistry (also AS CHEM 332) (4)
- GEOL 101 Earth Science (3)
- MATH 151 Statistics (3)

**Electives:** Three courses from one section, one from each of the other sections.

All but one of these courses (BIOL 310) are offered off-campus through our relationships with Morton Arboretum, Shedd Aquarium, and AuSable Institute for Environmental Studies.

Organismal Biology Courses
- BIOL 252 Economic Botany (Morton) (3)
- BIOL 253 Woody Plants of the Western Great Lakes Region (Morton) (4)
- BIOL 254 Introduction to Horticulture (Morton)) (3)
- BIOL 310 Comparative Vertebrate Physiology (Trinity) (4)
BIOLOGY MINORS

Minor in Biology (20 hours)
- BIOL 110 Introduction to Biology (4)
- BIOL 111 A Survey of Plants and Animals (4)
- BIOL 201 Ecology (4)
- Two lab-based biology elective courses (8)

Recommended: two semesters of chemistry

Minor in Environmental Studies (18-19 hours)
- BIOL 102 Environmental Science (3)
- BIOL 111 A Survey of Plants and Animals (4)
- BIOL 201 Ecology (4)*
- BIOL 314 Conservation Biology (4)
One of the following electives:
- BIOL 252 Economic Botany (MA) (3)
- BIOL 362 Marine & Island Ecology of the Bahamas (Shedd) (4)
- AUSB 301 Land Resources (AuSable) (4)
- AUSB 303 Ecological Agriculture (AuSable) (4)
AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES
http://ausable.org/

An environmental studies program is available through the Au Sable 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: environmental analyst, naturalist, water resources analyst, land resources analyst, and stewardship ecologist.

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 credits. For the current course schedule, go to http://ausable.org/courses/. Students should see their advisor concerning specifics of the program each summer.

A separate application is required, and additional tuition fees may apply. Some scholarship money to attend Au Sable is available. Prerequisites vary and are set by Au Sable.

The following courses have already been approved by the biology department. Contact the department for approval of other courses.

- 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)
- Fish Biology and Ecology (AuSable Biol 342)
- Land Resources (AuSable Biol/Geol/Geog 301)
- Mammals of East Africa (AuSable Biol 329)
- Marine Invertebrates (AuSable Biol 377)
- Marine Mammals (AuSable Biol 359)
- Natural History of the Chesapeake (AuSable Biol/Geog 267)
- 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)
- Woody Plants (AuSable Biol 315)

The Directed Individual Study may be taken in place of BIOL 400 as a way to meet the field education requirement for a biology major.
ASSOCIATED COLLEGES OF THE CHICAGO AREA (ACCA)
http://acca.cuchicago.edu/

ACCA is a consortium of 15 private liberal arts colleges in the Chicago area. Its primary objective is to promote collegiate education in a variety of fields regularizing cooperative arrangements between colleges and other educational and research institutions such as Morton Arboretum and Shedd Aquarium.

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. A separate application is required, and additional tuition fees may apply. Scheduling and course descriptions may vary from year to year. Specific information is available from members of the biology department.

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

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

Ecology: Shedd Aquarium
The following course is available at Shedd Aquarium:

- BIOL 362 Marine and Island Ecology of the Bahamas (4)

ACCA Seminar
Seminars on various biological topics are offered through ACCA. Topics vary and specific information is available from members of the biology department.

- BIOL 395 ACCA Seminar Course (2)
BUSINESS, ACCOUNTING, AND ECONOMICS

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 to prepare students for their vocation and/or graduate studies. 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 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 following business degree programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP): Bachelor of Arts in business; Bachelor of Science in accountancy, in business, in entrepreneurial management, in finance, and in marketing. 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 core courses provide all business students with an introduction to the following areas of business: accounting, economics, finance, global business, information technology, management, marketing, and strategic management. The Bachelor of Science degree option provides an opportunity for in-depth study beyond the business core courses in a specific professional field or career interest. Trinity’s business program offers majors in accountancy, entrepreneurial management, finance, and marketing. The Bachelor of Arts degree permits the student to select a minor in another academic discipline.

The secondary business education major is designed for students seeking the Illinois Professional Educator License with an endorsement in business at the secondary (grades 9-12) level. Endorsement at the middle grades level is also available through January 31, 2018.

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. Specifically, students are required to earn a grade of “C” or better in all business major, minor, cognate, and core courses required to graduate. Students who declare a minor in any business program are required to earn a grade of C or better in all courses in that minor.

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.

Trinity offers the following business and business-related programs:

- **Bachelor of Arts majors** in business and business education
- **Bachelor of Science majors** in accountancy, entrepreneurial management, finance, and marketing
- **Minors** in accountancy, business, business education, entrepreneurship, finance, and marketing
- **Interdisciplinary minor** in economic studies

**Business Core Courses** consist of 54 hours:

- ACCT 221 Accounting Principles I (3)
- ACCT 222 Accounting Principles II (3)
- BUAD 121 Principles of Management (3)
- BUAD 131 Principles of Marketing (3)
- BUAD 211 Professional Communication (3)
- BUAD 241 Business Finance (3)
- BUAD 253 Legal Environment of Business (3)
- BUAD 301 Business Ethics and Society (3)
- BUAD 311 Global Business (3)
- BUAD 321 Strategic Management (3)
- BUAD 332 Business Research Methods (3)
- BUAD 362 Organizational Behavior (3)
- BUAD 423 Organizational Consulting (3)
- CPSC 260 Business Computing (3)
- ECON 121 Macroeconomics (3)
- ECON 122 Microeconomics (3)
- MATH 141 Finite Mathematics (3) or MATH 111 Analytic Geometry and Calculus I (3)
- MATH 151 Statistics (3)

BUAD 211 fulfills the Foundations communication requirement, and BUAD 423 fulfills the Foundations field education requirement and capstone requirements.

**BUSINESS PROGRAMS**

**BA in Business** (54 hours)
Students complete the business core courses (listed above) and a minor in another academic discipline. Many minor programs appropriately complement a business major: art, computer science, English, mathematics, psychology, and Spanish, for example.

**Business Minor** (18 hours)
The business minor consists of 18 hours of academic preparation in the following courses:
- ACCT 221 Accounting Principles I (3)
- BUAD 121 Principles of Management (3)
- BUAD 131 Principles of Marketing (3)
- ECON 121 Macroeconomics (3)
- Two accounting or two business courses at the 200- or 300-level (6)

**ACCOUNTANCY PROGRAMS**

**BS in Accountancy** (72 hours)
Students interested in a career in the accounting profession normally pursue a Bachelor of Science degree in accountancy. Students complete the business core courses and the following accounting major courses:
- ACCT 321 Intermediate Financial Accounting I (3)
- ACCT 322 Intermediate Financial Accounting II (3)
- ACCT 331 Taxes I (3)
- ACCT 341 Advanced Cost Accounting (3)
- ACCT 343 Principles of Auditing (3)
- ACCT 352 Advanced Financial Accounting (3)

Students planning to sit for the CPA examination in Illinois are required to have completed 150 undergraduate and/or graduate credit-hours and are encouraged to take the following additional courses:
- ACCT 332 Taxes II (3)
- ACCT 340 Financial Statement Analysis (3)
- ACCT 399 Independent Study in Accounting (2-4)
- BUAD 351 Contract Law (3)

Students who plan to take the CPA exam in another state will be advised regarding the specific requirements of that state.

Students are required to take a minimum of nine hours of the accounting major courses at Trinity. Junior and senior level students are eligible to serve an internship for academic credit.
Accountancy Minor (18 hours)
The accountancy minor provides students with a foundation in accounting that introduces them to several distinct areas of the accounting profession including financial, managerial, and tax. The accountancy minor consists of 18 hours of academic preparation:

- ACCT 221 Accounting Principles I (3)
- ACCT 222 Accounting Principles II (3)
- ACCT 321 Intermediate Financial Accounting I (3)

Three from:
- ACCT 322 Intermediate Financial Accounting II (3)
- ACCT 331 Taxes I (3)
- ACCT 332 Taxes II (3)
- ACCT 340 Financial Statement Analysis (3)
- ACCT 341 Advanced Cost Accounting (3)
- ACCT 343 Principles of Auditing (3)
- ACCT 352 Advanced Financial Accounting (3)
- BUAD 351 Contract Law (3)

BS in Entrepreneurial Management, Finance, and Marketing students must take 12 unique credit hours to earn a minor in accountancy in addition to their majors in entrepreneurial management, finance, or marketing.

ENTREPRENEURIAL MANAGEMENT PROGRAMS

BS in Entrepreneurial Management (72 hours)
The entrepreneurial management major prepares students to become effective contributors to organizations and to identify and develop strategic solutions to organizational opportunities. Students complete the business core courses and the following entrepreneurial major courses:

- BUAD 361 Human Resource Management (3)
- BUAD 381 Creativity in Business (3)
- BUAD 382 Business Plan Development (3)
- BUAD 384 Leadership (3)

Two from:
- BUAD 333 Marketing Management (3)
- BUAD 340 Financial Statement Analysis (3)
- BUAD 383 Negotiations (3)
- BUAD 387 Change Management (3)
- BUAD 401 Topics in Business (2-4)
- Cognate elective at the 200-level or above selected in consultation with academic advisor (3)

Students are required to take a minimum of nine hours of the entrepreneurial management courses at Trinity. Junior and senior level students are eligible to serve an internship for academic credit.

Entrepreneurship Minor (18 hours)
The entrepreneurship minor will complement students’ majors with a foundation in business coursework that will enable them to understand the importance of mission and vision in any organization. The entrepreneurship minor consists of 18 hours of academic preparation:

- ACCT 221 Accounting Principles I (3)
- BUAD 121 Principles of Management (3)
- BUAD 131 Principles of Marketing (3)
- BUAD 381 Creativity in Business (3) or BUAD 382 Business Plan Development (3)

Two from:
- BUAD 381 Creativity in Business (3)
- BUAD 382 Business Plan Development (3)
- BUAD 383 Negotiations (3)
- BUAD 384 Leadership (3)
- BUAD 385 On-Line Marketing/Social Media (3)
- BUAD 387 Change Management (3)
- BUAD 401 Topics in Business (2-4)

BS in Accountancy, Finance, or Marketing students must take 12 unique credit hours to earn a minor in entrepreneurship in addition to their majors in accounting, finance, or marketing.

FINANCE PROGRAMS

BS in Finance (72 hours)
The finance major prepares students with skills and knowledge appropriate to a wide range of career opportunities in the areas of banking and financial management. Students complete the business core courses and the following finance major courses:
- BUAD 340 Financial Statement Analysis (3)
- BUAD 341 Financial Markets and Institutions (3)
- BUAD 344 Security Markets (3)
- BUAD 346 Global Finance (3)
Two from:
- ACCT 321 Intermediate Financial Accounting I (3)
- ACCT 331 Taxes I (3)
- ACCT 332 Taxes II (3)
- BUAD 354 Asset Allocation and Investment Management (3)
- BUAD 401 Topics in Business (2-4)

Students are required to take a minimum of nine hours of the finance courses at Trinity. Junior and senior level students are eligible to serve an internship for academic credit.

Finance Minor (18 hours)
The finance minor provides students with a foundation in coursework that introduces them to the principles of finance, applies these principles to financial issues, and develops problem-solving and quantitative skills that are widely used in business. The finance minor consists of 18 hours of academic preparation:
- ACCT 221 Accounting Principles I (3)
- BUAD 121 Principles of Management (3)
- BUAD 241 Business Finance (3)
Three from:
- BUAD 340 Financial Statement Analysis (3)
- BUAD 341 Financial Markets and Institutions (3)
- BUAD 344 Security Markets (3)
- BUAD 346 Global Finance (3)
- BUAD 354 Asset Allocation and Investment Management (3)
- BUAD 401 Topics in Business (2-4)

BS in Accountancy, Entrepreneurial Management, or Marketing students must take 12 unique credit hours to earn a minor in finance in addition to their majors in accounting, entrepreneurial management, or marketing.
MARKETING PROGRAMS

BS in Marketing (72 hours)
The marketing major prepares students with skills and knowledge appropriate to a wide range of career opportunities in the areas of service and product management and promotion. Students complete the business core courses and the following marketing major courses:

- BUAD 333 Marketing Management (3)
- BUAD 335 Product Management (3)
- BUAD 338 Services Marketing (3)
- BUAD 385 On-Line Marketing/Social Media (3)

Two from:
- BUAD 337 Global Marketing (3)—CCS
- BUAD 383 Negotiations (3)
- BUAD 386 Personal Selling (3)
- BUAD 401 Topics in Business (2-4)

- Cognate elective at the 200-level or above selected in consultation with academic advisor (3)

Students are required to take a minimum of nine hours of the marketing courses at Trinity. Junior and senior level students are eligible to serve an internship for academic credit.

Marketing Minor (18 hours)
The marketing minor provides students with a foundation in coursework that includes basic marketing principles along with personal, product, and services marketing. The marketing minor consists of 18 hours of academic preparation:

- BUAD 121 Principles of Management (3)
- BUAD 131 Principles of Marketing (3)
- BUAD 335 Product Management (3) or BUAD 338 Services Marketing (3)

Three from:
- BUAD 335 Product Management (3)
- BUAD 337 Global Marketing (3)—CCS
- BUAD 338 Services Marketing (3)
- BUAD 383 Negotiations (3)
- BUAD 385 On-Line Marketing/Social Media (3)
- BUAD 386 Personal Selling (3)
- BUAD 401 Topics in Business (2-4)

BS in Accountancy, Entrepreneurial Management, or Finance students must take 12 unique credit hours to earn a minor in marketing in addition to their majors in accounting, entrepreneurial management, or finance.

BUSINESS EDUCATION PROGRAMS

Business Education Major (51 total hours)
- ACCT 221 Accounting Principles I (3)
- ACCT 222 Accounting Principles II (3)
- BUAD 121 Principles of Management (3)
- BUAD 131 Principles of Marketing (3)
- BUAD 211 Professional Communication (3)
- BUAD 241 Business Finance (3)
- BUAD 253 Legal Environment of Business (3)
- BUAD 301 Business Ethics and Society (3)
- BUAD 311 Global Business (3)
- BUAD 321 Strategic Management (3)
• BUAD 362 Organizational Behavior (3)
• BUAD 380 Secondary Business Methods (3)
• BUAD 423 Organizational Consulting (3)
• CPSC 260 Business Computing (3)
• ECON 121 Macroeconomics (3)
• ECON 122 Microeconomics (3)
• MATH 141 Finite Mathematics or MATH 111 Analytic Geometry and Calculus I (3)

Students with a business education major are eligible for the Illinois Professional Educator License (PEL) with an endorsement in secondary grades (grades 9-12). Students with a business education major are required to minor in Education. See Education for a full description of the education minor, as well information about endorsement at the middle grades level.

The Business Education minor consists of 26-27 hours and meets content area requirements for middle grades endorsement. It is available only for secondary business education students double majoring in middle grades education.

• ACCT 221 Accounting Principles I (3)
• ACCT 222 Accounting Principles II (3)
• BUAD 121 Principles of Management (3)
• BUAD 131 Principles of Marketing (3)
• BUAD 211 Professional Communication (3)
• BUAD 241 Business Finance (3)
• BUAD 301 Business Ethics and Society (3)
• CPSC 260 Business Computing (3)
One from:
• CPSC 107 Web Page Design (2)
• CPSC 111 Elements for Program (3)
• CPSC 261 Web Architecture and Design (3)
• COMM 335 Video Editing (3)

INTERDISCIPLINARY BUSINESS PROGRAM MINOR

The interdisciplinary economic studies minor consists of 18 hours. See Interdisciplinary Studies for a full description of this minor.
CHEMISTRY

The mission of the chemistry department is to prepare students for professional careers in industrial chemistry, medicine, teaching, or graduate studies while bringing a Reformed Christian perspective to the science by affirming that all creation is the work of God and that each of us is a co-participant in the redemptive process. Students not only receive the foundation and training for a career but will also expand their understanding of the Creator, his creation, and our care for it. The program includes opportunities for research and independent study for upper-level students, whether in area laboratories or by means of off-campus research efforts.

Trinity offers the following chemistry-related programs:

- **Bachelor of Arts majors** in chemistry and chemistry education
- **Bachelor of Science majors** in biochemistry and molecular biology and in bioinformatics
- **Minor** in chemistry

The chemistry education major is designed for students seeking the Illinois Professional Educator License with an endorsement in science: chemistry at the secondary (grades 9-12) level.

**BACHELOR OF ARTS MAJORS**

**BA in chemistry** (48-50 total hours)
The chemistry major is designed to prepare students for careers or further study in analytical, inorganic, organic or physical chemistry by examining God’s glory displayed through the fundamental building blocks of matter. The Bachelor of Arts in chemistry requires a minor in another discipline.

- CHEM 103 Fundamentals of Chemistry I (4)
- CHEM 104 Fundamentals of Chemistry II (4)
- CHEM 202 Quantitative Analysis (4)
- CHEM 205 Organic Chemistry I (4)
- CHEM 206 Organic Chemistry II (4)
- CHEM 331 Physical Chemistry I (4)
- CHEM 391 Science Majors Junior Seminar (1)
- CHEM 392 Science Majors Senior Seminar (1)
- CHEM 400 Field Education (2-4)

One from:

- CHEM 303 Biochemistry I (4)
- CHEM 305 Advanced Organic Chemistry (4)
- CHEM 332 Physical Chemistry II (4)
- CHEM 333 Environmental Chemistry (4)
- CHEM 340 Instrumental Methods of Analysis (4)

**Required cognates:**

- MATH 111 Analytic Geometry and Calculus I (4)
- MATH 112 Analytic Geometry and Calculus II (4)
- PHYS 211 Calculus-Based General Physics I (4)
- PHYS 212 Calculus-Based General Physics II (4)

**Recommended Elective:**

- MATH 151 Statistics (3) or MATH 351 Probability and Statistics (3)
**BA in chemistry education** (54 hours)

- CHEM 103 Fundamentals of Chemistry I (4)
- CHEM 104 Fundamentals of Chemistry II (4)
- CHEM 202 Quantitative Analysis (4)
- CHEM 205 Organic Chemistry I (4)
- CHEM 206 Organic Chemistry II (4)
- CHEM 331 Physical Chemistry I (4)
- CHEM 391 Science Majors Junior Seminar (1)
- One chemistry elective with lab (4)
- SCI 380 Secondary Science Methods (3)
- BIOL 100 Introduction to Biological Science (3)
- GEOL 101 Earth Science (3)
- MATH 111 Analytic Geometry and Calculus I (4)
- MATH 112 Analytic Geometry and Calculus II (4)
- PHYS 211 Calculus-Based General Physics I (4)
- PHYS 212 Calculus-Based General Physics II (4)

Students with a chemistry education major are eligible for the Illinois **Professional Educator License** (PEL) with an endorsement in secondary (grades 9-12) science: chemistry. Students with a chemistry education major are required to minor in **Education**. See **Education** for a full description of the education minor, as well information about middle grades (grades 5-8) science endorsement, an optional addition to the PEL.

**BACHELOR OF SCIENCE MAJORS**

**BS in bioinformatics** consists of 72 hours. See **Biology** for a full description of the major.

**BS in biochemistry and molecular biology** (74-76 hours)

The biochemistry and molecular biology major prepares students specifically for careers in industrial chemistry, biochemistry, medicine, or graduate research by examining God’s glory displayed through the fundamental building blocks of life and matter. The Bachelor of Science in biochemistry and molecular biology does not require an additional minor.

- BIOL 110 Introduction to Biology (4)
- BIOL 306 Cell and Molecular Biology (4)
- BIOL 316 Advanced Molecular Biology (4)
- CHEM 103 Fundamentals of Chemistry I (4)
- CHEM 104 Fundamentals of Chemistry II (4)
- CHEM 205 Organic Chemistry I (4)
- CHEM 206 Organic Chemistry II (4)
- CHEM 303 Biochemistry I (4)
- CHEM 304 Biochemistry II (3)
- CHEM 331 Physical Chemistry I (4)
- CHEM 391 Science Majors Junior Seminar (1)
- CHEM 392 Science Majors Senior Seminar (1)
- CHEM 400 Field Education (2-4)

Three from:

- BIOL 204 General Microbiology (4)
- BIOL 303 Genetics (4)
- CHEM 202 Quantitative Analysis (4)
- CHEM 305 Advanced Organic Chemistry (4)
- CHEM 340 Instrumental Methods of Analysis (4)
Required cognates:
- PHYS 211 Calculus-Based General Physics I (4)
- PHYS 212 Calculus-Based General Physics II (4)
- MATH 111 Analytic Geometry and Calculus I (4)
- MATH 112 Analytic Geometry and Calculus II (4)
- MATH 151 Statistics or MATH 351 Probability and Statistics (3)

CHEMISTRY MINOR

Chemistry minor (20 hours)
- CHEM 103 Fundamentals of Chemistry I (4)
- CHEM 104 Fundamentals of Chemistry II (4)
- CHEM 205 Organic Chemistry I (4)
- CHEM 206 Organic Chemistry II (4)
- One elective in chemistry (200-level or higher) or physics (4)
CHURCH AND MINISTRY LEADERSHIP

The mission of the church and ministry leadership program is to prepare students for work in ministry by giving them broad insight into the nature and task of ministry, especially as it relates to administration, leadership, youth ministry, and evangelistic ministries. The church and ministry leadership program helps students to think more clearly about developing a philosophy of ministry and gives them an understanding of how to implement that philosophy through a more focused field of ministry. Students must choose to concentrate in one of these areas: youth ministry, worship ministry, or mission and evangelism.

Trinity offers the following church and ministry leadership-related programs:

- **Bachelor of Arts major** in church and ministry leadership
- **Minor** in church and ministry leadership and in music in worship

Requirements for the church and ministry 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 Foundations 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 (39 core; 3 cognate; 12 concentration):

- CHML 101 Introduction to Church and Ministry (3)
- CHML 201 Administration and Leadership for Church and Ministry (3)
- CHML 203 Spiritual Formation (3)
- CHML 302 Evangelism for Church and Ministry (3)
- CHML 400 Field Education Internship (6)
- CHML 401 Senior Seminar (3)
- THEO 221 Biblical Literature: The Pentateuch (3)
- THEO 231 Biblical Literature: The Gospels and Acts (3)
- THEO 301 Basic Teachings of the Christian Faith (3)
- THEO 304 The Nature and Ministry of the Church (3)
- THEO 343 Religion in America (3)

One from:

- THEO 222 Biblical Literature: Historical Books (3)
- THEO 223 Biblical Literature: Wisdom Books (3)
- THEO 224 Biblical Literature: The Prophets (3)
- THEO 232 Biblical Literature: The Epistles (3)
- THEO 233 Biblical Literature: The Future in Biblical Perspective (3)

Required cognate:

- COMM 101 Fundamentals of Public Speaking (3)

In addition to the above requirements, students must either double major in theology and church ministry leadership or choose one of the following concentrations:

**Youth Ministry Concentration** (12 hours)

- CHML 202 Introduction to Youth Ministry Leadership (3)
- PSYC 123 Life Span Development (3) \textit{or} PSYC 201 The Psychology of Personal Growth (3)
- PSYC 202 Interpersonal Relations (3) \textit{or} PSYC 243 Group Dynamics (3)
- PSYC 242 Human Sexuality (3)
**Worship Leadership Concentration** (12 hours)
- CHML 307 Worship Leadership (3)
- MUSC 111 Introduction to Music Literature (3) or MUSC 201 Music Theory (3)
- MUSC 332 Music in Christian Worship (3)
- PHIL 331 Aesthetics (3)

**Mission and Evangelism Concentration** (12 hours)
- CHML 305 Urban Ministry Leadership (3)
- THEO 242 Cross-Cultural Missions (3)—CCS
  Two from:
  - ECON 225 World Poverty and Economic Development (3)—CCS
  - SOC 246 Urban Sociology (3)
  - SOC 254 Cultural Anthropology (3)—CCS
  - SOC 331 Sociology of Religion (3)
  - THEO 306 Major World Religions (3)—CCS

The **church and ministry leadership minor** consists of 21 hours:
- CHML 101 Introduction to Church and Ministry (3)
- CHML 201 Administration and Leadership for Church and Ministry (3)
- CHML 203 Spiritual Formation (3)
- CHML 302 Evangelism for Church and Ministry (3)
- THEO 221 Biblical Literature: The Pentateuch (3)
- THEO 231 Biblical Literature: The Gospels and Acts (3) or THEO 232 Biblical Literature: The Epistles (3)
- PSYC 243 Group Dynamics (3)

The **interdisciplinary music in worship minor** consists of 18-19 hours. See *Interdisciplinary Studies* for a full description of this minor.
COMMUNICATION ARTS/BUSINESS COMMUNICATION

The communication arts program seeks to graduate ethical and competent communicators who engage personal and professional life with practices and ideas integral to the field of communication as informed by a biblical vision for seeking the good of the other.

Our program honors the basic role of symbolic action in all culture by teaching effective oral, written, and digital communication; critiquing the economics and politics of mass media; exploring the resources of communication theory; and developing a Christian ethic of communication. Historically an important part of the curriculum at liberal arts colleges, our communication arts program approaches human communication holistically, seeking to unite theory and practice and to relate both to the broader Foundations curriculum.

Formal admission to the communication arts program is not required. However, students are required to average a 2.00 GPA across their major courses.

Trinity offers the following communication arts-related programs:
- **Bachelor of Arts majors** in communication arts, business communication, and music production
- **Minor** in communication arts, theatre, educational technology, pre-law, and writing.

COMMUNICATION ARTS/BUSINESS COMMUNICATION MAJORS

The **communication arts major** consists of 38-46 hours. Majors complete a common 21 hours of core and competencies, and a concentration in communication studies, film studies, media studies, or theatre. The field education requirement is met in COMM 410. All majors are strongly encouraged to pursue an internship experience, COMM 400.

**Core and Competencies (21 hours)**

**Core:**
- COMM 111 Foundations of Human Communication (3)
- COMM 231 Mass Media and Society (3)
- COMM 301 Communication Theory (3)
- COMM 333 Communication Ethics (3)
- COMM 410 Senior Communication Seminar (3)

**Competencies:**
- COMM 101 Fundamentals of Public Speaking (3)
One from:
- COMM 201 Persuasive Speaking (3)
- COMM 225 Oral Interpretation (3)
- COMM 241 Introduction to Journalism (3)
- COMM 304 Communication Criticism (3)

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

**Concentration in Communication Studies (12 hours)**

Four from the following with at least one 300-level:
- COMM 201 Persuasive Speaking (3)
- COMM 202 Interpersonal Relations (3)
- COMM 225 Oral Interpretation (3)
- COMM 243 Group Dynamics (3)
- COMM 250 Intercultural Communication (3)—CCS
- COMM 304 Communication Criticism (3)
- COMM 325 Public Relations (3)
- COMM 346 Topics in Communication (3)
- One communication arts elective (3)

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

**Concentration in Film Studies** (25 hours)
- COMM 234 Aesthetics of Cinema (3)
- Two from:
  - COMM 237 Audio Production (3)
  - COMM 238 Video Production (3)
  - COMM 270 Acting (3)
  - COMM 280 Production Design (3)
  - COMM 316 Directing (3)
  - COMM 335 Video Editing (3)
  - COMM 348 Topics in Media (3)

Los Angeles Film Studies Center Program (requires separate admission):
- LAFS 300 Hollywood Production Workshop (4)
- LAFS 310 Theology in Hollywood (3)
- LAFS 320 Internship: Inside Hollywood (6)

- One from:
  - LAFS 325 Narrative Storytelling (3)
  - LAFS 327 Professional Acting for the Camera (3)
  - LAFS 382 Professional Screenwriting (3)
  - LAFS 392 Independent Study (3)

**Concentration in Media Studies** (17 hours)
- One from:
  - COMM 241 Introduction to Journalism (3)
  - COMM 242 Media Writing (3)
- Four from:
  - COMM 234 Aesthetics of Cinema (3)
  - COMM 237 Audio Production (3)
  - COMM 238 Video Production (3)
  - COMM 280 Production Design (3)
  - COMM 335 Video Editing (3)
  - COMM 348 Topics in Media (3)
- Two from: (may be repeated)
  - COMM 345 Journalism Practicum (1)
  - COMM 355 Webcasting Practicum (1)
  - COMM 365 Station Management Practicum (1)

**Concentration in Theatre** (21 hours)
- COMM 125 Principles of Theatre (3)
- COMM 225 Oral Interpretation (3)
- COMM 226 Practicum in Theatre or COMM 227 Theatre Forum (1) (repeated for credit three times)
- COMM 270 Acting (3)
- COMM 280 Production Design (3)
- COMM 316 Directing (3)
- ENGL 350 Shakespeare (3)
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 47-53 total hours:

**Core:**
- COMM 111 Foundations of Human Communication (3)
- COMM 231 Mass Media and Society (3)
- COMM 301 Communication Theory (3)
- COMM 333 Communication Ethics or BUAD 301 Business Ethics and Society (3)
- COMM 400 Internship in Communication (3-9)
- COMM 410 Senior Communication Seminar (3)

**Competency:**
- COMM 101 Fundamentals of Public Speaking (3)

Two from:
- COMM 201 Persuasive Speaking (3)
- COMM 241 Introduction to Journalism (3)
- COMM 243 Group Dynamics (3)
- COMM 325 Public Relations (3)

**Required:**
- BUAD 121 Principles of Management (3)
- BUAD 131 Principles of Marketing (3)
- BUAD 362 Organizational Behavior (3)
- BUAD 386 Personal Selling (3)
- One 300-level business elective (3)
- ECON 121 Macroeconomics or ECON 122 Microeconomics (3)
- CPSC 107 Web Page Design (2)

**Recommended for Foundations:**
- MATH 151 Statistics (3)
- COMM 250 Intercultural Communication (3)—CCS

*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 **music production major** consists of 73-75 hours, including a minor in communication arts in conjunction with the cognate requirements. See Music for a full description of the major.

The **communication arts minor** consists of 21 hours:
- COMM 101 Fundamentals of Public Speaking (3)
- COMM 111 Foundations of Human Communication (3)
- COMM 231 Mass Media and Society (3)
- COMM 301 Communication Theory (3)
- COMM 333 Communication Ethics (3)
- Two communication arts electives (6)

The **theatre minor** consists of 20 hours:
- COMM 111 Foundations of Human Communication (3)
- COMM 125 Principles of Theatre (3)
- COMM 226 Practicum in Theatre or COMM 227 Theatre Forum (1) (repeated for credit twice)
- COMM 280 Production Design (3)
- One communication arts elective (3)
- ENGL 350 Shakespeare (3)

One from:
- COMM 225 Oral Interpretation (3)
- COMM 270 Acting (3)
- COMM 316 Directing (3)

The interdisciplinary education technology minor consists of 23-24 hours. See Interdisciplinary Studies for a full description of this minor.

The interdisciplinary pre-law minor consists of 21 hours. See Interdisciplinary Studies for a full description of this minor.

The interdisciplinary writing minor consists of 19-20 hours. See Interdisciplinary Studies for a full description of this minor.
COMPUTER SCIENCE

Daily innovations in technology require the ability to adjust and adapt to new developments. Trinity’s computer science major provides a background in programming and application systems design and administration. As Christians, we believe that God has created, redeemed, and still sustains every aspect of the world around us. It is our task to appreciate the beauty and design of his creation and to use our God-given abilities to subdue it and to use it for His purposes. Shaped by the liberal arts framework and Christian worldview at Trinity, graduates enter their careers ready to begin their calling in the workplace or continue to graduate school and respond when new technology arrives.

Trinity’s proximity to Chicago, with its “high-tech corridor” of national firms and smaller software companies, provides varied opportunities for field experience. Many computer science majors have worked at Argonne National Laboratories through the cooperative education program while in the final semesters at Trinity.

Trinity offers the following computer science related programs:
- **Bachelor of Science majors** in bioinformatics and computer science
- **Bachelor of Arts major** in computing and digital design
- **Minors** in computer science, computing, digital design, and educational technology

BACHELOR OF SCIENCE PROGRAMS

**BS in Bioinformatics** consists of 72 hours. See *Biology* for a full description of the major.

**BS in Computer Science** consists of 54 hours (33 computer science; 21 cognate)
This major includes a minor in mathematics as part of the cognate requirements listed below.

- CPSC 111 Elements of Programming I (3)
- CPSC 112 Elements of Programming II (3)
- CPSC 202 Data Structures (3)
- CPSC 400 Field Education (2)
- CPSC 401 Senior Seminar (1)
Three of the following:
- CPSC 221 Operating Systems (3)
- CPSC 231 Databases (3)
- CPSC 311 Programming Languages (3)
- CPSC 312 Algorithms and Complexity Theory (3)
Four of the following:
- CPSC 252 Unix: Concepts and Administration (3)
- CPSC 260 Business Computing (3)
- CPSC 261 Web Architecture and Design (3)
- CPSC 302 Software Engineering (3)
- CPSC 331 Networking (3)
- CPSC 332 Computing Administration (3)
- CPSC 370 Topics in Computer Science (3)
- Remaining course from 221, 231, 311, 312
Required cognates:
- COMM 101 Fundamentals of Public Speaking (3)
- MATH 111 Analytic Geometry and Calculus I (4)
- MATH 112 Analytic Geometry and Calculus II (4)
- MATH 210 Discrete Structures (3)
- MATH 211 Analytic Geometry and Calculus III (4)
- MATH 351 Probability and Statistics (3)
BA in Computing consists of 45-46 hours (33 computer science; 12-13 cognate)
This major includes the cognate requirements in math and communication arts listed below. Students completing a computing major will need to complete a minor (or second major) in another discipline.

- CPSC 111 Elements of Programming I (3)
- CPSC 112 Elements of Programming II (3)
- CPSC 202 Data Structures (3)
- CPSC 231 Databases (3)
- CPSC 400 Field Education (2)
- CPSC 401 Senior Seminar (1)

Two of the following:
- CPSC 261 Web Architecture and Design (3)
- CPSC 331 Networking (3)
- CPSC 332 Computing Administration (3)

Four of the following:
- CPSC 221 Operating Systems (3)
- CPSC 252 Unix: Concepts and Administration (3)
- CPSC 260 Business Computing (3)
- CPSC 302 Software Engineering (3)
- CPSC 311 Programming Languages (3)
- CPSC 312 Algorithms and Complexity Theory (3)
- CPSC 370 Topics in Computer Science (3)
- Remaining course from 261, 331, 332

Required cognates:
- COMM 101 Fundamentals of Public Speaking (3)
- MATH 111 Analytic Geometry and Calculus I (4) or MATH 141 Finite Mathematics (3)
- MATH 151 Statistics (3)
- MATH 210 Discrete Structures (3)

BA in Digital Design consists of 66 hours. See Art and Design for a full description of the major.

MINORS

Minor in Computer Science (36 hours)
Given the extensive required cognates in mathematics, most students electing this minor have a major in mathematics

- CPSC 111 Elements of Programming I (3)
- CPSC 112 Elements of Programming II (3)
- CPSC 202 Data Structures (3)
- Any nine hours of CPSC courses at the 200- or 300-level (9)

Required cognates:
- MATH 111 Analytic Geometry and Calculus I (4)
- MATH 112 Analytic Geometry and Calculus II (4)
- MATH 210 Discrete Structures (3)
- MATH 211 Analytic Geometry and Calculus III (4)
- MATH 351 Probability and Statistics (3)
Minor in Computing (18-21 hours)
- CPSC 111 Elements of Programming I (3)
- CPSC 112 Elements of Programming II (3)
- CPSC 202 Data Structures (3)
- Any nine hours of CPSC courses at the 200- or 300-level (9)
  Recommended cognate:
- MATH 151 Statistics (3)

Minor in Digital Design consists of 21 hours. See Art and Design section of the catalog for a full description of the major.
The criminal justice program provides a Christian liberal arts and social scientific basis, addressing the field of criminal justice from a biblically restorative perspective. It aims to honor biblical and social bases of law and the need for justly ordered society. Further, it recognizes that laws are not isolated from other social institutions and structures, so that the legal and social justice systems require practitioners who are well educated, resolute, just, and seasoned with Christian love. We seek to provide the criminal justice system with competent, compassionate professionals who afford not only punishment but also restoration of those who break laws and even greater restitution for the general society and victims of crimes. Graduates of this major will have an applied emphasis and will take their places within the criminal justice field with a biblical basis from which to conduct their work in society. They will be prepared to not only labor within existing systems, but also to present alternatives that lead to remediation, rehabilitation, and restoration of justice and peace to the greatest extent possible in an imperfect world.

Trinity offers the following criminal justice-related programs:

- **Bachelor of Arts major** in criminal justice
- **Minor** in criminal justice

A minimum six hours of field education are required for the major. In addition to field education, the program has 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 the COMM 101 cognate, and the capstone experience is embedded in CJ 410.

The **criminal justice major** consists of 48 total hours (33 criminal justice; 15 required cognates):

- CJ 121 Introduction to Criminal Justice (3)
- CJ 201 Comparative and Alternative Criminal Justice Systems (3)—CCS
- CJ 202 Criminology (3)
- CJ 204 Restorative Justice: Principles and its Alternatives (3)
- CJ 301 Criminal Law and the Judicial System (3)
- CJ 302 Law Enforcement (3)
- CJ 303 Incarceration, Parole, and Probation (3)
- CJ 400 Field Education (6-9)
- CJ 410 Senior Seminar (3)

One from:

- CJ 305 Youth and the Law (3)
- CJ 306 International Law, Justice, and Enforcement (3)
- CJ 310 Topics in Criminal Justice (3)

Required cognates:

- COMM 101 Foundations of Public Speaking (3)
- MATH 151 Statistics (3)
- SOC 121 Principles of Sociology (3)
- SOC 353 Social Science Research Methods (3)

One cognate from:

- PLSC 250 United States Constitutional Law (3)
- PSYC 322 Psychopathology (3)

The **criminal justice minor** consists of 18 hours:

- CJ 121 Introduction to Criminal Justice (3)
- CJ 201 Comparative and Alternative Criminal Justice Systems (3)—CCS
- CJ 202 Criminology (3)
- CJ 204 Restorative Justice: Principles and its Alternatives (3)
- Two criminal justice electives (6)
The Education Unit draws upon a Biblically-based perspective to prepare pre-service teachers to embody Christ-like servanthood. We prepare teachers to cultivate relational peace, educational equity, and justice for all children and to impact the mind, body, and soul of each student through excellence in teaching. Our pre-service teachers exemplify professionalism and ethical behavior inside and outside of the classroom as they serve with excellence in education.

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

**Licensure Endorsement Areas**
Trinity offers teacher education programs leading to the following teaching endorsements in the state of Illinois:
- **Elementary education (1-6)**
- **Middle grades (5-8)** in business, English, mathematics, science, and social science
- **Special education (K-12)** Learning Behavior Specialist I
- **Secondary education (9-12)** in biology education, business education, chemistry education, English education, history education, and mathematics education
- **Special programs (K-12)** in art education, music education, physical education, and Spanish education

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

**ELEMENTARY EDUCATION**

The elementary education major leads to the Professional Educator License with elementary endorsement (grades 1-6). Many elementary education course requirements overlap with Trinity’s Foundations requirements.

The **Elementary Education** major consists of 85 hours:
- EDUC 203 Introduction to Education (3)
- EDUC 209 Technology in Education (3)
- EDUC 303 Educational Psychology (3)
- EDUC 380 Methods for General Educators (3)
- EDUC 450 Student Teaching: Elementary (5-10)
- EDUC 454 Student Teaching Seminar: Contemporary Issues (3)
- SPED 216 Introduction to Exceptional Children (3)

Communication Arts
- COMM 101 Fundamentals of Public Speaking (3)

Fine Arts
- EDUC 201 Fine Arts in Education (3)

Literacy and English Language Arts
- EDUC 310 Elementary Literacy (3)
- EDUC 312 Middle Grades Literacy (3)
- ENGL 288 Elementary English Language Arts Methods (3)
• ENGL 352 Children’s Literature (3)
Mathematics
• MATH 107 College Algebra (3)
• MATH 108 Inferential Statistics for Elementary Teachers (2)
• MATH 109 Math Concepts for Teachers I (3)
• MATH 110 Math Concepts for Teachers II (3)
• MATH 288 Elementary Math Methods (3)
Physical Education
• PE 140 Physical Education for K-9 Educators (1)
Psychology
• PSYC 123 Life Span Development (3)
Science
• BIOL 100 Introduction to Biological Science (3)
• GEOL 101 Earth Science (3)
• PHYS 101 Introduction to Physical Science (3)
• SCI 288 Elementary Science Methods (3)
Social Science
• GEOG 201 World Geography (3)—CCS
• HIST 288 Elementary History Methods (3)
• PLSC 201 American Government and Politics (3)

Elementary education majors must either double major in special education or middle grades or choose a minor in one of the following areas. Please see the relevant academic department for course listings.

• Educational technology (Education)
• English as a second language/bilingual (Education)
• Special education (Education)
• Mathematics education (Mathematics)
• Science (Science)
• Spanish (Spanish)
• Urban studies (Interdisciplinary Studies)

MIDDLE GRADES EDUCATION

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

• Business (available only with secondary business education)
• English
• Mathematics
• Science
• Social Science (required with secondary history education)

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

• Two content area education minors
• One content area education minor and double minor with ESL/bilingual
• One content area education minor and double minor with educational technology
• One content area education minor and double major with special education
• One content area education minor and double major with elementary education
• One content area education minor and double major with the same secondary (grades 9-12) content major. (NOTE: Students with a secondary history education major are required to double major with middle grades—social science education.)
The Middle Grades Education major includes the following 46 credit hours, some of which meet Trinity’s Foundations requirements:

- COMM 101 Fundamentals of Public Speaking (3)
- EDUC 203 Introduction to Education (3)
- EDUC 209 Technology in Education (3)
- EDUC 303 Educational Psychology (3)
- EDUC 311 Literacy in the Disciplines (3)
- EDUC 312 Middle Grades Literacy (3)
- EDUC 335 Teaching in the Middle Grades (3)
- EDUC/SPED 380 Methods for General Educators (3)
- EDUC 454 Student Teaching Seminar: Contemporary Issues (3)
- EDUC 459 Student Teaching: Middle Grades (10)
- BUAD/ENGL/HIST/MATH/SCI 289 Middle Grades [Content Area] Methods I (3) and/or
  BUAD/ENGL/HIST/MATH/SCI 290 Middle Grades [Content Area] Methods II (3)
- PSYC 123 Life Span Development (3)
- SPED 216 Introduction to Exceptional Children (3)

Please see the relevant academic departments for content area education minors.

- Business education (Business)
- English education (Education)
- Mathematics education (Mathematics)
- Science education (Science)
- Social science (History)

**SPECIAL EDUCATION**

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

Special education majors also complete the education minor.

The Special Education major consists of 54 hours (36 special education; 18 required cognates, some of which meet Trinity’s Foundations requirements):

- SPED 111 Sign Language (3)
- SPED 217 Psychological Diagnosis of Exceptional Learners (3)
- SPED 314 Teaching Students with High Incidence Disabilities, Age 3—Grade 5 (3)
- SPED 315 Teaching Students with Low Incidence Disabilities, Age 3—Grade 5 (3)
- SPED 316 Teaching Students with High Incidence Disabilities, Grade 6—Age 21 (3)
- SPED 317 Teaching Students with Low Incidence Disabilities, Grade 6—Age 21 (3)
- SPED 319 Remediation of Language and Communication Disorders (3)
- SPED 330 Communication and Collaboration in Special Education: Strategies and Methods (3)
- SPED 380 Methods for Special Educators (3)
- SPED 420 Critical Issues in Special Education (3)
- EDUC 310 Elementary Literacy (3)
- EDUC 311 Literacy in the Disciplines (3)

Required cognates:

- BIOL 100 Introduction to Biological Science (3)
- COMM 101 Fundamentals of Public Speaking (3)
- MATH 109 Math Concepts for Teachers I (3)
- MATH 110 Math Concepts for Teachers II (3)
- PHYS 101 Introduction to Physical Science (3)
- PSYC 123 Life Span Development (3)

The **education minor** for special education consists of 28 credits.
- EDUC 203 Introduction to Education (3)
- EDUC 209 Technology in Education (3)
- EDUC 303 Educational Psychology (3)
- EDUC 312 Middle Grades Literacy (3)
- EDUC 454 Student Teaching Seminar: Contemporary Issues (3)
- EDUC 450 Student Teaching: Elementary or EDUC 455 Student Teaching: Secondary or EDUC 459 Student Teaching: Middle Grades (5)
- SPED 216 Introduction to Exceptional Children (3)
- SPED 450 Student Teaching: Low Incidence (5)

## SECONDARY EDUCATION

Students may seek the Illinois **Professional Educator License** with secondary (9-12) endorsement. They may choose one of the following major areas. See departments for specific information.

<table>
<thead>
<tr>
<th>Biology Education</th>
<th>Business Education</th>
<th>Chemistry Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Education</td>
<td>History Education</td>
<td>Mathematics Education</td>
</tr>
</tbody>
</table>

Students with a **secondary history education** major are required to double major with **middle grades—social science education**.

Only students with a **secondary business education** major may double major with **middle grades—business education**.

Secondary education majors must complete the following courses, as well as the **education minor**.
- COMM 101 Fundamentals of Public Speaking or BUAD 211 Professional Communication (3)—business education
- PSYC 123 Life Span Development (3)

The **education minor** for secondary education consists of 34 credits.
- EDUC 203 Introduction to Education (3)
- EDUC 209 Technology in Education (3)
- EDUC 303 Educational Psychology (3)
- EDUC 311 Literacy in the Disciplines (3)
- EDUC 312 Middle Grades Literacy (3)
- EDUC 380 Methods for General Educators (3)
- EDUC 454 Student Teaching Seminar: Contemporary Issues (3)
- EDUC 455 Student Teaching: Secondary (5-10) and/or EDUC 459 Student Teaching: Middle (5-10)
- SPED 216 Introduction to Exceptional Children (3)

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

Students choose one of the following major areas. See departments for more specific information.

Art Education  Music Education
Physical Education  Spanish Education

K-12 specialist majors must complete the following courses, as well as the education minor.

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

The education minor for K-12 specialist education consists of 34 credits.

- EDUC 203 Introduction to Education (3)
- EDUC 209 Technology in Education (3)
- EDUC 303 Educational Psychology (3)
- EDUC 311 Literacy in the Disciplines (3)
- EDUC 312 Middle Grades Literacy (3)
- EDUC 380 Methods for General Educators (3)
- EDUC 454 Student Teaching Seminar: Contemporary Issues (3)
- EDUC 450 Student Teaching: Elementary (5-10) and/or EDUC 455 Student Teaching: Secondary (5-10) and/or EDUC 459 Student Teaching: Middle (5-10)
- SPED 216 Introduction to Exceptional Children (3)

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

ELEMENTARY EDUCATION STUDIES

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

EDUCATION MINORS

Education Studies Minor (24 hours)

The education studies minor is designed for students who are interested in the teaching and learning process but do not want teacher licensure. 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 someday involve training coworkers. Students interested in working with children in park districts or after-school programs or as para-professionals will also find this minor helpful for their professional growth. Due to program overlap, students who major in elementary education or special education cannot minor in education studies.

- EDUC 203 Introduction to Education (3)
- EDUC 303 Educational Psychology (3)
- EDUC 340 Cross Cultural/Multicultural Issues in Education (3)
- PSYC 123 Life Span Development (3)
- SPED 216 Introduction to Exceptional Children (3)

Six hours from:
- EDUC 209 Technology in Education (3)
• EDUC 310 Elementary Literacy (3)
• EDUC 311 Literacy in the Disciplines (3)
• EDUC 312 Middle Grades Literacy (3)
• EDUC 335 Teaching in the Middle Grades (3)
• EDUC 410 Service Learning Capstone and Practicum (3)
• SPED 330 Communication and Collaboration in Special Education: Strategies and Methods (3)

Three hours from:
• PHIL 110 Philosophy of Education (3)
• COMM 250 Intercultural Communication (3)—CCS
• PSYC 252 Cross-Cultural Psychology (3)—CCS
• SOC 260 Sociology of Race and Ethnicity (3)
• THEO 242 Cross-Cultural Missions (3)—CCS

Educational Technology Minor (23-24 hours)
The Educational Technology minor is an interdisciplinary minor composed of courses from computer science, communication arts, art, and education that is designed to provide students with the knowledge and skills necessary to pass the Illinois Educational Technology Specialist test. The required course work and passing a test score will qualify them for the Illinois Technology Specialist endorsement, which is added to the Illinois elementary, middle grades, secondary, or special education license.

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

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

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

CPSC majors who choose this minor will need to ensure that 15 hours are distinct from their major.

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

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

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

**Special Education Minor** (24 hours)
The special education minor is designed for elementary, middle grade, secondary, and K-12, and education majors who want to teach in a general education setting but have a passion to provide support and environments that ensure all students’ educational needs are met.

- PSYC 123 Life Span Development (3)
- SPED 216 Introduction to Exceptional Children (3)
- SPED 217 Psychological Diagnosis of Exceptional Learners (3)
- SPED 314 Teaching Students with High Incidence Disabilities, Age 3—Grade 5 (3)
- SPED 316 Teaching Students with High Incidence Disabilities, Grade 6—Age 21 (3)
- SPED 330 Communication and Collaboration in Special Education: Strategies and Methods (3)
- Six additional SPED elective hours

If students wish to receive a special education endorsement on their Professional Educator License, they must also complete the following:

- SPED 315 Teaching Students with Low Incidence Disabilities, Age 3—Grade 5 (3)
- SPED 317 Teaching Students with Low Incidence Disabilities, Grade 6—Age 21 (3)
- Pass the Learning Behavior Specialist Test.

**EDUCATION GATES**

Listed below are the Gates through 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.

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.

- EDUC 203 Introduction to Education (3)
- EDUC 209 Technology in Education (3)
- SPED 216 Introduction to Exceptional Children (3)
- EDUC 303 Educational Psychology (3)
- EDUC 310 Elementary Literacy (3) or EDUC 311 Literacy in the Disciplines (3)
- EDUC 312 Middle Grades Literacy (3)
- EDUC 380 Methods for General Educators (3)
- EDUC 454 Student Teaching Seminar: Contemporary Issues (3)

**Gate 1: Intent to Apply**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A cumulative grade point average of at least 2.5</td>
<td>Semester of EDUC 209</td>
</tr>
<tr>
<td>2. A grade of C or above in all education courses, major courses, and in all courses which will count toward licensure and endorsements</td>
<td>Semester of EDUC 209</td>
</tr>
<tr>
<td>3. A grade point average of at least 2.5 in Professional Education courses completed to date (typically EDUC 209, 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>End of semester of EDUC 209</td>
</tr>
</tbody>
</table>
4. Evidence of having registered for or passed a test of basic skills: Test of Academic Proficiency, ACT Plus Writing, SAT  
   Freshman year

5. Criminal Background Check without concerns  
   Prior to field placement

6. Digital portfolio: EDUC 209 requirements  
   In EDUC 209

7. Signed commitment to Professional Dispositions  
   In EDUC 209

### Gate 2: Admission to the Teacher Education Program

| Application to the Teacher Education Program is normally completed during the second semester of the sophomore year. |
|---|---|
| 1. A cumulative grade point average of at least 2.5 | At end of semester |
| 2. A grade of C or above in all education courses, major courses, and in all courses which will count toward licensure and endorsements | At end of semester |
| 3. A cumulative grade point average of at least 2.5 in the Professional Education courses completed to date: EDUC 209, EDUC 203, EDUC 303, and SPED 216. Students may repeat a Professional Education course only once. Students may repeat only two Professional Education courses. | At end of semester |
| 4. A grade point average of at least 2.5 in ENGL 103 and 104 | To date |
| 5. Passing score on a test of basic skills: Test of Academic Proficiency, ACT Plus Writing, SAT | At application |
| 6. Recommendation of the professional education faculty | At application given by professional education faculty |
| 7. Professional Dispositions Assessment  
   a. From non-education faculty, and  
   b. By the student applicant | a. At application  
   b. With application |
| 8. Digital portfolio passing score on at least 2 uploaded artifacts with reflections | All Professional Education courses to date |

### Gate 3: Admission to the Internship

| Date |
| 1. Admittance to the Teacher Education Program | 1 year prior to internship |
| 2. A cumulative grade point average of at least 2.5 | To date |
| 3. A grade of C or above in all education courses, major courses, and in all courses which will count toward licensure and endorsements | End of semester of application |
| 4. A cumulative GPA of at least 2.5 in the Professional Education courses: EDUC 209, EDUC 203, EDUC 303, EDUC 310/311, EDUC312, and SPED 216. Students may repeat a Professional Education course only once. Students may repeat only two Professional Education courses. | To date |
| 5. Methods courses completed | Prior to internship |
| 6. At least 200 clock hours of field experience | Prior to internship |
| 7. A minimum of one full-time semester of course work (including at least one education course and one course in the candidate’s minor or specialization) at Trinity prior to student teaching | Prior to internship |
| 8. A GPA of 2.7 in specialization for K-12, middle, and secondary majors; a GPA of 2.7 in elementary core and minor for elementary students | Prior to internship |
| 9. Recommendation from the chair of the student’s area of minor for elementary education candidates or area of specialization for middle, secondary and special (K-12) candidates | At application—name submitted by candidate |
| 10. Professional Disposition Assessment from professional education faculty | At application—given by professional education faculty |
| 11. Digital portfolio: passing score on at least 6 uploaded artifacts with reflections | All Professional Education courses |
| 12. Passing score on Illinois content-area test(s) | One year prior to internship |
Gate 4A: Exit from the Internship

<table>
<thead>
<tr>
<th>Date</th>
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<td>End of course via cooperating teacher and college supervisor evaluations</td>
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<tr>
<th>Gate 4B: Program Completion (completed before licensure)</th>
<th>Date</th>
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<tbody>
<tr>
<td>1. Achieved a 2.5 or higher cumulative GPA</td>
<td>End of program</td>
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<tr>
<td>2. Achieved a 2.7 or higher major/minor GPA</td>
<td>End of program</td>
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<tr>
<td>3. Achieved a 2.5 or higher ENGL 103/104 GPA</td>
<td>End of program</td>
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<tr>
<td>4. Achieved a 2.5 or higher Professional Education courses GPA</td>
<td>Before internship</td>
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<td>5. Successful completion of all coursework</td>
<td>End of program</td>
</tr>
<tr>
<td>6. Achieved a C (2.0) or above in all education courses, major courses, and in all courses which will count toward licensure, endorsement or approval</td>
<td>End of program</td>
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<tr>
<td>7. Passing scores on the Assessment of Professional Teaching (APT) test, Oral Proficiency Exam (ACTFL for Spanish Education majors), and the Teacher Performance Assessment (edTPA)</td>
<td>End of program</td>
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<tr>
<td>8. Completed digital portfolio requirements</td>
<td>End of program</td>
</tr>
<tr>
<td>9. Submission of requested documents for entitlement.</td>
<td>End of program</td>
</tr>
</tbody>
</table>

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.

FIELD EXPERIENCE

The state of Illinois requires students to complete a number of preclinical experiences prior to student-teaching, called field experiences. Field experiences at Trinity are linked with 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 novice teaching or student teaching.

PORTFOLIOS

All education majors and minors complete an online portfolio. Students pay a one time, non-refundable technology fee of $100 in EDUC 209. Transfer students who receive transfer credit for EDUC 209 will also be assessed a fee of $100.
ALTERNATIVE STUDENT TEACHING INTERNSHIP PROGRAMS

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 – 9 weeks) for fulfilling the required 16 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
The New Horizons—Rehoboth program 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.

Candidates must meet off-campus application requirements, be interviewed by the education department, and be approved by the Teacher Education Committee.

Full Circle Internship Program
The Full Circle Internship program allows interns to student teach in an area familiar to the candidate such as a community similar to that in which they were raised or a school similar to one attended. Candidates who desire an out-of-area placement for one (preferably the first) will select a split placement (7 – 9) for fulfilling the required 16 weeks of the internship placements. Seven weeks will be out-of-area and ten weeks will be at a public school in Illinois. There are many factors that the candidate needs to consider before deciding about completing a Full Circle placement.

Candidates must meet off-campus application requirements, be interviewed by the education department, and be approved by the Teacher Education Committee.

Chicago Semester
Students majoring in Elementary, K-12, Secondary, or Special Education may fulfill their student teaching requirement through Chicago Semester. Student teaching in Chicago provides an opportunity to study and serve the many cultures in a large city. Students will learn about the characteristics of their school community and explore a specific Chicago neighborhood to better understand the unique attributes, assets and challenges of urban life.

Candidates must meet off-campus application requirements, be interviewed by the education department, and be approved by the Teacher Education Committee.

Center for Christian Urban Educators – Internship Program (CCUE-I)
The CCUE-I program allows interns to student teach in an urban Christian school in the Chicago area or another area of the country in collaboration with the Center for Christian Urban Educators (CCUE). Students majoring in Elementary, K-12, Secondary, or Special Education may fulfill their student teaching requirement through CCUE-I. Teacher candidates who choose a Chicago setting will be placed in a private, Christian school that is recognized by the Illinois State Board of Education and will remain in the Christian school for the entire internship. Teacher candidates who choose an urban setting outside of the state of Illinois will be have a split placement completing only 7 weeks in the urban, Christian setting outside the state of Illinois.

Candidates must meet off-campus application requirements, be interviewed by the education department, and be approved by the Teacher Education Committee.
The Engineering 2+2 Program provides the opportunity for a Reformed Christian liberal arts foundation along with necessary pre-requisites during the first two years of college. Students can then transfer to University of Illinois at Chicago (UIC) or Geneva College and complete a mechanical, civil, materials science, chemical, aerospace, energy or environmental engineering degree in two, or depending on the major. We have outlined templates for mechanical engineering for University of Illinois at Chicago and Geneva College. Contact Dr. Thomas Roose for more information.
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.

Trinity offers the following English-related programs:

- **Bachelor of Arts majors** in English and English education
- **Minors** in English, English education, Black studies, and writing

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 therefore of fundamental importance to all Trinity students, regardless of their majors. Within the 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—and in 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.

The secondary English education major is designed for students seeking an Illinois **Professional Educator License** with an endorsement in English/language arts at the secondary (grades 9-12) level.

**Literature and Society Courses:** The sophomore component of the program (ENGL 201, 203, and 205) focuses on the complex interplay of literature and society, with attention to genre and history. Wherever possible, civic engagement (on or beyond campus) supports the theoretical or historical framing of the literature-society dynamic.

**Apprenticeship Courses:** The junior-senior level courses (ENGL 340, 341, 343, and 344) deepen student engagement with the literatures of particular periods. They each include student tutorials led by an instructor well-versed in that literary period.

Foundations requirements in oral communication for the English department are folded into ENGL 340, 341, 343, 344, 372, 375, and 376, all of which have an oral presentation as part of the course. The capstone requirement is met through 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.

**ENGLISH MAJORS**

The **English major** consists of 40 hours:

- ENGL 103 College English: Composition or HON 103 Honors English (3)
- ENGL 104 College English: Introduction to Literature (3)
- ENGL 201 Poetry and Drama (3)
- ENGL 203 Fiction (3)
- ENGL 205 Texts and Contexts: Renaissance to Modern (3)
- ENGL 340 Ancient and Medieval Literatures (3)
- ENGL 341 Renaissance Literatures (3)
- ENGL 343 Transatlantic Literatures I (3)
- ENGL 344 Transatlantic Literatures II (3)
- ENGL 350 Shakespeare (3)
ENGL 370 History of the English Language or ENGL 372 The History of Writing Instruction (3)
ENGL 375 Advanced Writing or ENGL 376 Creative Writing (3)
ENGL 400 Field Education (2-6)
ENGL 401 Senior Seminar: Major Author (2)

The English education major consists of 41 hours:
- ENGL 103 College English: Composition or HON 103 Honors English (3)
- ENGL 104 College English: Introduction to Literature (3)
- ENGL 201 Poetry and Drama (3)
- ENGL 203 Fiction (3)
- ENGL 205 Texts and Contexts: Renaissance to Modern (3)
- ENGL 350 Shakespeare (3)
- ENGL 371 Linguistics (3)
- ENGL 375 Advanced Writing or ENGL 376 Creative Writing (3)
- ENGL 380 Secondary English Methods (3)
- ENGL 401 Senior Seminar: Major Author (2)
Two apprenticeship courses from:
- ENGL 340 Ancient and Medieval Literatures (3)
- ENGL 341 Renaissance Literatures (3)
- ENGL 343 Transatlantic Literatures I (3)
- ENGL 344 Transatlantic Literatures II (3)
Two electives from:
- ENGL 352 Children’s Literature (3)
- ENGL 354 Postcolonial Literature (3)—CCS
- ENGL 356 Topics in English (3)
- ENGL 372 The History of Writing Instruction (3)
- One additional apprenticeship course

Students with an English education major are eligible for an Illinois Professional Educator License (PEL) with an endorsement in secondary (grades 9-12) English/language arts. Students with an English education major are required to minor in education. See Education for a full description of the education minor, as well information about middle grades (grades 5-8) English endorsement, an optional addition to the PEL.

ENGLISH MINORS

The English minor consists of 18 hours:
- ENGL 103 College English: Composition (3) or HON 103 Honors English (3)
- ENGL 104 College English: Introduction to Literature (3)
- ENGL 201 Poetry and Drama (3)
- ENGL 203 Fiction (3)
- ENGL 205 Texts and Contexts: Renaissance to Modern (3)
One from:
- ENGL 340 Ancient and Medieval Literatures (3)
- ENGL 341 Renaissance Literatures (3)
- ENGL 343 Transatlantic Literatures I (3)
- ENGL 344 Transatlantic Literatures II (3)
- ENGL 350 Shakespeare (3)
- ENGL 354 Postcolonial Literatures (3)—CCS
The **English education minor** consists of 27 hours and meets content area requirements for middle grades.

- ENGL 103 College English: Composition (3)
- ENGL 104 College English: Introduction to Literature (3)
- ENGL 201 Poetry and Drama (3)
- ENGL 203 Fiction (3)
- ENGL 205 Texts and Contexts: Renaissance to Modern: Renaissance to Modern (3)
- ENGL 352 Children’s Literature (3)
- ENGL 375 Advanced Writing or ENGL 376 Creative Writing
  
  One from:
  - ENGL 340 Ancient and Medieval Literatures (3)
  - ENGL 341 Renaissance Literatures (3)
  - ENGL 343 Transatlantic Literatures I (3)
  - ENGL 344 Transatlantic Literatures II (3)
  - ENGL 350 Shakespeare (3)
  - ENGL 354 Postcolonial Literatures (3)—CCS
  
  One English elective course (3)

The **interdisciplinary Black studies minor** consists of 18 hours. See *Interdisciplinary Studies* for a full description of this minor.

The **interdisciplinary writing minor** consists of 19-20 hours. See *Interdisciplinary Studies* for a full description of this minor.
The department of history, in both Foundations and upper-level courses, seeks to cultivate in students: 1) a Reformed and Christian worldview of cultural formation and historical development; 2) historical consciousness and understanding; 3) skills in reading, writing, thinking, and speaking; and 4) preparedness for a variety of callings in God’s world.

A Reformed perspective acknowledges the goodness of creation, the consequences of the fall, the failure of human schemes of redemption, and the call to transform culture in order to renew God’s world according to the Biblical norms of justice and shalom. Historical understanding is promoted both by having students learn the outlines of what has happened in the past and by bringing students into contact with the sources which inform us about the past. Skills in reading, writing, thinking, and speaking are necessary to gain historical understanding, to communicate that understanding to others, and to apply historical understanding to responsible service.

Trinity offers the following history-related programs:

- **Bachelor of Arts majors** in history and in history education
- **Minors** in history, social science education, Black studies, economic studies, pre-law, urban studies

History majors enter a wide range of careers in education, business, government, politics, journalism, and non-profit organizations. Others attend law school, seminary, or graduate school in history and related disciplines.

The **history major** consists of 39 total hours (36 history; 3 cognate):
- HIST 103 American and Western Civilization (3)
- HIST 104 Europe and Western Civilization (3)
- HIST 200 Introduction to Historical Inquiry (3)
- HIST 401 Senior Research Seminar: Topics in History (3)

Two upper-level American history course from:
- HIST 331 American Colonies: 1492—1800 (3)
- HIST 332 The Making and Remaking of America: 1800—1900 (3)
- HIST 338 Envisioning America: The United States Since 1900 (3)

Two upper-level European history course from:
- HIST 221 Ancient and Medieval Europe (3)
- HIST 282 The West and the World in the 20th Century (3)
- HIST 305 History of the Renaissance and Reformation, 1300—1650 (3)
- HIST 330 History of Christianity (3)
- HIST 353 History of Economic Thought (3)

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

Three courses from:
- History electives (9)

Required cognate:
- COMM 101 Fundamentals of Public Speaking (3)

The **history education major (grades 9-12)** consists of 45 total hours (33-36 history; 9-12 cognate):
- HIST 103 American and Western Civilization (3)
- HIST 104 Europe and Western Civilization (3)
- HIST 200 Introduction to Historical Inquiry (3)
- HIST 250 History of Chicago (3)
- HIST 282 The West and the World in the 20th Century (3)
- HIST 338 Envisioning America: The United States Since 1900 (3)
- HIST 380 Secondary History Methods (3)
- HIST 401 Senior Research Seminar: Topics in History (3)

One additional upper-level American history course from:
- HIST 331 American Colonies: 1492—1800 (3)
- HIST 332 The Making and Remaking of America: 1800—1900 (3)

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

One course from:
- History electives (3)

Required cognates:
- COMM 101 Fundamentals of Public Speaking (3)
- GEOG 201 World Geography (3)—CCS
- PLSC 201 American Government (3)
- HIST 353 History of Economic Thought (3) or ECON 225 World Poverty and Economic Development (3)

Students with a history education major are required to minor in education and to double major in middle grades education with a social science education minor. Thus, they will be eligible for an Illinois Professional Educator License in two endorsement areas: secondary (9-12) social science: history and middle grades (5-8) social science. See Education for full descriptions of the education minor, middle grades education major, and social science education minor.

The history minor consists of 18 hours:
- HIST 103 American and Western Civilization (3)
- HIST 104 Europe and Western Civilization (3)
- HIST 200 Introduction to Historical Inquiry (3)

Three courses from:
- History electives (9)

The social science education minor consists of 27 hours and meets content area requirements for middle grades:
- HIST 103 American and Western Civilization (3)
- HIST 104 Europe and Western Civilization (3)
- HIST 200 Introduction to Historical Inquiry (3)
- HIST 282 The West and the World in the 20th Century (3)
- HIST 338 Envisioning America: The United States Since 1900 (3)
- HIST 353 History of Economic Thought or ECON 225 World Poverty and Economic Development (3)—CCS
- GEOG 201 World Geography (3)
- PLSC 201 American Government and Politics (3)

One non-western history course from:
- HIST 261 History of East Asia (3)—CCS
- HIST 281 History of Africa (3)—CCS
- HIST 283 History of the Middle East, 650 to the Present (3)—CCS
- HIST 286 History of Latin American Civilization (3)—CCS
The **interdisciplinary Black studies minor** consists of 18 hours. See *Interdisciplinary Studies* for a full description of this minor.

The **interdisciplinary economic studies minor** consists of 18 hours. See *Interdisciplinary Studies* for a full description of this minor.

The **interdisciplinary pre-law minor** consists of 21 hours. See *Interdisciplinary Studies* for a full description of this minor.

The **interdisciplinary urban studies minor** consists of 18 hours. See *Interdisciplinary Studies* for a full description of this minor.
HONORS PROGRAM

The honors program challenges and supports academically gifted students in a curriculum centered on leadership formation. The program cultivates leaders on Trinity’s campus, in communities beyond the College, and in students’ upcoming professional and graduate fields.

Application for admission:
- First-year applicants
  - Minimum high school cumulative GPA of 3.5
  - ACT composite score of 28 or class rank in top 10%
- Applicants after first year
  - Cumulative GPA of 3.5 in college-level course work
- Transfer students
  - ACT composite score of 28 or higher
  - Cumulative GPA of 3.5 in college-level course work

Requirements for graduation with honors program designation:
- At least 3.5 cumulative GPA at the end of each academic year
- At least 3.5 cumulative GPA upon graduation.
- Completion of the following courses (14 hours):
  - HON 103 Honors English (3)
  - HON 108 Honors Philosophy (3)
  - HON 333 Honors Seminar (3)
  - HON 380 Honors Theology (3)
  - HON 399 Honors Work in the Major (2)

Full-time honors program students may take an overload (over 18 hours) without charge during a semester when they are enrolled in an honors course. For more information see Student Load in the Academics Policies section of the catalog.
INTERDISCIPLINARY STUDIES

Trinity’s Foundations curriculum ensures that graduates gain knowledge, skills, and experience in a variety of disciplines. Majors and minors in traditional disciplines provide focused training from one disciplinary standpoint. Interdisciplinary studies majors, minors, and courses intentionally combine course work from two or more disciplines. Some interdisciplinary programs furnish students with multiple perspectives on one topic or area of study. Others integrate multiple approaches to prepare students for a particular career or calling. All interdisciplinary studies provide coursework and experiences that stretch students’ abilities and provide new ways of engaging God’s creation.

MAJORS

Bioinformatics
The bioinformatics major includes coursework in biology, computer science, chemistry, and mathematics. See Biology for a full description of this major.

Cognitive and Speech Development
The cognitive and speech development major includes coursework in speech and communication science, psychology, special education, biology, chemistry, English, and mathematics. See Speech and Communication Sciences for a full description of this major.

Digital Design
The digital design major includes coursework in art and art history, computer science, business and communication arts. See Art for a full description of this major.

Music Production
The digital design major includes coursework in music, communication arts, computer science, and accounting. See Music for a full description of this major.

MINORS

Black Studies Minor
The Black studies minor seeks to help students develop an interdisciplinary perspective on the global experience of people of African descent. Courses in history, literature, music, psychology, and sociology offer multiple points of analysis for this experience while also complementing each other, thus enabling students to gain a greater understanding of the past, present, and future of the African Diaspora. Students will gain not only a greater appreciation of the legacy of racial oppression, which is a reflection of the broken nature of our society, but also of the possibilities for redemption through racial reconciliation. The minor will also help students develop their ability to consider the world from multiple perspectives, which will in turn enhance their understanding of their major field and better prepare them for the multi-varied nature of graduate studies and post-collegiate employment.

The **interdisciplinary minor in black studies** consists of 18 hours:
- ENGL 354 Postcolonial Literature (3)—CCS
- HIST 240 African-American History (3)
- HIST 281 History of Africa (3)—CCS

Nine hours from:
- MUSC 136 Jazz Ensemble and/or MUSC 138 Gospel Choir (1) (up to three hours)
- PSYC 252 Cross-Cultural Psychology (3)—CCS
- SOC 246 Urban Sociology (3)
- SOC 260 Sociology of Race and Ethnicity (3)

**History majors** are required to have at least 15 credit hours distinct from the minor, while **music majors** are required to have at least 12 hours distinct from the minor.
Economics Studies Minor
The interdisciplinary economics studies minor is designed to enable students to articulate the principles of macro- and microeconomics and to critically examine through the lens of faith of a Reformed Christian perspective how these principles influence the world we live in. The required coursework emphasizes an understanding of the history and development of economic thought and the impact of economic development in improving poverty, the urban experience, and the overall human condition.

The **interdisciplinary minor in economic studies** consists of 18 hours:

- ECON 121 Macroeconomics (3)
- ECON 122 Microeconomics (3)
- ECON 225 World Poverty and Economic Development (3)—CCS
- ECON/HIST 353 History of Economic Thought (3)

Two courses from:

- BUAD/ECON 341 Financial Markets and Institutions (3)
- ENGL 354 Postcolonial Literature (3)—CCS
- HIST 282 The West and the World in the 20th Century (3)
- PLSC 270 Third-World (Non-Western) Politics (3)—CCS
- SOC 252 Sociology of Development (3)—CCS

Educational Technology Minor
The Educational Technology minor is an interdisciplinary minor composed of courses from Computer Science, Communication Arts, Art, and Education that is designed to provide students with the knowledge and skills necessary to pass the Illinois Educational Technology Specialist test. The required course work and passing a test score will qualify them for the Type 10 Illinois Technology Specialist Endorsement, which is added to the Illinois Elementary, Secondary, or Special Education license.

The **interdisciplinary minor in education technology** consists of 23-24 hours:

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

One course from:

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

Minors who seek entitlement for Educational Technology Specialist need 24 hours. Minors who are not seeking entitlement for Educational Technology Specialist can substitute another Elective for EDUC 309. CPSC majors who choose this minor will need to ensure that 15 hours are distinct from their major.

Music in Worship Minor
The interdisciplinary minor in music in worship 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 music in worship from both a theological and a musical perspective. The program further encourages and facilitates practical involvement in music in worship for interested students.

The **interdisciplinary music in worship minor** consists of 18-19 hours:

- CHML 307 Worship Leadership (3)
• THEO 304 The Nature and Ministry of the Church (3)
• THEO 330 History of Christianity (3)

Two courses from:
• MUSC 111 Introduction to Music Literature (3)
• MUSC 201 Music Theory I (3)
• MUSC 252 World Music (3)—CCS

One course from:
• MUSC 260 Being a Musician (3)
• MUSC 261 Reading and Writing about Music (3)

One proficiency from:
• 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 MUSC 200 Class Piano (1)
• Guitar proficiency: The guitar proficiency requirement may be fulfilled either by successfully completing the guitar proficiency exam or by earning a B or better in MUSC 199 Guitar Class (1)

**Theology majors** completing the music in worship minor are required to take an additional three hours in music.

One course from:
• MUSC 111 Introduction to Music Literature (3)
• MUSC 201 Music Theory I (3)
• MUSC 252 World Music (3)—CCS
• MUSC 260 Being a Musician (3)
• MUSC 261 Reading and Writing about Music (3)
• MUSC 331 Introduction to Conducting (3)

**Music majors** completing the music in worship minor are required to take the following additional course in theology:
• THEO 301 Basic Teachings of the Christian Faith (3)

**Pre-Law Minor**
The interdisciplinary pre-law minor includes a series of courses from eight disciplines. The course work will equip students with (1) basic knowledge of American government; (2) advanced skills in reading, thinking, writing, and speaking; and (3) engagement with broader historical, social, and legal themes. The pre-law minor also emphasizes the importance of a legal career as a special opportunity to serve God's justice and love in this fallen world.

The **interdisciplinary pre-law minor** consists of 21 hours:

**Required core course:**
• PLSC 201 American Government and Politics (3)

Three courses from:
• COMM 201 Persuasive Speaking (3)
• COMM 333 Communication Ethics (3)
• ENGL 375 Advanced Writing (3)
• PHIL 206 Logic (3)

Three courses from:
• BUAD 351 Contract Law (3)
• CJ 301 Criminal Law and the Judicial System (3)
• HIST 332 The Making and Remaking of America, 1800-1900 (3)
• HIST 338 Envisioning America: The United States Since 1900 (3)
• PLSC 250 United States Constitutional Law (3)
• PLSC/SOC 260 Sociology of Race and Ethnicity (3)

Students planning on attending law school should take MATH 151 Statistics to fulfill the Foundations requirement for math.
Urban Studies Minor
The Urban Studies Minor takes advantage of Trinity’s Chicago regional location, as one of the continent’s most vital and extensive urban regions. It provides an assemblage of courses in which students examine environmental, historical, social, political, and economic Foundations and aspects of urban life and culture from a reformed Christian perspective. Particularly in its required courses, this minor provides foundational theory and knowledge of major concepts that support analysis and applications.

The interdisciplinary minor in urban studies consists of 18 hours:
- HIST/SOC 246 History of the City (3)
- HIST 250 History of Chicago (3)
- SOC 346 Advanced Urban Sociology: Analysis and Applications (3)

Three courses from:
- BIOL 102 Environmental Science (3)
- CSEM 301 Fine Arts Seminar (Arts in the City) (3)
- CSEM 305 Diversity and Inequality: Engaging Chicago Cross Culturally (3)
- CSEM 306 Urban Planning, Development and the Sustainable City (3)
- CHML 305 Urban Ministry Leadership (3)
- ECU 250 History, Politics, and Culture of Ecuador (3)
- GEOG 201 World Geography (3)—CCS
- PE 330 Societal Issues in Sport and Wellness (3)
- PLSC/SOC 260 Politics of Race and Ethnicity (3)
- Other elective options include topics courses that are applicable to the minor when, by the review of the chair of sociology department, they are judged to substantially address urban phenomena and when they are designated as Urban Studies Minor courses in the Registrar’s semester course listings:
  - COMM 346: Topics in Communications
  - CJ 310: Topics in Criminal Justice
  - ENGL 356: Topics in English
  - PLSC 351: Research in Public Policy
  - SWK 300: Topics in Social Work

Writing Minor
The interdisciplinary writing minor combines course work and experiential learning to enable students to develop sophisticated critical and creative writing skills. Rooted in the belief that writing can contribute to the good, true, and beautiful, as well as the broken and suffering world, the program encompasses theory, history, and practice. It assists students in identifying as writers, valuing a writing community, and entering the public sphere with their work.

The interdisciplinary writing minor consists of 19-20 hours:

Three required courses oriented to advanced artistic practice:
- ENGL/COMM 220 Writers Guild (1) *(taken twice)*
- ENGL 375 Advanced Writing (3)
- ENGL 376 Creative Writing (3)

Two courses oriented to professional practice:
- COMM 241 Introduction to Journalism (3)
- COMM 242 Media Writing (3)
- COMM 325 Public Relations (3)
- COMM 346 Topics in Communication (3)

Two courses oriented to theory, history, and language:
- COMM 304 Communication Criticism (3)
- ENGL 370 History of the English Language (3)
- ENGL 371 Linguistics (3)
- ENGL 372 The History of Writing Instruction (3)
- ENGL 382 Writing Center Tutors Course (2)
• One discipline-specific, writing-intensive elective for any course in the program except for ENGL 375 and 376, if approved by the chair of the English or Communication Arts departments in consultation with the instructor of the course that would function as the elective.

Students majoring in **English** or **communication arts** must ensure that at least 12 credit hours of their interdisciplinary writing minor are distinct from their major. Students majoring in **communication arts** with a **communication studies** concentration must ensure that at least 15 credit hours of the minor are distinct from their major.

It is strongly recommended that students have sophomore or higher standing before taking the following courses in the program:

- COMM 304 Communication Criticism (3)
- ENGL 372 The History of Writing Instruction (3)
- ENGL 375 Advanced Writing (3)
- ENGL 382 Writing Center Tutors Course (2)

### SUMMER INTENSIVE STUDY COURSES

Summer Intensive Study courses engage a topic, theme, place, or aspect of God’s creation and/or human society from a Christian perspective. When taking this course, a student concentrates on that single course and engages in nontraditional, experiential learning supplemental to the regular course offerings. This may involve sessions on campus, local field trips, and/or long distance travel, depending on the course selection. Some courses may be approved to meet the Foundations Cross Cultural Studies (CCS) requirement.

- IDIS 200 Summer Intensive Study (1-3)
MATHEMATICS

Mathematics is a powerful tool for solving practical problems, as well as a highly creative field of study, combining logic and precision with intuition and imagination. A major goal of mathematics is to reveal and explain patterns, whether the patterns appear in the arrangement of swirls on a pinecone, fluctuations in the value of currency, or as the detail in an abstract geometric figure.

As Reformed Christians, we believe that God has created, redeemed, and still sustains every aspect of the world around us. It is our task to appreciate the beauty and well-orderedness of his creation and to use our God-given abilities to subdue it and to use it for his purposes. Thus, the aim of the mathematics department is to use analytical thinking to help prepare students to be Christians who are qualified and professional in their chosen vocations. This is accomplished in three ways: we work to develop students who are proficient in mathematics, to educate students for a life of Christian service, and to develop in the students good work habits. The proficiency in mathematics requires the background, skills, and analytical thinking necessary for these students to succeed professionally in their chosen work environment: graduate school, industry, or the elementary or secondary school classroom. The mathematics education major is designed for students seeking an Illinois Professional Educator License with an endorsement in mathematics at the secondary (9-12) level. This program meets the major graduation requirements only for students completing the secondary education licensure program.

Trinity Christian College’s proximity to metropolitan Chicago offers its mathematics majors unique education and employment advantages. The wide diversity of industry, business, and institutions near Trinity allow for a broad range of internship opportunities. Trinity’s math department is an active participant in the mathematics division of the Association of Colleges in the Chicago Area (ACCA) and the Illinois Section of the Mathematical Association of America (ISMAA). Activities include area-wide competitions, lectures and conferences, and annual opportunities for presentations of student research. The department sponsors annual Mathematics Triathlon competitions for students in grades 3 through 8 from area Christian schools.

Trinity offers the following mathematics-related programs:

- **Bachelor of Arts majors** in mathematics and mathematics education
- **Bachelor of Science** in bioinformatics
- **Minors** in mathematics and mathematics education

The **mathematics major** consists of 42 total hours:

- MATH 111 Analytic Geometry and Calculus I (4)
- MATH 112 Analytic Geometry and Calculus II (4)
- MATH 210 Discrete Structures (3)
- MATH 211 Analytic Geometry and Calculus III (4)
- MATH 301 Linear Algebra (3)
- MATH 400 Field Education (2)
- MATH 401 Senior Seminar (1)
- Four mathematics electives at the 200-level or higher (12) (*excludes* MATH 288, 289, 290, 380, 381)

Required cognates:

- COMM 101 Fundamentals of Public Speaking (3)
- CPSC 111 Elements of Programming I (3)
- CPSC 112 Elements of Programming II (3)

The **mathematics education major** consists of 40 total hours:

- MATH 111 Analytic Geometry and Calculus I (4)
- MATH 112 Analytic Geometry and Calculus II (4)
- MATH 210 Discrete Structures (3)
- MATH 211 Analytic Geometry and Calculus III (4)
- MATH 301 Linear Algebra (3)
- MATH 302 Abstract Algebra (3)
- MATH 321 Geometry (3)
- MATH 351 Probability and Statistics (3)
- MATH 380 Secondary Mathematics Methods (3)
- MATH 401 Senior Seminar (1)
- One mathematics elective at the 200-level or higher (3)

Required cognates:
- CPSC 111 Elements of Programming I (3)
- EDUC 209 Technology in Education (3)

Students with a mathematics education major are eligible for an Illinois Professional Educator License (PEL) with an endorsement in secondary (grades 9-12) mathematics. Students with a mathematics education major are required to minor in education. See Education for a full description of the education minor, as well information about the middle grades (grades 5-8) mathematics endorsement, an optional addition to the PEL.

The bioinformatics major consists of 72 hours. See Biology for a full description of the major.

The mathematics minor consists of 18 hours:
- MATH 111 Analytic Geometry and Calculus I (4)
- MATH 112 Analytic Geometry and Calculus II (4)
- MATH 211 Analytic Geometry and Calculus III (4)
- Two mathematics electives at the 200-level or higher (6) (excludes MATH 288, 289, 290, 380, and 381)

The mathematics education minor consists of 25 hours and meets content area requirements for middle grades. It is also available for elementary education majors.
- MATH 109 Math Concepts for Teachers I (3)
- MATH 111 Analytic Geometry and Calculus I (4)
- MATH 151 Statistics (3)
- MATH 210 Discrete Structures (3)
- MATH 321 Geometry (3)
- CPSC 111 Introduction to Programming or CPSC 261 Web Architecture and Design (3)

Two courses from:
- MATH 301 Linear Algebra (3)
- MATH 302 Abstract Algebra (3)
- MATH 370 Topics in Advanced Mathematics (3)
- MATH 399 Independent Study (3)
Offering excellent musical and academic training within the context of a Christian liberal arts curriculum, the music department offers students the opportunity to enter into an educational community characterized by:

- a focus on Christian formation
- a focus on Christian community
- a focus on fully engaged participation
- a focus on living out and living into God’s reign on earth
- a focus on hospitality
- a focus on wisdom and on excellence
- a focus on exploring connections among ideas and disciplines
- a focus on celebrating God’s creation and human being’s creative work as God’s image-bearers
- a focus on education for the whole person for all of life

Trinity offers the following music-related programs:

- **Bachelor of Arts majors** in music, music education (K-12), and music production
- **Minors** in music and in music in worship

Excellent musical and academic training the music majors offer within the context of a liberal arts curriculum provides students with a flexibility in choosing from a wide variety of careers or fields of graduate study upon completion of the program. Possible areas of employment of graduate study include the following:

- Students completing the music major are prepared for a wide variety of careers or fields of graduate study in music, including performance (vocal, instrumental, conducting), church music, composition, private teaching of voice or an instrument, arts management, or music therapy.
- Students completing the music education major (K-12) earn an Illinois Professional Teaching License with an endorsement to teach at the elementary, middle, and secondary levels.
- Students completing the music production major are equipped to serve in a wide variety of contexts, including music studios, film or audio post-production studios, sound design studios, concert arenas, radio and television stations, audio/visual departments, and record labels.
- Students wishing to pursue the study and practice of church music are encouraged to complete the music major and the interdisciplinary minor in music in worship (see the Interdisciplinary Studies section of the catalog).
- Students wishing to pursue the study and practice of music therapy are encouraged to complete the music major and the minor in psychology, as well as an internship in music therapy.

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.

**MUSIC MAJORS**

The **music major** consists of 55-58 hours:

- MUSC 111 Introduction to Music Literature (3)
- MUSC 201 Music Theory I (3)
- MUSC 203 Music Theory II (3)
- MUSC 204 Music Theory III (3)
- MUSC 252 World Music – CCS (3)
- MUSC 260 Being a Musician (3)
- MUSC 261 Reading and Writing about Music (3)
- MUSC 307 Music Theory IV: Materials of Music (3)
- MUSC 331 Introduction to Conducting (3)
- MUSC 360 Music Performance Seminar (3)
- MUSC 361 Music History Seminar (3)
• MUSC 400 Field Education (2-3)
• MUSC 401 Music Capstone Seminar (3)
• Eight hours of private lessons
• 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 MUSC 200 Class Piano (1)
• Guitar Proficiency: The guitar proficiency requirement may be fulfilled either by successfully completing the guitar proficiency exam or by earning a B or better in MUSC 199 Guitar Class (1)

Required cognates:
• COMM 101 Fundamentals of Public Speaking (3)
• COMM 237 Audio Production (3)
• PHIL 331 Aesthetics (3)

The **music production major** consists of 73-75 hours. This major includes a minor in communication arts in conjunction with the cognate requirements:

• MUSC 111 Introduction to Music Literature (3)
• MUSC 201 Music Theory I (3)
• MUSC 203 Music Theory II (3)
• MUSC 204 Music Theory III (3)
• MUSC 260 Being a Musician (3)
• MUSC 261 Reading and Writing about Music (3)
• MUSC 307 Music Theory IV: Materials of Music (3)
• MUSC 401 Music Capstone Seminar (3)
• Six hours of private lessons
• Four hours of music ensembles
• 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 MUSC 200 Class Piano (1)
• Guitar Proficiency: The guitar proficiency requirement may be fulfilled either by successfully completing the guitar proficiency exam or by earning a B or better in MUSC 199 Guitar Class (1)

One course from:
• MUSC 360 Music Performance Seminar (3)
• MUSC 361 Music History Seminar (3)
• COMM 348 Topics in Media (3)

Required cognates:
• ACCT 221 Accounting Principles I (3) or BUAD 211 Professional Communication (3)
• COMM 101 Fundamentals of Public Speaking (3)
• COMM 111 Foundations of Human Communication (3)
• COMM 231 Mass Media and Society (3)
• COMM 237 Audio Production (3)
• COMM 301 Communication Theory (3)
• COMM 333 Communication Ethics (3)
• COMM 337 Advanced Production (3)
• COMM 400 Internship in Communication (3)
• COMM 410 Senior Communication Seminar (3)
• COMM 238 Video Production (3) or COMM 335 Video Editing (3)
• CPSC 111 Elements of Programming I (3) or CPSC 260 Business Computing (3) or CPSC 261 Web Architecture and Design (3)

Recommended cognates:
• COMM 250 Intercultural Communications—CCS (3)
• MUSC 252 World Music—CCS (3)
The **music education (K-12) major** consists of 54-56 hours (48-49 music; 6 cognate)

- MUSC 111 Introduction to Music Literature (3)
- MUSC 201 Music Theory I (3)
- MUSC 203 Music Theory II (3)
- MUSC 204 Music Theory III (3)
- MUSC 252 World Music (3)—CCS
- MUSC 260 Being a Musician (3)
- MUSC 261 Reading and Writing about Music (3)
- MUSC 307 Music Theory IV: Materials of Music (3)
- MUSC 331 Introduction to Conducting (3)
- MUSC 360 Music Performance Seminar (3)
- MUSC 361 Music History Seminar (3)
- AEDU 328 Teaching Music (6)
- MUSC 401 Music Capstone Seminar (3)

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 MUSC 200 Class Piano (1)

Guitar Proficiency: The guitar proficiency requirement may be fulfilled either by successfully completing the guitar proficiency exam or by earning a B or better in MUSC 199 Guitar Class (1)

Six hours of private lessons

Required cognates:
- COMM 237 Audio Production (3)
- PHIL 331 Aesthetics (3)

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

**MUSIC MINORS**

The **music minor** consists of 18-19 hours:

- MUSC 111 Introduction to Music Literature (3)
- MUSC 201 Music Theory I (3)
- MUSC 203 Music Theory II (3)
- MUSC 252 World Music (3)—CCS
- MUSC 260 Being a Musician (3)
- MUSC 261 Reading and Writing about Music (3)

One from:

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 MUSC 200 Class Piano (1)

Guitar Proficiency: The guitar proficiency requirement may be fulfilled either by successfully completing the guitar proficiency exam or by earning a B or better in MUSC 199 Guitar Class (1)

The **interdisciplinary music in worship minor** consists of 18-19 hours. See *Interdisciplinary Studies* for a full description of this minor.
NURSING

The mission of the Department of Nursing is to prepare academically and clinically excellent professional nurses for a lifetime of Christ-like service to others, integrating the values of a liberal arts education with professional preparation. This mission is evident and integrated throughout the courses required for the nursing major and developed as electives by the department. As clinical competence is a critical component for the nursing major course-work, all clinical evaluation tools reflect the mission by evaluating the student’s ability to ‘Practice nursing in an ethical, professional, and Christian manner.’

Operating from the common frameworks in nursing of caring, self-care, and care management, the department prepares generalists at the baccalaureate level for beginning practice in all areas of clinical nursing. The department adheres to the Essentials for Baccalaureate Nursing of the American Association of Colleges of Nursing (AACN) and the accreditation standards of the Commission on Collegiate Nursing Education (CCNE).

Trinity offers the Bachelor of Science in Nursing program.

The baccalaureate degree program in nursing is approved by the Illinois Department of Financial and Professional Regulation (www.idfpr.com). The baccalaureate program at Trinity Christian College is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, and (202)887-6791. 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 facilities, community health agencies, outpatient facilities and clinics, and the nursing simulation laboratory. Three clock-hours of clinical or laboratory experience is equivalent to one semester-hour of credit.

The communication requirement of the Foundations curriculum is met across the nursing curriculum. The college capstone requirement is met through NURS 413 and NURS 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 120 semester-hours required of all nursing majors are distributed as follows:

**Foundations Requirements** (60 hours)
- BIOL 204 General Microbiology (4)
- BIOL 205 Human Anatomy and Physiology I (4)
- BIOL 206 Human Anatomy and Physiology II (4)
- CHEM 101 General Chemistry (4)
- CHEM 102 Principles of Organic and Biochemistry (4)
- ENGL 103 College English: Composition or HON 103 Honors English (3)
- ENGL 104 College English: Introduction to Literature (3)
- HIST 103 America and Western Civilization (3)
- HIST 104 Europe and Western Civilization (3)
- MATH 151 Statistics (3)
- PHIL 101 Philosophical Perspectives I (3)
- PHIL 102 Philosophical Perspectives II or PHIL 110 Philosophy of Education or PHIL 111 Person, Health, and Bioethics or HON 108 Honors Philosophy (3)
- PE 110 Lifetime Fitness and Wellness or PE 112 Nutrition and Weight Management (1)
- PSYC 121 Introduction to Psychology (3)
- PSYC 123 Life Span Development (3)
• SOC 121 Principles of Sociology (3)
• THEO 121 Bible Foundations: The Old Testament and Its Fulfillment (3)
• THEO 122 The Church and Christian Tradition (3)
• ART 103 Visual Culture or COMM 125 Principles of Theatre or COMM 225 Oral Interpretation or COMM 234 Aesthetics of Cinema or EDUC 201 Fine Arts in Education or MUSC 111 Introduction to Music Literature or HIST 251 Black Cinema (3)

Nursing Major (56 hours)
• NURS 205 Concepts of Health Care and Nursing (3)
• NURS 221 Nutrition (2)
• NURS 308 Health Assessment and Promotion (3)
• NURS 309 Therapeutic Nursing Interventions (2)
• NURS 310 Pharmacology (3)
• NURS 312 Pathophysiology (3)
• NURS 313 Adult Health Nursing I (5)
• NURS 315 Adult Health Nursing II (5)
• NURS 316 Nursing Care of Childbearing Families (4)
• NURS 402 Nursing Research (2)
• NURS 405 Nursing Care of Children and Families (4)
• NURS 407 Mental Health Care Nursing (4)
• NURS 408 Adult Health Nursing III (5)
• NURS 409 Principles of Community Health (3)
• NURS 413 Nursing Capstone Practicum (5)
• NURS 425 Issues/Leadership in Nursing (3)

ADMISSION TO THE CLINICAL PORTION OF THE NURSING MAJOR

Admission to the College and admission to the clinical portion of the nursing major are separate processes. Before enrolling in junior-level courses in the nursing program, students must meet the Clinical Nursing Program Standards. All Clinical Nursing Program Standards must be met before beginning the junior year nursing course work in the fall. Students applying to the nursing major who 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 the recommendation form from the program Dean/Chairperson stating the student was a student in good standing.

CLINICAL NURSING PROGRAM STANDARDS
1. Sophomore standing. Students currently enrolled must submit application forms as directed by the department.
2. Satisfactory completion of the following Foundations 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 equivalents. Students must have completed these courses prior to admission to the clinical nursing courses.
      • *ENGL 103 or HON 103
      • ENGL 104
      • HIST 103
      • HIST 104
      • *MATH 151
      • PHIL 101
      • PHIL 102 or PHIL 110 or PHIL 111 or HON 108
      • PE 110 or PE 112
      • Fine Arts Credit
      • *PSYC 121
*PSYC 123  
*SOC 121  
THEO 121  
THEO 122  
* Asterisked 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 three of the non-starred Foundations 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 2.7 (B-) in the following group of science courses with a minimum grade of C- in each course.
   - BIOL 204
   - BIOL 205
   - BIOL 206
   - CHEM 101
   - CHEM 102

These science courses must have been completed within seven years of the spring semester prior to the start of the clinical portion of the nursing major. Two of the required science courses must be completed at Trinity.

c. **Note**: No more than two of the above nursing prerequisite courses from section 2.a. and one course from section 2.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. Withdrawing from a course will count as having taken that course.

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 *(must be taken at Trinity)*
      - NURS 221
      - NURS 308 *(must be taken at Trinity)*
   b. Nursing courses, including sophomore, junior, and senior level courses, may be repeated only once. Students may repeat only one nursing course.

4. **Successful completion of the TEAS examination** is required as part of the admission process. This test will be given during the spring semester prior to the start of the clinical portion of the nursing program, and must be taken at Trinity. Two attempts to achieve the required score will be allowed for the first year of application. For students not meeting the set score for admission, one attempt to meet the requirement may be offered in the following year if space is available in the class.

**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 administer medications until the exam requirement for that semester is met. Students who fail the third exam will be dismissed from the nursing program.
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 one nursing course. Withdrawing from one nursing course will count as one attempt at course completion. 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 will be placed on the student’s subsequent return to clinical courses.
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 spring semester prior to graduation.

Requirements for eligibility to start the clinical portion of the nursing program, progression in the program, 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 (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
   f. completion of the required 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.

STUDENT RIGHTS

The student who receives notification of denial of eligibility to start the clinical portion of the nursing program or progression in the department of nursing may appeal that decision according to the procedures in the Trinity Christian College Nursing Student Handbook.
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 is 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: For these programs students may apply 100% of Trinity financial aid, if they are approved to attend. The minimum grade point average (GPA) required to apply is 2.50: Chicago Semester and Semester in Spain (see description under Spanish)

• Trinity SUPPORTED programs: For these programs students may apply 100% of Trinity financial aid, if they are approved to attend. The minimum grade point average (GPA) required to apply is 2.50: Semester in the Netherlands, Semester in Ecuador, Semester in Oman, and Semester in Transylvania.

• Trinity ENDORSED programs are those offered by other institutions, which the college has approved for attendance by Trinity students. For these programs, students are eligible to receive up to 50% of their Trinity institutional financial aid, up to a maximum of $2,000. The minimum grade point average (GPA) required to receive financial aid is 3.00.

• 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.

TRINITY-SPONSORED PROGRAMS

Semester in Spain (SIS)
semesterinspain.org
See Spanish section of the catalog.

Chicago Semester (CSEM)
chicagosemester.org
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.

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).

Social Work and Teacher Education students take the seminars in their respective disciplines:
• CSEM 401 Social Work Professional Seminar (2)
• CSEM 454 Contemporary Issues Seminar (3)

All others (General Students) take the following:
• CSEM 301 Fine Arts Seminar (Arts in the City) or CSEM 303 Values and Vocation: Reflections on Work and the Common Good (3)
• CSEM 305 Diversity and Inequality: Engaging Chicago Cross Culturally or CSEM 306 Urban Planning, Development and the Sustainable City (3)

Students may earn six credits of cross-cultural studies (CCS) credit at Chicago Semester by taking an internship in a cross-cultural setting (3 credits of CCS), plus CSEM 305.
Note: A pre-application must be filed by December 1 of the year before participating in Chicago Semester, and students may obtain official admission to the program only by application to Chicago Semester. Please see the director of Off-Campus Programs for the pre-application and procedures for application to the program proper.

TRINITY-SUPPORTED PROGRAMS

Semester in the Netherlands: Christelijke Hogeschool Ede
che.nl/en
This is an exchange program with the Christian Technical College in Ede, Netherlands, which offers students a selection of courses from across their programs, taught in English. Students pay their usual Trinity tuition and receive full financial aid.

Semester in Ecuador (ECU)
livingandlearninginternational.com/ecuador.php
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 Living and Learning 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, culture, and missions of Ecuador course, and a field experience. For more information contact the Director of Off-Campus Programs, Groot Hall 160.

Semester in Oman and Semester in Transylvania
Oman: nwciowa.edu/study-abroad/oman-semester
Transylvania: nwciowa.edu/study-abroad/transylvania-semester
The off-campus programs in Oman and Transylvania are offered through Northwestern College in Iowa. Trinity recognizes these as sponsored programs, and Trinity students are eligible to receive full institutional financial aid to attend. A pre-application is required by December 1 of the year prior to attendance.

TRINITY-ENDORSED PROGRAMS

For a complete list of ENDORSED off-campus program, see the Director of Off-Campus Programs, Groot Hall 160. For web links to all programs, see trnty.edu/offcampusprograms.html

Students who wish to attend an endorsed program must submit a pre-application by December 1 of the year preceding anticipated attendance. Students who attend Trinity ENDORSED off-campus programs must have a minimum GPA of 3.0 to receive Trinity institutional financial aid, and the maximum institutional aid available is limited to 50% of eligible aid, up to a maximum of $2,000.

BestSemester Programs, offered by the Council for Christian Colleges and Universities, of which Trinity is a member. 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 see also bestsemester.com.

- American Studies (DC)
- Middle East Studies
- Australia Studies Centre
- Scholars’ Semester in Oxford
- China Studies
- Oxford Summer Programme
- Contemporary Music Center
- Latin American Studies
• Uganda Studies Program
• Los Angeles Film Studies Center (See also Communication Arts section of the catalog)

Other Endorsed Programs:
• Au Sable Environmental Studies
• The Houghton College Balkans program
• Studies Program in Contemporary Europe (SPICE)
The philosophy department introduces students to the major philosophical traditions that have shaped past and present worldviews and offers a foundation of a biblical worldview as developed within the Reformed biblical understanding, with opportunities to apply these insights to philosophical claims. The department also aims to guide students in acquiring and using the tools of critical analysis of philosophical texts and philosophical ideas, and the tools for communicating these insights both orally and in written form.

Trinity offers the following philosophy-related programs:

- **Bachelor of Arts major** in philosophy
- **Minor** in philosophy

The 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, and history. A double major in philosophy and another discipline can serve as broader, interdisciplinary preparation. The philosophy minor is suited to meet the needs of students majoring in another field.

The **philosophy major** consists of 30 hours:

- PHIL 101 Philosophical Perspectives I (3)
- PHIL 102 Philosophical Perspectives II or PHIL 110 Philosophy of Education or PHIL 111 Person, Health, and Bioethics or HON 108 Honors Philosophy (3)
- PHIL 401 Senior Seminar I (1)
- PHIL 402 Senior Seminar II (2)

Three courses from the philosophy core sequence:

- PHIL 201 Wisdom: Ancient and Medieval Philosophy (3)
- PHIL 202 Reason: Classical Modern Philosophy (3)
- PHIL 203 Culture: Late–Modern and Contemporary Philosophy (3)
- PHIL 295 Major Philosophical Authors (3)
- PHIL 299 Topics in Philosophy (3)

Two courses bridging philosophy and other disciplines:

- PHIL 206 Logic (3)
- PHIL 331 Aesthetics (3)
- PHIL 335 Calvinist Tradition (3)
- PHIL 351 Theories of Society (3)
- PHIL 361 Philosophy of Place (3)
- PHIL 399 ULA Seminar (3)

Two courses from:

- PHIL 399 Independent Study (3)
- PHIL 400 Field Education (3)
- Any additional core sequence or bridging courses

The **philosophy minor** consists of 18 hours:

- PHIL 101 Philosophical Perspectives I (3)
- PHIL 102 Philosophical Perspectives II or PHIL 110 Philosophy of Education or PHIL 111 Person, Health, and Bioethics or HON 108 Honors Philosophy (3)
Two courses from the philosophy *core sequence*:

- PHIL 201 Wisdom: Ancient and Medieval Philosophy (3)
- PHIL 202 Reason: Classical Modern Philosophy (3)
- PHIL 203 Culture: Late–Modern and Contemporary Philosophy (3)
- PHIL 295 Major Philosophical Authors (3)

One course *bridging philosophy and other disciplines*:

- PHIL 206 Logic (3)
- PHIL 331 Aesthetics (3)
- PHIL 335 Calvinist Tradition (3)
- PHIL 351 Theories of Society (3)
- PHIL 361 Philosophy of Place (3)
- PHIL 399 ULA Seminar (3)

One course from:

- PHIL 399 Independent Study (3)
- PHIL 400 Field Education (3)

*Any additional core sequence or bridging courses*
The physical education department at Trinity Christian College seeks to uphold the mission of the College by equipping students to embrace and articulate a Christian perspective of physical activity and stewardship of the body that enable lifelong service to the Kingdom of God. The department seeks to foster a Reformed biblical perspective of fitness, sport, and leisure as it relates to the discipline. Graduates should be able to articulate an understanding of diversity issues including age, race, gender, learning style, differing abilities, socio-economic and cultural backgrounds, and their effects on human movement.

Trinity offers the following physical education-related programs:

- **Bachelor of Arts majors** in exercise science, physical education (K-12], and sport and education studies
- **Minors** in coaching, health education, and physical education

The physical education teacher education program prepares students to be excellent teachers and coaches. The major in Physical Education (K-12) is designed for students seeking an Illinois Professional Educator License with an endorsement in K-12 physical education.

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.

### PHYSICAL EDUCATION/EXERCISE SCIENCE MAJORS

The major in **exercise science** consists of 53-55 total hours (33-35 major; 20 cognate):

- PE 201 Foundations of Physical Education and Sport (3)
- PE 236 Prevention and Treatment of Sports Injuries (3)*
- PE 271 Motor Learning and Development (3)
- PE 290 Exercise Physiology (3)*
- PE 295 Fitness Assessment and Exercise Prescription (3)*
- PE 320 Psychology of Sport (3)
- PE 330 Societal Issues in Sport and Wellness (3)
- PE 333 Structural Kinesiology (3)*
- PE 345 Strength Training Theory and Application (3)*
- PE 360 Special Populations and Exercise Prescription (2)*
- PE 400 Field Education (4-6)

Required cognates:

- BIOL 205 Human Anatomy and Physiology I (4)
- BIOL 206 Human Anatomy and Physiology II (4)
- CHEM 101 General Chemistry (4)
- COMM 101 Foundations of Public Speaking (3)
- NURS 221 Nutrition (2)
- PSYC 123 Life Span Development (3)

*Prerequisite: C or better in BIOL 205

The major in **physical education (K-12)** consists of 45 total hours (41 major; 4 cognate):

- PE 110 Lifetime Fitness and Wellness (1)
- PE 130 Individual Sport Skills (2)
• PE 131 Team Sport Skills (2)
• PE 201 Foundations of Physical Education and Sport (3)
• PE 236 Prevention and Treatment of Sports Injuries (3)*
• PE 251 Measurement and Evaluation in Physical Education and Health (3)
• PE 271 Motor Learning and Development (3)
• PE 278 Physiology of Physical Activity (3)*
• PE 302 Organization and Administration of Physical Education and Athletics (3)
• PE 315 Adaptive Physical Education (3)
• PE 325 Curriculum Design in Physical Education and Health (3)
• PE 330 Societal Issues in Sport and Wellness (3)
• PE 333 Structural Kinesiology (3)*
• PE 380 Instructional Strategies in Physical Education 6-12 (3)
• PE 381 Methods in Physical Education for the Elementary School (3)

Required cognate:
• BIOL 205 Human Anatomy and Physiology I (4)

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

*Prerequisite: C or better in BIOL 205

The major in **sport and exercise studies** consists of 49-51 total hours (42-44 major; 7 cognate):

• PE 110 Lifetime Fitness and Wellness (1)
• PE 130 Individual Sport Skills (2)
• PE 131 Team Sport Skills (2)
• PE 201 Foundations of Physical Education and Sport (3)
• PE 231 Recreation and Leisure Studies (3)
• PE 236 Prevention and Treatment of Sports Injuries (3)*
• PE 260 Drug/Chemical Use and Abuse (2)
• PE 271 Motor Learning and Development (3)
• PE 278 Physiology of Physical Activity (3)*
• PE 286 Coaching Theory and Practice (4)
• PE 302 Organization and Administration of Physical Education and Athletics (3)
• PE 315 Adaptive Physical Education (3)
• PE 320 Psychology of Sport (3)
• PE 330 Societal Issues in Sport and Wellness (3)
• PE 400 Field Education (4-6)

Required cognates:
• BIOL 205 Human Anatomy and Physiology I (4)
• COMM 101 Foundations of Public Speaking (3)

*Prerequisite: C or better in BIOL 205

**PHYSICAL EDUCATION/EXERCISE SCIENCE MINORS**

The minor in **health education** consists of 19 hours:

• PE 205 Principles and Foundations of Health Education (3)
• PE 236 Prevention and Treatment of Sports Injuries (3)*
• PE 240 School Health Programs (3)
• PE 260 Drug/Chemical Use and Abuse (2)
• PE 310 Community Health Programs (3)
- NURS 221 Nutrition (2)
- PSYC 242 Human Sexuality (3)

To meet the requirement for a **secondary health education endorsement**, the following courses are required in addition to the minor:
- PE 251 Measurement and Evaluation in Physical Education and Health (3)
- PE 325 Curriculum Design in Physical Education and Health (3)
  *Prerequisite: C or better in BIOL 205

The minor in **coaching** consists of 23 hours:
- BIOL 205 Human Anatomy and Physiology I (4)
- PE 236 Prevention and Treatment of Sports Injuries (3)*
- PE 271 Motor Learning and Development (3)
- PE 278 Physiology of Physical Activity (3)*
- PE 286 Coaching Theory and Practice (4)
- PE 320 Psychology of Sport (3)
- PE 330 Societal Issues in Sport and Wellness (3)
  *Prerequisite: C or better in BIOL 205

The minor in **physical education** consists of 24 hours:
- PE 110 Lifetime Fitness and Wellness (1)
- PE 130 Individual Sport Skills (2)
- PE 131 Team Sport Skills (2)
- PE 251 Measurement and Evaluation in Physical Education and Health (3)
- PE 290 Exercise Physiology (3)*
- PE 325 Curriculum Design in Physical Education and Health (3)
- PE 330 Societal Issues in Sport and Wellness (3)
- PE 380 Instructional Strategies in Physical Education 6-12 (3)
  Required cognate:
- BIOL 205 Human Anatomy and Physiology I (4)
  *Prerequisite: C or better in BIOL 205
The physics program seeks to expand students’ understanding of the Creator and his creation, furthering the development of a Christian worldview. Knowledge of physics concepts is vital to developing scientifically literate, broadly educated thinkers, who seek to respond to social and environmental justice issues as they work to restore God’s Kingdom.

Trinity offers the following physics program:

- **Minor** in physics

The physics minor 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. It 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, or applying for employment or graduate school in science, applied mathematics, or engineering.

The **physics minor** consists of a minimum of 19 hours:

- PHYS 211 Calculus-Based General Physics I (4)
- PHYS 212 Calculus-Based General Physics II (4)
- PHYS 221 Introduction to Modern Physics (4)
- Two courses from:
  - PHYS 301 Classical Mechanics (4)
  - PHYS 311 Electricity and Magnetism (4)
  - PHYS 321 Optics (3)
  - CHEM 331 Physical Chemistry I (4)
PRE-PROFESSIONAL PROGRAMS

These programs prepare students for admission to professional and graduate schools. Completion of a pre-professional program is not designated on the student’s diploma or transcript.

PRE-PROFESSIONAL PROGRAMS:

Allied Health Sciences  Engineering 2+2  Pre-Dentistry
Pre-Medicine  Pre-Law  Pre-Physical Therapy
Pre-Seminary  Pre-Veterinary Medicine  Pre-Speech Language Pathology

Pre-Professional Training for Programs in Allied Health Sciences
Clayton Carlson, 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.

Engineering 2+2
Thomas Roose, faculty advisor

The engineering 2+2 program provides the opportunity for a Reformed Christian liberal arts foundation along with necessary pre-requisites during the first two years of college. Students can then transfer to another school and complete a mechanical, civil, materials science, chemical, aerospace, energy or environmental engineering degree in two, or depending on the school, two and a half years.

Trinity has transfer guides with University of Illinois Chicago and with Geneva College for their mechanical programs. Civil, material science, chemical, aerospace, and environmental engineering transfers are also possible. For students who desire to transfer to a different institution, Trinity will work with students to ensure that the necessary prerequisites are completed prior to transfer.

See the Engineering section of the catalog for more information.

Pre-Professional Training for Medicine, Veterinary Medicine, and Dentistry
Clayton Carlson, 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, veterinary 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. 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-Law

The interdisciplinary pre-law minor consists of 21 hours. A full description of this minor in Interdisciplinary Studies.

Pre-Physical Therapy

Bob Boomsma and Shari Jurgens, faculty advisors

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. Because 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, 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:

- COMM 101 Fundamentals of Public Speaking or COMM 225 Oral Interpretation (3)
- ENGL 103 College English: Composition (3)
- ENGL 104 College English: Introduction to Literature (3)
- ENGL 375 Advanced Writing (3)
- Literature elective (3)
- Four modern foreign language courses (German or Dutch recommended; second-year college proficiency should be achieved) (12)
- GRE 101 Essentials of Greek I (3)
- GRE 102 Essentials of Greek II (3)
- GRE 201 Intermediate Greek I (3)
- GRE 202 Intermediate Greek II (3)
- HIST 103 American and Western Civilization (3)
- HIST 104 Europe and Western Civilization (3)
- HIST 343 Religion in America (3)
- History elective (3)
- PSYC 121 Introduction to Psychology (3)
- PSYC 123 Life Span Development (3)
- Three Theology electives, 200-level or higher (9)
- PHIL/THEO 335 Calvinistic Tradition (3)

Pre-Speech Language Pathology

Kara Marcus, faculty advisor

A master’s degree is required for entry into the field of speech-language pathology. The four year program at Trinity provides a range of courses in speech and communication sciences, psychology and other foundational areas; in addition, specialized courses are offered by St. Xavier University. Completing the four-year program results in a bachelor’s degree from Trinity with an interdisciplinary major in cognitive and speech development and a minor in speech and communication sciences, all necessary for application to a master’s program.

See the Speech and Communication Sciences section of the catalog for full descriptions of the interdisciplinary major in cognitive and speech development and minor in speech and communication sciences.
PSYCHOLOGY

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 psychodynamic 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.

Trinity offers the following psychology-related programs:
- **Bachelor of Arts major** in psychology and in cognitive and speech development
- **Minors** in psychology and in neuroscience and behavior

Neuroscience is a rapidly expanding area in both biology and psychology. The neuroscience and behavior minor is designed to provide coursework tailored to students planning to pursue graduate studies in behavioral, cognitive, or clinical neuroscience as well as for those preparing for medical school with an interest in neurology and/or psychiatry.

The communication requirement is met through oral presentation among several courses in the psychology major.

The **psychology major** consists of 42 total hours:
- PSYC 121 Introduction to Psychology (3)
- PSYC 122 Basic Research Skills (3)
- PSYC 222 Statistical Reasoning for Behavioral Sciences (3)
- PSYC 358 Capstone (3)
- PSYC 400 Supervised Field Education or PSYC 401 Advanced Research Practicum (3-6)

One course with developmental or interpersonal emphasis:
- PSYC 123 Life Span Development (3)
- PSYC 252 Cross Cultural Psychology (3)—CCS
- PSYC 332 Social Psychology (3)

One course with clinical or counseling emphasis:
- PSYC 244 Behavior Analysis and Therapy (3)
- PSYC 322 Psychopathology (3)
- PSYC 323 Theories of Personality (3)

One course with learning/cognitive emphasis:
- PSYC 250 Psychology of Learning and Memory (3)
- PSYC 251 Cognitive Psychology (3)
- PSYC 340 Emotion and Motivation (3)

One course with biological emphasis:
- PSYC 352 Behavioral Pharmacology (3)
- PSYC 353 Brain and Cognition: Human Neuropsychology (3)
- PSYC 355 Neuroscience and Behavior (3)

Three or four courses from:
- PSYC electives (9-12)*

Required cognate:
- MATH 151 Statistics (3)

*Note: Students who complete only 3 hours of field education or advanced research practicum must complete an additional psychology elective course.
The **cognitive and speech development major** consists of 70 total hours. See the *Speech and Communication Sciences* section of the catalog for a full description of the major.

The **psychology minor** consists of 18 hours:

- PSYC 121 Introduction to Psychology (3)
- PSYC 122 Basic Research Skills (3)

One course with developmental or interpersonal emphasis:

- PSYC 123 Life Span Development (3)
- PSYC 202 Interpersonal Relations (3)
- PSYC 226 Psychology of Death and Dying (3)
- PSYC 242 Human Sexuality (3)
- PSYC 243 Group Dynamics (3)
- PSYC 252 Cross Cultural Psychology (3)—CCS
- PSYC 263 Industrial and Organizational Psychology (3)
- PSYC 300 Psychology of Gender (3)
- PSYC 331 Psychology of Religion (3)
- PSYC 332 Social Psychology (3)
- PSYC 356 Topics in Psychology (3)

One course with clinical or counseling emphasis:

- PSYC 201 Psychology of Personal Growth (3)
- PSYC 211 Basic Helping Skills (3)
- PSYC 217 Psychological Tests and Measurements (3)
- PSYC 244 Behavior Analysis and Therapy (3)
- PSYC 253 Multicultural Counseling and Psychotherapy (3)—CCS
- PSYC 311 Theories of Psychotherapy (3)
- PSYC 322 Psychopathology (3)
- PSYC 323 Theories of Personality (3)
- PSYC 356 Topics in Psychology (3)

One course with biological or experimental emphasis:

- PSYC 250 Psychology of Learning and Memory (3)
- PSYC 251 Cognitive Psychology (3)
- PSYC 340 Emotion and Motivation (3)
- PSYC 345 History and Systems of Psychology (3)
- PSYC 352 Behavioral Pharmacology (3)
- PSYC 353 Brain and Cognition: Human Neuropsychology (3)
- PSYC 355 Neuroscience and Behavior (3)
- PSYC 356 Topics in Psychology (3)

One PSYC elective (3)

The **neuroscience and behavior minor** consists of 18 hours. Prior introductory course work in BIOL 101 or 205 are strongly recommended for majors outside of biology.

- PSYC 121 Introduction to Psychology (3)
- PSYC 122 Basic Research Skills (3)
- PSYC 353 Brain and Cognition: Human Neuropsychology (3)
- PSYC 355 Neuroscience and Behavior (3)

One course from:

- PSYC 340 Emotion and Motivation (3)
- PSYC 345 History and Systems of Psychology (3)
- PSYC 352 Behavioral Pharmacology (3)
One course from:
- PSYC 250 Psychology of Learning and Memory (3)
- PSYC 251 Cognitive Psychology (3)

Note: This minor is not available for psychology major
The science minor is recommended for elementary education majors who need exposure to a broad spectrum of science courses. The science education major meets the content area requirements for middle grades education. Students seeking a double major in elementary and middle grades education with a science content area must complete the science education minor.

The **science minor** consists of 20 hours from:

- BIOL 100 Introduction to Biological Sciences (3)
- BIOL 101 Human Biology (3)
- BIOL 102 Environmental Science (3)
- BIOL 110 Introduction to Biology (4)
- BIOL 111 A Survey of Plants and Animals (4)
- BIOL 204 General Microbiology (4)
- BIOL 205 Human Anatomy and Physiology I (4)
- BIOL 206 Human Anatomy and Physiology II (4)
- CHEM 100 Chemistry in Society (3)
- CHEM 101 General Chemistry (4)
- CHEM 102 Principles of Organic and Biochemistry (4)
- CHEM 103 Fundamentals of Chemistry I (4)
- CHEM 104 Fundamentals of Chemistry II (4)
- GEOL 101 Earth Science (3)
- PHYS 101 Introduction to Physical Science (3)
- PHYS 121 General Physics I (4)
- PHYS 122 General Physics II (4)

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

The **science education minor** consists of 25 hours and meets content area requirements for middle grades:

- BIOL 101 Human Biology (3)
- BIOL 102 Environmental Science (3)
- CHEM 101 General Chemistry (4)
- CHEM 102 Principles of Organic and Biochemistry (4)
- GEOL 101 Earth Science (3)
- PHYS 121 General Physics I (4)
- PHYS 122 General Physics II (4)
The social work program at Trinity Christian College prepares students for community-centered generalist social work practice. Pulling from the historical roots of the profession and the Reformed Christian perspective, the program emphasizes that community well-being is essential to a common good, that each community has gifts and assets, and we are called to participate in the life of a community. Opportunities for students to fulfill their callings to Christ-like service are present through numerous service learning and field education experiences in the Chicagoland area.

Accredited by the Council on Social Work Education (CSWE), the Trinity Christian College Social Work Program leads to a Bachelor of Social Work (BSW) degree. Please contact the department chairperson for more information about program accreditation.

The social work major consists of 69 total hours (45 social work; 24 cognate)

• SWK 150 Introduction to Social Work (3)
• SWK 210 Social Welfare Institutions (3)
• SWK 225 Social Work, Values, and Ethics (2)
• SWK 310 Human Behavior and the Social Environment (4)
• SWK 315 Diverse Populations (3)
• SWK 340 Generalist Practice with Individuals (3)
• SWK 350 Generalist Practice with Families and Groups (3)
• SWK 353 Social Science Research Methods (3)
• SWK 360 Generalist Practice with Organizations and Communities (3)
• SWK 365 Organizational Leadership and Development (3)
• SWK 370 Community Social Action Policy (3)
• SWK 400 Field Education (10)
• SWK 401 Field Education Seminar (2)

Required cognates:
• BIOL 101 Human Biology (3)
• COMM 101 Fundamentals of Public Speaking (3)
• MATH 151 Statistics (3)
• PSYC 121 Introduction to Psychology (3)
• SOC 121 Principles of Sociology (3)
• SOC 246 Urban Sociology (3)

Two additional cognate courses from:
• COMM 250 Intercultural Communication (3)—CCS
• CJ 204 Restorative Justice: Principles and its Alternatives (3)
• ECON 121 Macroeconomics (3)
• ECON 225 World Poverty and Economic Development—CCS (3)
• PLSC 201 American Government and Politics (3)
• PSYC 123 Life Span Development (3)
• SOC 250 Sociology of Social Problems (3)
• SOC 260 Sociology of Race and Ethnicity (3)

In the social work department, students meet the oral communication requirement by taking COMM 101; the capstone requirement is met in SWK 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, 350, 360, 365, 400, 401).

Admission into the program is based on:

- Completion of and/or current enrollment in PSYC 121, SOC121, SWK 150, SWK 210, and SWK 225.
- Minimum GPA of 2.5 and at least a C (2.0) grade in the following courses: BIOL 101, MATH 151, PLSC 201, PSYC 121, and SOC 121.
- 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, family structure, veteran status, transfer credit, 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 nonvacation/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 nonvacation/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.
SOCIOLOGY

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 department seeks to enable critical awareness of diverse relations, patterns, and social structures. Its program adheres to the principle that this is God’s world, that human evil is at the root of social problems, and that Christ’s redemption underlies the possibility for social and personal restoration.

The sociology program 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.

Trinity offers the following sociology-related programs:

- **Minors** in sociology, Black studies, and urban studies

The **sociology minor** consists of 18 hours:

- SOC 121 Principles of Sociology (3)
- SOC 351 Theories of Society (3)

Four courses from:

- Sociology electives (12)

The **interdisciplinary Black studies minor** consists of 18 hours. See *Interdisciplinary Studies* for a full description of this minor.

The **interdisciplinary urban studies minor** consists of 18 hours. See *Interdisciplinary Studies* for a full description of this minor.
The Spanish program provides education in the language, literature, and culture of the Hispanic world from a Christian perspective. Trinity offers the following Spanish-related programs:

- **Bachelor of Arts majors** in Spanish and Spanish education (K-12)
- **Minor** in Spanish
- **Off-Campus program**: Semester in Spain

All Spanish courses stress the four language skills of speaking, reading, writing and listening. Advanced courses give more concentrated attention to further study of language, literature, history, or culture. Graduates gain the knowledge, training and practical experience for continued study at the graduate level, and Spanish education graduates are prepared to teach at all levels of Spanish from kindergarten through 12th grade. The major in Spanish education (K-12) is designed for students seeking an Illinois Professional Educator License with an endorsement in K-12 Spanish education. A minor or a second major in Spanish augments vocational skills and enhances employment opportunities in business, ministry, government, law, social work, and health industry, among others.

All students who major in Spanish or Spanish education are required to attend the Semester in Spain (SIS) program in Seville to complete their major coursework requirements. A cumulative 2.5 GPA is required for students to attend Semester in Spain. For minors, SIS is optional.

**Placement**
All freshmen students are required to take a brief online placement exam, the Web-CAPE test, prior to taking any Spanish course at Trinity. A link to Web-CAPE is available through the Spanish page of the College’s website. The Spanish department will take into account the number of years of Spanish completed in high school to determine a student’s proper Spanish level at Trinity. The Spanish department reserves the right to adjust the placement of a student in a Spanish course during the initial weeks of the semester.

**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 SPAN 201 (if placed into 202) or 201-202 (if placed into a 300 level course). Transfer students with college-level Spanish on their transcripts are not eligible for credits by placement.

The **Spanish major** consists of 37 hours: (SPAN refers to Spanish-America courses on campus, and SIS refers to courses in the Semester in Spain program.)

Required core sequence:
- SPAN 201 Intermediate Spanish I (3)
- SPAN 202 Intermediate Spanish II (3)
- SPAN 302 Advanced Writing and Conversation (3)
- SPAN 400 Field Education (2)
- SPAN 451 Senior Seminar (1)

One course in advanced Spanish language from:
- SIS 351 Advanced Grammar and Composition (4)
- SIS 401 Comunicación Avanzada (4)

Two courses (one SPAN and one SIS) in Hispanic history, culture, and civilization from:
- SPAN 315 Culture and Civilization of Spanish America (3)
- SPAN 316 Topics in Spanish American Culture (3)
- SIS 306 History of Spanish Art (4)
- SIS 311 History and Civilization (4)
- SIS 312 The Spain of Three Cultures (4)
- SIS 408 La Historia de España en el Siglo XX (4)
Two courses (one SPAN and one SIS) in Hispanic literature from:
- SPAN 365 Spanish American Literature I (3)
- SPAN 366 Spanish American Literature II (3)
- SPAN 368 Topics in Spanish American Literature (3)
- SIS 304 Spanish Short Story (4)
- SIS 355 Spanish Literature I (4)
- SIS 356 Spanish Literature II (4)
- SIS 402 Don Quijote de La Mancha (4)
- SIS 403 La Generación del '98 (4)
- SIS 404 El Siglo de Oro (4)
- SIS 405 La Narrativa en el Siglo de Oro: Novela Picaresca y Cervantes (4)
- SIS 406 Romanticismo (4)
- SIS 407 Teatro del Siglo XX (4)

Two courses in Spanish electives from any of the advanced level courses in language, literature, history, or culture to reach 37 hours of credit.

The Spanish education (K-12) major consists of 38 credit hours:
Required core sequence:
- SPAN 201 Intermediate Spanish I (3)
- SPAN 202 Intermediate Spanish II (3)
- SPAN 302 Advanced Writing and Conversation (3)
- SPAN 380 Methods of Teaching Spanish (3)
- SPAN 451 Senior Seminar (1)

One course in advanced Spanish language from:
- SIS 351 Advanced Grammar and Composition (4)
- SIS 401 Comunicación Avanzada (4)

Two courses (one SPAN and one SIS) in Hispanic history, culture, and civilization from:
- SPAN 315 Culture and Civilization of Spanish America (3)
- SPAN 316 Topics in Spanish American Culture (3)
- SIS 306 History of Spanish Art (4)
- SIS 311 History and Civilization (4)
- SIS 312 The Spain of Three Cultures (4)
- SIS 408 La Historia de España en el Siglo XX (4)

Two courses (one SPAN and one SIS) in Hispanic literature from:
- SPAN 365 Spanish American Literature I (3)
- SPAN 366 Spanish American Literature II (3)
- SPAN 368 Topics in Spanish American Literature (3)
- SIS 304 Spanish Short Story (4)
- SIS 355 Spanish Literature I (4)
- SIS 356 Spanish Literature II (4)
- SIS 402 Don Quijote de La Mancha (4)
- SIS 403 La Generación del '98 (4)
- SIS 404 El Siglo de Oro (4)
- SIS 405 La Narrativa en el Siglo de Oro: Novela Picaresca y Cervantes (4)
- SIS 406 Romanticismo (4)
- SIS 407 Teatro del Siglo XX (4)

Two courses in Spanish electives from any of the advanced level courses in language, literature, history, or culture to reach 38 hours of credit.

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 section of the catalog.
The **Spanish minor** consists of 18 hours:
- SPAN 201 Intermediate Spanish I (3)
- SPAN 202 Intermediate Spanish II (3)
- SPAN 302 Advanced Writing and Conversation (3)

Three courses from:
- Spanish electives 300-level or higher (9)

Students who attend SIS (optional for minors) may apply the intermediate sequence or four advanced courses at SIS towards the minor, plus one 300-level elective from the Spanish program on campus.

Students pursuing a minor to receive a teaching endorsement for K-12 or Secondary Education must also complete SPAN 380 Methods of Teaching Spanish (3) and additional elective hours to reach 24 semester hours in Spanish.

**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 Foundations 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 by December 1 of the year prior to attendance at 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 the following 16 hours of credit:
- SIS 101 Beginning Spanish I (4)
- SIS 102 Beginning Spanish II (4)
- SIS 201 Intermediate Spanish I (4)
- SIS 202 Intermediate Spanish II (4)

These courses, normally taken over a two-year period in the United States, are taught sequentially in one-month terms over the duration of one semester.

For students who have completed at least two semesters of college Spanish, or the equivalent, the program offers an **intermediate sequence**. In this sequence, students earn sixteen hours of credit by completing the following courses:
- SIS 251 Intermediate Spanish Grammar and Composition I (4)
- SIS 252 Intermediate Spanish Grammar and Composition II (4)
- SIS 301 Advanced Grammar and Composition (4)
- SIS 303 Selected Readings in Spanish Literature (4)

Note: although 301 and 303 are advanced courses, they are open only to students taking the intermediate sequence. All students are required to take a placement test before enrolling at the intermediate or advanced levels.

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 colleges and universities 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. For summer course listings and further information about SIS, see the program website ([www.semesterinspain.org](http://www.semesterinspain.org)) or contact the program coordinator in the lower level of Groot Hall.
SPEECH AND COMMUNICATION SCIENCES

Trinity offers the following speech and communication sciences-related programs:

- **Bachelor of Arts major** in cognitive and speech development
- **Minor** in speech and communication sciences

These programs assist students who desire to enter professions in speech-language pathology. A master’s degree is required for entry into the field. The four year program at Trinity provides a range of courses in speech and communication sciences, psychology, and other foundational areas; in addition, specialized courses are offered by St. Xavier University. Completing the four-year program results in a bachelor’s degree from Trinity with an interdisciplinary major in cognitive and speech development and a minor in speech and communication sciences, all necessary for application to a master’s program.

The communication requirement is met through oral presentation among several courses in the major. The field education requirement is met through SPCM 400 or the clinical practicum course from St. Xavier.

Basic to the program is an interdisciplinary set of courses that form an eleven-course major as well as speech and communication sciences courses that form a seven-course minor.

The interdisciplinary major in **cognitive and speech development** consists of 70 hours in major, minor, and cognate courses:

- PSYC 121 Introduction to Psychology (3)
- PSYC 122 Basic Research Skills (3)
- PSYC 123 Life Span Development (3)
- PSYC 244 Behavior Analysis and Therapy (3)
- PSYC 251 Cognitive Psychology or EDUC 303 Educational Psychology (3)
- PSYC 252 Cross Cultural Psychology (3)—CCS
- PSYC 353 Brain and Cognition: Human Neuropsychology or PSYC 355 Neuroscience and Behavior (3)
- PSYC 358 Capstone (3)
- SPCM 400 Field Experience (2) or clinical practicum course from St. Xavier
- SPED 216 Introduction to Exceptional Children (3)
- SPED 217 Psychological Diagnosis of Exceptional Learners (3)

Required cognates:
- BIOL 101 Human Biology (3)
- CHEM 101 General Chemistry (4)
- ENGL 371 Linguistics (3)
- MATH 151 Statistics (3)

Required minor: See below (25)

The **speech and communication sciences minor** consists of 25 hours:

- SPCM 115 Introduction to Speech Pathology and Audiology (3)
- SPCM 210 Anatomy and Physiology of Speech, Hearing, and Language Mechanisms (4)
- SPCM 211 Childhood Language Development (3)
- SPCM 212 Speech and Hearing Sciences (4)
- SPCM 216 Phonetics (4)
- SPCM 343 Neuroscience of Communication (3)
- SPCM 344 Evaluation Procedures in Audiology (4)
THEOLOGY

The theology program seeks to emphasize both biblical studies and systematic historical theology. Students take courses that deal with questions regarding the nature and history of the Scriptures, central themes from biblical and systematic theology, and practices that cultivate biblical interpretation and theological thinking.

Trinity offers the following theology-related programs:

- **Bachelor of Arts major** in theology
- **Minors** in theology and music in worship

The theology major prepares students for graduate school and a wide range of vocations in churches, non-profit organizations, schools, and mission agencies. The theology major is attractive as a second major since it cultivates the practices necessary for the development of a Christian perspective in other academic and vocational areas. 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 fulfill the oral communication requirement of Foundations through COMM 101; field education is met through THEO 400; the capstone requirement is met through THEO 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. Students who **double major** in Theology and Church and Ministry Leadership must take the Field Education in the Church and Ministry Leadership major.

The **theology major** consists of 41 total hours:

- THEO 121 Bible Foundations: The Old Testament and Its Fulfillment (3)
- THEO 122 The Church and Christian Tradition (3)
- THEO 200 Biblical Exegesis and Hermeneutics (3)
- THEO 301 Basic Teachings of the Christian Faith (3)
- THEO 304 The Nature and Ministry of the Church (3)
- THEO 330 History of Christianity (3)
- THEO 400 Field Education (2)
- THEO 401 Senior Capstone (3)

One Old Testament course from:

- THEO 221 Biblical Literature: The Pentateuch (3)
- THEO 222 Biblical Literature: Historical Books (3)
- THEO 223 Biblical Literature: Wisdom Books (3)
- THEO 224 Biblical Literature: The Prophets (3)

One New Testament course from:

- THEO 231 Biblical Literature: The Gospels and Acts (3)
- THEO 232 Biblical Literature: The Epistles (3)
- THEO 233 Biblical Literature: The Future in Biblical Perspective (3)

One course from:

- THEO 305 Living Issues in the Christian Tradition (3)
- THEO 335 Calvinistic Tradition (3)

One OT or NT elective (3)

One theology elective (3)

**Required cognate:**

- COMM 101 Fundamentals of Public Speaking (3)

The **theology minor** consists of 18 hours:

- THEO 121 Bible Foundations: The Old Testament and Its Fulfillment (3)
- THEO 122 The Church and Christian Tradition (3)
- THEO 200 Biblical Exegesis and Hermeneutics (3)
  One course from:
  - THEO 301 Basic Teachings of the Christian Faith (3)
  - THEO 330 History of Christianity (3)
  Two theology electives (6)

The **music in worship minor** consists of 18-20 hours. Please see the *Interdisciplinary Studies* section of the catalog for more information.
WORLD LANGUAGES

Trinity offers the following world languages-related programs:

- **Bachelor of Arts majors** in Spanish and in Spanish education
- **Minor** in Spanish
- **Coursework** in Greek

The Greek program provides 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.

Greek classes include the following:

- GRE 101 Essentials of Greek I (3)
- GRE 102 Essentials of Greek II (3)
- GRE 201 Intermediate Greek I (3)
- GRE 202 Intermediate Greek II (3)

Detailed information about the Spanish majors and minor is found in the *Spanish* section of the catalog.
ACAD  GENERAL ACADEMIC

ACAD 101 Academics 101 (1)

Fall
This course completes the College's Bridge Program and is designed to encourage individual goal setting and personal motivation and to enhance the academic skills necessary for college success. Central to the course are presentations and discussions relating to expectations of students at Trinity Christian College, along with strategies for effective transitioning, time management, test taking and preparation, reading comprehension and note taking. Inner discipline and thoughtful decision making are key themes along with developing social, spiritual, and emotional self-awareness.

ACAD 102 Academics 102 (1)

Fall, Spring
In this course students explore various skills to improve their ability to be academically successful at Trinity Christian College. Students examine resources that the college has in place for academic support, and they identify and discern how daily decisions impact academic achievement. The course provides an environment for students to explore their personal identities and to discover what it means to be Christ-centered, successful, and positive members of Trinity’s academic community. Students may repeat this course; however, only one hour of credit will be applied toward the 120 hours needed for graduation.

ACCT ACCOUNTING

ACCT 221 Accounting Principles I (3)

Fall
An introductory course to the principles of financial accounting. A general ledger software package is used 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:
College math requirement (or current enrollment) and sophomore standing.

ACCT 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 used to provide students with the opportunity to work with computer applications. Prerequisites: ACCT 221

ACCT 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: ACCT 222.

ACCT 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 used 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: ACCT 321.

ACCT 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: ACCT 222 (or concurrent enrollment).

ACCT 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: ACCT 222 (or concurrent enrollment).

ACCT 340 Financial Statement Analysis (3)
Fall, Odd
The study and analysis of the statements produced in the financial accounting process. The primary objective is to analyze the income statement, the statement of cash flows, and the balance sheet from the perspective of the end users: the firm’s managers, stockholders, stakeholders, security analysts, suppliers, lending institutions, employees, labor unions, regulatory agencies, and the general public. The case study method will be used throughout the course. This course is identical to BUAD 340. Prerequisites: ACCT 222, BUAD 241, and junior standing.

ACCT 341 Advanced Cost Accounting (3)
Spring, Even
Continuation of the study of information introduced in Accounting 222. Topics include product costing, operational control, cost allocation, budgeting, activity-based costing, and performance evaluation. Prerequisites: ACCT 222 and MATH 151.

ACCT 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: ACCT 222.

ACCT 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: ACCT 322.

ACCT 399 Independent Study in Accounting (1)
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: junior standing and 3.0+ GPA.

ACCT 425 Internship in Accounting (1-12)
Fall, 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. A student may complete more than one internship.
ART AND DESIGN

ART 103 Visual Culture (3)
Fall, Spring
This lecture/studio course introduces students to the basic histories and theories of visual culture. Studio projects are geared to people towards students with no experience of art. There are up to two field trips. Fulfills the fine arts Foundations requirement; the fine arts requirement can also be met by taking two studio courses.

ART 108 Two-Dimensional Design (3)
Fall
This studio course introduces students to how visual meaning is generated. It also introduces 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. Partially fulfills the fine arts requirement.

ART 111 Beginning Drawing (3)
Spring
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. Partially fulfills the fine arts requirement. Prerequisite for art majors only: ART 108.

ART 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. Partially fulfills the fine arts requirement. Prerequisites for art majors only: ART 108, 111 or 211.

ART 203 Beginning Sculpture (3)
Fall, Spring
This studio course introduces students to use of line, shape and form in space in conjunction with 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. Partially fulfills the fine arts requirement.

ART 205 Beginning Printmaking (3)
Fall, Even
This studio course introduces students to relief, collograph, screen, or intaglio printing techniques. Partially fulfills the fine arts requirement. ART 111 or 211 recommended. Prerequisites for art majors only: ART 108, 111 or 211.

ART 209 Digital Media (3)
Spring
This studio course introduces students to ways to make art using the computer and related image-capture devices. The course makes extensive use of Adobe Photoshop to create images on a variety of subjects. The course includes some video. Partially fulfills the fine arts requirement. Prerequisite: ART 108.

ART 211 Figure Drawing (3)
Fall
This studio course is an introduction to the techniques for drawing the figure in a variety of media. Significant attention is given to historical and Christian understandings of the body. This course includes anatomical studies of skeleton and musculature. Partially fulfills the fine arts requirement. Prerequisite: Sophomore standing. Additional prerequisite for art majors and minors: ART 108.

ART 213 Beginning Photography (3)
Fall, Spring
This studio course introduces students to digital photography. Studio assignments are reinforced with lectures and reading discussion on the social, technical, and theoretical histories of photography. Students must provide their own DSLR camera. Partially fulfills the fine arts requirement. Prerequisite: ART 209 or permission of the instructor. Additional prerequisites for art majors: ART 108, 111 or 211.

ART 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. Partially fulfills the fine arts requirement. Prerequisites: ART 108 and 209, or permission of the instructor.

ART 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, Adobe Illustrator, and Adobe Photoshop, students use their knowledge of type to design posters, brochures, annual reports, and multi-page documents. Partially fulfills the fine arts requirement. Prerequisites: ART 108, 209, and 215.

ART 301 Intermediate Painting (3)
Fall, Spring
This studio course is a continuation of ART 201 in oil paint. 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 final section of the course, students explore the problem of scale and the development of personal imagery. Partially fulfills the fine arts requirement. Prerequisite: ART 201.

**ART 303 Intermediate Sculpture (3)**  
*Fall, Spring*  
This studio course is a continuation of ART 203. It deepens students' understanding of the relation of sculpture and site, of site as sculpture in addition to exploring alternative sculptural materials. Partially fulfills the fine arts requirement. Prerequisite: ART 203.

**ART 305 Intermediate Printmaking (3)**  
*Fall, Even*  
This studio course is a continuation of ART 205. Students focus on the print technique of their choice: relief, collograph, screen, or intaglio. Partially fulfills the fine arts requirement. Prerequisite: ART 205.

**ART 311 Figure Painting (3)**  
*Fall*  
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.

**ART 313 Intermediate Photography (3)**  
*Fall, Spring*  
A continuation of ART 213, this studio course focuses on developing a series of related images concerned with formal issues or the problems of photojournalism. Partially fulfills the fine arts requirement. Prerequisites: ART 209 and 213.

**ART 315 Intermediate Graphic Design: Advertising (3)**  
*Fall*  
This studio course is a continuation of ART 215. It focuses primarily on problems in advertising to a target audience. Prerequisites: ART 108, 209, 215, ART 225.

**ART 331 Aesthetics (3)**  
*Fall*  
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 PHIL 331. Prerequisites: PHIL 101 and either another 100-level philosophy course or HON 108.

**ART 345 Web Design (3)**  
*Spring*  
This studio course focuses on emerging visual design for the web across desktop, tablet and mobile platforms. To be successful, students must have experience using HTML, CSS and Dreamweaver before enrolling. Prerequisites: ART 108, 209, 215, CPSC 261 or permission of the instructor.

**ART 349 Advanced Studio: Drawing (3)**  
*Fall, Spring*  
This advanced studio course will enhance expertise in drawing. It 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.

**ART 351 Advanced Studio: Painting (3)**  
*Fall, Spring*  
This advanced studio course will enhance expertise in painting. It 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.

**ART 353 Advanced Studio: Sculpture (3)**  
*Fall, Spring*  
This advanced studio course will enhance expertise in sculpture. It 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.

**ART 355 Advanced Studio: Printmaking (3)**  
*Fall, Spring*  
This advanced studio course will enhance expertise in printmaking. It 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.

**ART 359 Advanced Studio: Photography (3)**  
*Fall, Spring*  
This advanced studio course will enhance expertise in photography. It 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.
ART 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 three art history courses.

ART 361 Topics in Art (3)  
*Fall, Spring*  
This is an art course in which non-studio majors explore a particular topic in the current art scene in depth. This is a non-studio companion course to ART 360 for art history minors. Prerequisites: ARTH 234 or 235.

ART 362 Advanced Portfolio Development (3)  
*Fall*  
Students in this course will develop a portfolio of professional level work. The course will require students to assess contemporary changes in art or design and make work that responds to those changes. Students will strengthen their body of work so that it meets expectations of graduate programs or hiring professionals in the field. This course will be part of their preparation for Senior Show. Further, professional practices such as documentation, presentation, and other professional expectations are fully met. Prerequisites: ARTH 230, ARTH 232, ARTH 234, and ARTH 235. Six credits of Advanced Studio/Topics for fine art studio majors, three credits of ART 360 Topics for graphic design majors.

ART 380 Methods for Teaching Art K-8 (3)  
*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. Art Education majors graduating in odd years should take this course Spring, Sophomore year.

ART 381 Methods for Teaching Art 6-12 (3)  
*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. Art Education majors graduating in odd years should take this course Fall, Junior year.

ART 399 Independent Study (1)  
*Fall, Spring*  
Projects are selected from students’ major interests. Prerequisite: permission of the department.

ART 400 Internship (3)  
*Fall, Spring*  
By working with artists, galleries, arts organization or design firms, internships help students to see how ideas and practices in Trinity’s art programs operate in art world or design settings. They help students continue to build professional networks. Internships must be arranged with the department prior to registration. No more than nine hours of credit may be applied to the total number of studio credits. Remaining hours may be applied to general electives.

ART 420 Senior Seminar (3)  
*Spring*  
This is a seminar course in which students prepare for their senior exhibition. 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 exhibition students must successfully defend their 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 typically by taking an advanced course the fall semester prior to enrolling in Senior Seminar.

**ARTH ART HISTORY**

ARTH 230 Art History: Art & World Religions-CCS (3)  
*Spring*  
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 Foundations requirements.

ARTH 232 Art History: Renaissance and Rococo, 1400-1760 (3)  
*Fall*  
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.
ARTH 234 Art History: Neoclassicism to Surrealism, 1789-1945 (3)

*Spring*
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.

ARTH 235 Art History: After 1945, Abstract Expressionism to Present (3)

*Fall*
This lecture course examines 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 1990s, and the contemporary scene. Prerequisite: ARTH 234.

AUSB  AU SABLE INSTITUTE

Au Sable Institute of Environmental Studies course descriptions can be found at http://ausable.org/

BIOL  BIOLOGY

BIOL 100 Introduction to Biological Science (3)

*Fall, Spring*
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 BIOL 101 if they take BIOL 205 or 206. $50 Lab Fee.

BIOL 102 Environmental Science (3)

*Fall*
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. $50 Lab Fee.

BIOL 103 Introduction to Biology (4)

*Fall*
An introduction to biological principles and processes common to living organisms. Topics covered include basic cell biology, biochemistry, photosynthesis, respiration, cell division, gene regulation, and principles of genetics and evolution. The course includes a laboratory component. This course is designed for biology majors and minors and is not recommended for non-majors to meet their Foundations requirement. Prerequisite: Minimum ACT Composite score of 21 or a grade of B- or better in BIOL 100 or another college biology course or instructor permission with ACT 18–20. $50 Lab Fee.

BIOL 111 Survey of Plants and Animals (4)

*Spring*
This course consists of surveys of the kingdoms of life. Taxonomic relationships and physical, morphological, and behavioral adaptations of organisms are emphasized. The course includes a laboratory component. Prerequisite: BIOL 102 or BIOL 110 or permission of instructor. $50 Lab Fee.

BIOL 201 Ecology (4)

*Fall*
A study of the concepts and principles of ecology at various levels of organization. Laboratory work emphasizes field studies and may include weekend field trips. Prerequisites: MATH 151 and BIOL 111. $50 Lab Fee.

BIOL 204 General Microbiology (4)

*Fall*
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 or concurrent enrollment in BIOL 205. $50 Lab Fee.
BIOL 205 Human Anatomy & Physiology I (4)
*Fall*
This course is designed for students interested in allied health sciences and others who wish to know the structure and function of the human body. It begins with a brief introduction to cell structure and function, body organization, and tissue components. A systematic study of the integumentary, skeletal, muscular, nervous, and sensory systems follows. The course includes a laboratory component. The course is designed as an introductory course that, along with BIOL 206, constitutes a complete survey of the human body. Prerequisite: sophomore standing or permission of instructor. $50 Lab Fee.

BIOL 206 Human Anatomy & Physiology II (4)
*Spring*
A continuation of BIOL 205, this course covers basic genetics and the endocrine, digestive, respiratory, circulatory, excretory, and reproductive systems. The course includes a laboratory component. Prerequisite: BIOL 205. $50 Lab Fee.

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

BIOL 252 Economic Botany (3)
*Varies*
Offered at Morton Arboretum. Specific information available from biology department faculty. Prerequisites: BIOL 110 and BIOL 111. Highly recommended: BIOL 201.

BIOL 253 Woody Plants of Western Great Lakes Region (4)
*Varies*
Offered at Morton Arboretum. Specific information available from biology department faculty. Prerequisites: BIOL 110 and BIOL 111. Highly recommended: BIOL 201.

BIOL 254 Introduction to Horticulture (3)
*Varies*
Offered at Morton Arboretum. Specific information available from biology department faculty. Prerequisites: BIOL 110 and BIOL 111. Highly recommended: BIOL 201.

BIOL 301 Computational Biology (4)
*Spring, Odd*
This course focuses on computational strategies toward solving biological problems. The challenges of processing large datasets to identify meaningful biological insights are discussed. This course includes a laboratory component. Prerequisites: BIOL 110, MATH 151, CPSC 111. Crosslisted with CPSC 313. $50 Lab Fee.

BIOL 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 BIOL 306. $50 Lab Fee.

BIOL 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: MATH 151, BIOL 110, and CHEM 102 or concurrent enrollment in CHEM 206. $50 Lab Fee.

BIOL 308 Developmental 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: twelve semester-hours in biology; BIOL 306 highly recommended. $50 Lab Fee.

BIOL 310 Comparative Vertebrate Physiology (4)
*Fall, Odd*
A comparative study of the physiology of vertebrates. Emphasis is placed on the functioning of organ systems in various vertebrate classes and their adaptation to the environment leading to an understanding of evolutionary relationships. The course includes a laboratory component. Prerequisites: twelve semester-hours in biology; BIOL 306 highly recommended. $50 Lab Fee.

BIOL 314 Conservation Biology (4)
*Fall, Odd*
An in-depth study of the science of conservation, building on ecological principles to evaluate how anthropogenic changes and management strategies have influenced species, communities, and ecosystems. Biodiversity losses, population analysis and management, conservation design, and ecological restoration are discussed. This course includes a laboratory component. Prerequisite: MATH 151 and BIOL 111. $50 Lab Fee.

BIOL 316 Advanced Molecular Biology (4)
*Spring, Odd*
Advanced Molecular Biology combines an in-depth study of the complex molecular interactions leading to gene expression. Regulation of transcription, RNA processing,
translation, and more will be studied in the context of this field that now permeates all of modern biology. Primary literature will be discussed in order to learn new applications of molecular biology including designed genes, regulatory networks, and artificial cells. A research laboratory component is included. Prerequisite: BIOL 306. $50 Lab Fee.

BIOL 324 Individual Research (2)  
*Fall, Spring*  
Must be arranged with a member of the biology department prior to registration.

BIOL 351 Plant Ecology (4)  
*Varies*  
Offered at Morton Arboretum. Specific information available from biology department faculty. Prerequisites: BIOL 110 and BIOL 111. Highly recommended: BIOL 201.

BIOL 352 Plant Genetics (4)  
*Varies*  
Offered at Morton Arboretum. Specific information available from biology department faculty. Prerequisites: BIOL 110 and BIOL 111. Highly recommended: BIOL 201.

BIOL 355 Vascular Plant Taxonomy (4)  
*Varies*  
Offered at Morton Arboretum. Specific information available from biology department faculty. Prerequisites: BIOL 110 and BIOL 111. Highly recommended: BIOL 201.

BIOL 357 Biology of Fungi (4)  
*Varies*  
Offered at Morton Arboretum. Specific information available from biology department faculty. Prerequisites: BIOL 110 and BIOL 111. Highly recommended: BIOL 201.

BIOL 358 Plant & Soil Relations (4)  
*Varies*  
Offered at Morton Arboretum. Specific information available from biology department faculty. Prerequisites: BIOL 110 and BIOL 111. Highly recommended: BIOL 201.

BIOL 360 Medical Botany (3)  
*Varies*  
Offered at Morton Arboretum. Specific information available from biology department faculty. Prerequisites: BIOL 110 and BIOL 111. Highly recommended: BIOL 201.

BIOL 362 Marine & Island Ecology of 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: BIOL 110 and 111. Highly recommended: BIOL 201.

BIOL 391 Science Majors Junior 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. Prerequisites: junior standing and completion of 50% of the hours towards the biology major.

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

BIOL 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. Prerequisites: BIOL 110 and one other biology course.

BIOL 399 Individual Study (1)  
*Fall, Spring*  
Must be arranged with a member of the biology department prior to registration. Lab fees may apply.

BIOL 400 Field Education (2)  
*Fall, Spring*  
Must be arranged with a member of the biology department prior to registration.

BUAD BUSINESS

BUAD 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. $55 fee for web-based business simulation.
BUAD 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.

BUAD 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.

BUAD 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 also presented. Prerequisites: Earned grade of "C" or better in ACCT 221.

BUAD 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.

BUAD 289 Middle Grades Business Methods (3)
*Varies*
In this course, students will study and implement a variety of pedagogical methods for teaching and learning of business. The class will focus on ever-changing technological advances in a global society with an emphasis on the knowledge and skills to succeed in the 21st century. Students will engage in experiences and practice with technology tools and collaborative activities that prepare them to be effective users and continual learners of technology, including instruction in online pedagogy. They will learn to facilitate inquiry-based activities that include critical thinking, creative problem solving, effective communication, and collaboration. Prerequisite: admission into teacher education program.

BUAD 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: BUAD 121 and junior standing.

BUAD 311 Global Business (3)
*Fall, Spring*
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: BUAD 121 and junior standing.

BUAD 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 student's ability to work in groups and to manage a company using a web-based business simulation. Prerequisites: accounting, business, finance, marketing, or entrepreneurial management major; earned grade of "C" or better in BUAD 121, 131, 241, ACCT 221, 222, ECON 121, 122; and junior standing. $70 fee for web-based business simulation and national test.

BUAD 332 Business Research Methods (3)
*Fall*
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 151, and junior standing or permission of instructor.

BUAD 333 Marketing Management (3)
*Spring*
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: BUAD 131 and junior standing.

BUAD 335 Product Management (3)
*Fall, Odd*
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: BUAD 131 and junior standing.

BUAD 337 Global Marketing – CCS (3)
Fall, Odd
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 Foundations requirements. Prerequisite: BUAD 131 and junior standing.

BUAD 338 Services Marketing (3)
Fall, Even
This course covers the key topics in service marketing; included are topics such as understanding services, designing the service offering, service pricing policy, communications strategy, and service quality. The course includes a case approach using real-life current cases for each subject. Prerequisites: BUAD 131 and junior standing.

BUAD 340 Financial Statement Analysis (3)
Fall, Odd
The study and analysis of the statements produced in the financial accounting process. The primary objective is to analyze the income statement, the statement of cash flows, and the balance sheet from the perspective of the end users: the firm’s managers, stockholders, stakeholders, security analysts, suppliers, lending institutions, employees, labor unions, regulatory agencies, and the general public. The case study method will be used throughout the course. This course is identical to ACCT 340. Prerequisites: ACCT 222, BUAD 241, and junior standing.

BUAD 341 Financial Markets and Institutions (3)
Fall, Even
A study of financial institutions and markets and their importance in the U.S. financial marketplace. This course includes a study of interest rate determination and the economics behind rate fluctuations, an examination of the Federal Reserve System and the tools of monetary policy, and a deeper examination of key financial institutions and markets and their regulatory environment. This course is identical to ECON 341. Prerequisites: BUAD 241, ECON 121, and junior standing.

BUAD 344 Security Markets (3)
Fall, Even
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: ACCT 222, BUAD 241, and junior standing.

BUAD 346 Global Finance (3)
Spring, Even
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: BUAD 241, and junior standing or permission of instructor.

BUAD 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. Prerequisites: BUAD 121 and junior standing.

BUAD 354 Asset Allocation and Investment Management (3)
Spring, Odd
An advanced study of investment management which will include the fundamentals of constructing properly diversified portfolios. The course will look at the appropriate inputs in the asset allocation process, fundamentals of equity and fixed income portfolios, and the proper use of global assets, alternative investment classes and derivatives. The course will conclude with a close examination of incentives, ethics and appropriate policies in the context of a Christian worldview that need to be incorporated in the investment management process. Prerequisites: BUAD 344, MATH 151, and junior standing.

BUAD 361 Human Resource Management (3)
Fall, Even
This course provides an overview of the field of human resource management and the nature of human resource activities in an organization. The course explores 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: BUAD 121 and junior standing.
BUAD 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: BUAD 121 and junior standing.

BUAD 380 Secondary Business Methods (3)

Varies
This course is designed to complement EDU 380: Methods for General Educators. 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: admission into teacher education program, and EDU 380 or current enrollment.

BUAD 381 Creativity in Business (3)

Fall, Even
This course explores the role of creativity in organizations. Theories and modes of creative thinking are presented. The link between creativity and innovation is explored. The course is experiential in nature and uses individual and group exercises, cases, and techniques by which to investigate the creative process in organizations. Managerial and team roles in fostering a creative environment are discussed. Through this course students will learn their own creative potential and how to manage creativity and innovation in an organizational setting. Prerequisites: BUAD 121 and junior level standing.

BUAD 382 Business Plan Development (3)

Spring, Odd
Developing a business plan is at the center of helping a business define what it is, what it wants to be, and how it intends to get there. This course integrates the application of the managerial principles of planning, organizing, directing, and controlling with the functional responsibilities of management in the areas of marketing, finance, personnel, and operations, all from an entrepreneurial perspective. The concepts of business strategy and competitive niche are explored through the use of small business case studies and a field experience project. This course will use lecture, discussion, case studies, guest lectures from experienced practitioners, and a major business plan project. Prerequisites: BUAD 121 and junior level standing.

BUAD 383 Negotiations (3)

Spring, Odd
This course is experiential in nature and focuses on enhancing students' ability to negotiate effectively. This skill building course is designed to help each individual become more persuasive both personally and professionally. This course will use lecture, discussion, experiential negotiation assignments, and a major bargaining exercise. This course builds upon failures as well as successes, which enables each individual to identify their personal negotiations style. Upon completion, students will have the ability to compete successfully in future negotiation situations and to refine the tools and techniques learned during the course. Prerequisites: BUAD 121 and junior standing.

BUAD 384 Leadership (3)

Spring, Even
This course seeks to revisit, re-evaluate, and hone students' understanding of the Reformed Christian Worldview as applied in a business leadership position. Using integrative and Biblical readings, various practical models, research findings, and theoretical frameworks of leadership, students will develop a solid foundation for understanding the practice of effective leadership in organizations. Using cases, guest lectures, and field work, students will increase their self-awareness through self-assessment, others' feedback, and field work experiences to create a leadership development action plan and hone skills in analyzing and communicating business information to clients, colleagues, and their community. Prerequisites: BUAD 121 and junior level standing, or permission of instructor.

BUAD 385 On-Line Marketing/Social Media (3)

Fall, Odd
This course focuses on using these relationship-building platforms including social media, blogs, wikis, podcasts, and apps, etc.) as a way to communicate to a wide variety of audiences. Students will learn these aspects of online promotion through regular readings, course assignments, discussion posts, and social media campaign creation. Upon completion of the course, students will know the basics of effectively using web platforms as mass communications tools. Prerequisites: BUAD 131 and junior level standing.

BUAD 386 Personal Selling (3)

Spring, Even
This course is a detailed exposure to personal selling theories, strategies, and tactics. The latest concepts concerning the building and maintaining of long-term professional relationships with clients are examined and applied. The entire sales process is examined, through the perspective of relationship selling, with particular emphasis on experiential components that culminate in a sales competition. Students will have the opportunity to apply learned sales skills before the instructor, other students, and sales professionals. Prerequisites: BUAD 131 and junior standing.
BUAD 387 Change Management (3)
Fall, Odd
This course seeks to improve competency when handling the phases of change within an organization. Exercises, case studies, lecture, and assessments will be used to aid understanding of the change process from diagnosis through intervention. Change will be examined from the individual, group, and organizational levels. Several theoretical change models will be examined as will the types of change that occur within organizations. This course will use lecture, discussion, case studies, and a major organizational change project. Prerequisites: BUAD 121 and junior level standing.

BUAD 399 Independent Study in Business (2)
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: junior standing and 3.0+ GPA.

BUAD 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: accounting, business, finance, marketing, or entrepreneurial management major; senior standing.

BUAD 425 Internship in Business (1-12)
Fall, 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. A student may complete more than one internship but can earn no more than 12 hours of internship credit. Prerequisites: junior standing and business department faculty approval.

CHEM 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. Designed to meet the physical science Foundations requirement for non-science majors, this course does not count toward the completion of a chemistry major or minor. $30 Lab Fee.

CHEM 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. CHEM 101 does not count toward a chemistry major or minor. Due to content overlap students cannot receive credit for CHEM 101 if they take CHEM 103. $30 Lab Fee.

CHEM 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. CHEM 102 does not count toward a chemistry major or minor. Prerequisite: CHEM 101 with a C- or better. $30 Lab Fee.

CHEM 103 Fundamentals of Chemistry I (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 MATH 101 or instructor permission for students with ACT scores 18-20. $30 Lab Fee.

CHEM 104 Fundamentals of Chemistry II (4)
Spring
A continuation of CHEM 103, this course 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: CHEM 103 with a C- or better. $30 Lab Fee.

CHEM 202 Quantitative Analysis (4)
Fall, Odd
This course consists of three hours of lecture and three 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: CHEM 104 with a C or better. $30 Lab Fee.

CHEM 205 Organic Chemistry I (4)
Fall
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: CHEM 104. $30 Lab Fee.

CHEM 206 Organic Chemistry II (4)
Spring
This continuation of CHEM 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: CHEM 205. $30 Lab Fee.

CHEM 303 Biochemistry I (4)
Fall, Even
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: CHEM 206, BIOL 306, or approval of instructor. $30 Lab Fee.

CHEM 304 Biochemistry II (3)
Spring, Odd
The course consists of a study of selected topics in advanced organic chemistry which will focus on organic syntheses and the study of electron-pushing mechanisms of organic reactions. It will include the use of chemical literature and SciFinder to aid in the presentation of a topic from the organic chemical literature. Prerequisite: CHEM 206.

CHEM 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: CHEM 206.

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

CHEM 331 Physical Chemistry I (4)
Spring, Even
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: CHEM 104, CHEM 202, and PHYS 212 or concurrent registration; MATH 112 or permission of instructor. $30 Lab Fee.

CHEM 332 Physical Chemistry II (4)
Varies
This continuation of Physical 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: CHEM 331. $30 Lab Fee.

CHEM 333 Environmental Chemistry (4)
Fall, Odd; 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 during the academic year at Trinity and summers through AuSable Institute of Environmental Studies at Mancelona, Michigan. $30 Lab Fee.

CHEM 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 hand 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. Prerequisites: CHEM 202 and 205. $30 Lab Fee.

CHEM 391 Science Majors Junior 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 and minimum of 12 hours in the chemistry major.

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

CHEM 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.

CHEM 399 Independent Study (2)
Fall, Spring
Topics selected from student’s major interests. Prerequisite: Permission of the department. Lab fees may apply.

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

CHML CHRISTIAN MINISTRY AND LEADERSHIP

CHML 101 Introduction 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.

CHML 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, and the heart of a leader and many of the practical challenges of daily ministry leadership. Prerequisite: CHML 101.

CHML 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: CHML 101 and sophomore standing.

CHML 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. Prerequisite: CHML 101 or permission of the instructor.

CHML 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 mission settings. Prerequisites: CHML 101 and junior standing.

CHML 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: CHML 101 and junior standing.

CHML 307 Worship Leadership (3)
Fall, Odd
This course will introduce students to worship in the Old and 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: CHML 101 and junior standing.

CHML 399 Independent Study (1)
Varies

CHML 400 Field Education/Internship (6)
Fall, Spring
CHML 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 Foundations 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.

**CJ CRIMINAL JUSTICE**

CJ 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.

CJ 201 Comparative and Alternative Criminal Justice Systems—CCS (3)
*Spring*
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: CJ 121.

CJ 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: CJ 121 or SOC 121.

CJ 204 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 THEO 224.

CJ 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: CJ 121, PLSC 121, or SOC 121.

CJ 302 Law Enforcement (3)
*Fall, Odd*
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: CJ 121.

CJ 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: CJ 121.
CJ 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 remodelling, and other provisions for youth, as well as examining causes of youth violation of social norms and laws. Prerequisite: CJ 121, PLSC 121, or SOC 121.

CJ 306 International Law, Justice, and Enforcement (3)

Varies
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: one introductory course and at least two 200- or 300-level courses in criminal justice, history, political science, or sociology.

CJ 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.

CJ 399 Independent Study (3)

Varies

CJ 400 Field Education (6)

Fall, Spring, Summer

CJ 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.
audiences). Its members also plan and host writing workshops/ clubs for other students. All writing minors must take the course at least twice. The Guild is also open to students in other programs. Total course enrollment will not exceed 15 students. This course is identical to ENGL 220.

COMM 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. Fulfills the fine arts Foundations requirement. Prerequisites: ENGL 103 (or HON 103) and 104.

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

COMM 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.

COMM 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: COMM 111 or concurrent enrollment.

COMM 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 Foundations requirement.

COMM 237 Audio Production (3)
*Fall, Odd*
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.

COMM 238 Video Production (3)
*Varies*
This course develops an overview of video production terms, skills, and equipment through preproduction, production, and post-production work. Students write and direct various programs as well as gain experience in performance, lighting, staging, and technical operations.

COMM 241 Introduction to Journalism (3)
*Spring*
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.

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

COMM 243 Group Dynamics (3)
*Varies*
This course uses 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 procedure. This course is identical to PSYC 243 and SOC 243. Prerequisite: sophomore standing.

COMM 250 Intercultural Communication—CCS (3)
*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 Foundations requirements.

COMM 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 scene work is a major component of the course. Prerequisite: COMM 125 or permission of instructor.

COMM 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: COMM 125.

**COMM 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: COMM 111.

**COMM 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: COMM 111.

**COMM 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: COMM 125 or permission of instructor.

**COMM 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: COMM 101 and 241.

**COMM 333 Communication Ethics (3)**  
*Fall*  
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: COMM 111.

**COMM 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. Prerequisite: COMM 234.

**COMM 337 Advanced Production (3)**  
*Varies*  
This course assumes that participants have taken COMM 237, Audio Production, or COMM 238, Video Production, and that their basic technical skills are sound. Therefore, this course is mainly a course in applying those skills in the role of producer and director as one would encounter outside of a school environment. Besides the three modes of production learned in basic audio and video, this includes financing, budgets, and other reporting that is required both as an independent filmmaker, and as an independent music producer and artist, as well as when working with an established production company or music studio. Assignments will be differentiated for students to focus more on audio (for music production) or on video (for film production). Prerequisite: COMM 237 or COMM 238.

**COMM 345 Journalism Practicum (1)**  
*Varies*  
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.

**COMM 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.

**COMM 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.

**COMM 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.

**COMM 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.
COMM 399 Independent Study (2)

*Varies*

Topics are selected from students’ major interests.

COMM 400 Internship in Communication (3)

*Varies*

COMM 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 and approved capstone project proposal.

**CPSC COMPUTER SCIENCE**

CPSC 107 Web Page Design (2)

*Fall*

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

CPSC 111 Elements of Programming I (3)

*Fall*

An introduction to the basics of computer programming. Using a programming environment that is appropriate for beginners, students will learn to write programs that generate graphical, textual, or numeric output. No previous experience with computer programming is required.

CPSC 112 Elements of Programming II (3)

*Spring*

A continuation of CPSC 111. Foundational concepts introduced in CPSC 111 are covered in greater depth, working up to an introduction to the principles of object-oriented programming. Prerequisite: Grade of C- or better in CPSC 111 or permission of instructor.

CPSC 202 Data Structures (3)

*Fall*

A continuation of CPSC 112. Advanced topics in object-oriented programming and graphical user interface design are introduced. Foundational data structures such as arrays, lists, stacks, queues, and trees are explored, along with associated algorithms for searching and storing them.

CPSC 221 Operating Systems (3)

*Fall, Odd*

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: CPSC 112. CPSC 202 recommended.

CPSC 231 Databases (3)

*Spring*

An introduction to the principles, design, implementation, and use of relational database management systems. Topics include the use of Structured Query Language (SQL) to query and modify databases, database logic, normalization, sorting, searching, indexing, reports, table relationships, and database ethics. Prerequisite: CPSC 202, or sophomore status and CPSC 111.

CPSC 252 Unix: Concepts and Administration (3)

*Fall, Even*

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: CPSC 111.

CPSC 260 Business Computing (3)

*Spring*

Through intensive hands-on learning, students acquire the ability to use spreadsheet and database software to organize information, to create and employ data models, and to solve business-related informational problems.

CPSC 261 Web Architecture and Design (3)

*Fall*

This course introduces the use of foundational technologies that underlie web pages. Students will learn to write HTML, CSS, and JavaScript/jQuery to create content, format, and process web pages.

CPSC 302 Software Engineering (3)

*Spring, Even*

This course is a survey of software engineering principles including software project management, system and requirements analysis, the design and implementation of software, software quality assurance and testing, software maintenance, dependability and security. Prerequisite: CPSC 202.
CPSC 311 Programming Languages (3)  
*Fall, Even*  
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: CPSC 202.

CPSC 312 Algorithms and Complexity Theory (3)  
*Spring, Odd*  
This course reviews techniques for proving an algorithm's correctness and analyzing its efficiency, explores a catalog of advanced algorithms and algorithmic techniques, data structures, and analysis methods, and considers issues of computability and tractability of problems, particularly the concept of NP-completeness, and computational complexity. Prerequisites: CPSC 202 and MATH 210.

CPSC 313 Computational Biology (4)  
*Spring, Odd*  
This course focuses on computational strategies toward solving biological problems. The challenges of processing large datasets to identify meaningful biological insights are discussed. This course includes a laboratory component. Prerequisites: BIOL 110, MATH 151, CPSC 111. Crosslisted with BIOL 301. $50.00 lab fee.

CPSC 331 Networking (3)  
*Spring, Odd*  
The course introduces typologies for networks, ports, protocols, switching, routing, Transmission Controlled Protocol/Internet Protocol (TCP/IP), and network layers. Prerequisites: CPSC 111 or sophomore standing.

CPSC 332 Computing Administration (3)  
*Spring, Even*  
This course introduces Microsoft Windows Server, web servers, network storage, active directories, client servers, software implementation, and systems administration. Prerequisites: CPSC 111 or sophomore standing. CPSC 331 is recommended.

CPSC 370 Topics in Computer Science (3)  
*Fall, Spring*  
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. This course may be repeated for credit with different topics. Prerequisite: CPSC 112, or sophomore status and CPSC 111.

CPSC 399 Independent Study (1)  
*Varies*

CPSC 400 Field Education (2)  
*Fall, Spring*

CPSC 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).

CSEM 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 Foundations requirement.

CSEM 303 Values and Vocation: Reflections on Work and the Common Good (3)  
Reflections on Work, Family, Community, and Social Justice: This seminar will explore from a variety of perspectives the concept of vocation and how it is related to our understanding of the common good. Using sociological, theological, and psychological lenses, we will examine the ways in which we discern our calling in light of our responsibility to promote the common good. We will also look at the current socio-economic structures that impact work and family life (gender, race, religion, and class) and how they might shape our understanding of vocation. Some of the questions we will explore include: How are work and vocation different? How do we negotiate our individual gifts and desires within the context of the communities in which we live and to which we are responsible? And, finally, what role might social justice play in deciding how we are going to live and work?

CSEM 305 Diversity and Inequality: Engaging Chicago Cross Culturally (3)  
This seminar will spend time observing and learning from diverse urban communities, with particular attention to the history, culture, and economic conditions of
these neighborhoods. We will study immigration patterns; race and ethnic relations in Chicago; community building and organizing; and issues such as displacement/gentrification, poverty, and economic development. We will focus on the Chicago experience and how it relates to larger global processes. Fulfills 3 hours of the cross-cultural studies Foundations requirement.

CSEM 306 Urban Planning, Development and the Sustainable City (3)
This seminar will focus on the evolution and development of the city, with particular emphasis on the built environment in Chicago. We will explore the significance of the city’s architecture, sculpture, parks, community murals, and impacts of city design. The seminar will seek to understand and critique the city’s built environment through field trips, guest speakers, readings, and class discussions.

CSEM 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.

CSEM 401 Social Work Professional Seminar (2)
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.

CSEM 450 Student Teaching: Elementary (10)
Students enrolled in the Chicago Semester program are placed in a Chicago public school. 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.

CSEM 454 Student Teaching Seminar: Contemporary Issues (3)
This course meets weekly during the semester of student teaching. Discussion topics include contemporary issues, worldview implications for teaching, 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.

CSEM 455 Student Teaching: Secondary (10)
Students enrolled in the Chicago Semester program are placed in a Chicago public school. 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.

CSEM 459 Student Teaching: Middle Grades (10)
Students enrolled in the Chicago Semester program are placed in a Chicago public school. 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.

ECON ECONOMICS

ECON 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 Foundations requirement.

ECON 122 Microeconomics (3)
Spring
A study of economic choices made by individuals and organizations in a market economy. This course examines behavior of individuals and institutions and compares economic systems.

ECON 225 World Poverty and Economic Development—CCS (3)
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 Foundations requirements.

ECON 341 Financial Markets and Institutions (3)
Fall, Even
A study of financial institutions and markets and their importance in the U.S. financial marketplace. This course includes a study of interest rate determination and the economics behind rate fluctuations, an examination of the Federal Reserve System and the tools of monetary policy, and a deeper examination of key financial institutions and markets and their regulatory environment. This course is identical to BUAD 341. Prerequisites: BUAD 241, ECON 121, and junior standing.
ECON 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 HIST 353.

ECON 399 Independent Study in Economics (2)
*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.

ECU SEMESTER IN ECUADOR

ECU 101 Worldview and World Religions (3)
The goal of this course is to understand the nature of a worldview and the function of faith and reason in developing a worldview: to define and analyze eight basic worldviews (Christian theism, deism, naturalism, nihilism, existentialism, Eastern pantheism, New Age spirituality and postmodernism); to explore and critique six major world religious traditions (Judaism, Christianity, Taoism and Confucianism, Hinduism, Buddhism, and Islam); to offer an internal critique of each worldview and an evaluation from the standpoint of historic Christianity.

ECU 203 Spiritual Formation (3)
This course will examine the dynamics of personal development in student’s lives, focusing on spiritual growth. Biblical principles that govern the character and conduct of Christians will be addressed. Students will employ analytical tools and reflection skills to develop greater self-awareness. From this foundation they will explore the process of spiritual formation and establish an initial life plan for the regular practice of spiritual disciplines.

ECU 250 History, Politics, Culture, and Missions (3)
This course provides an overview of the history, politics, culture, and missions in 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.

ECU 300/400 Field Experience in Ecuador (6)
Students will work with a local organization (e.g., business, church, artistic non-profit group) and participate in a two-week mission trip. Credit towards a department’s major (field education/internship) is granted at the discretion of each department. Students should check with his/her adviser when considering the program.

EDUC 107 Bilingual Education Field Experience (0)
*Fall, Spring*
Students seeking a Bilingual endorsement register for this course in conjunction with EDUC 225, 341, 342, and 345.

EDUC 108 ESL Education Field Experience (0)
*Fall, Spring*
Students seeking an ESL endorsement register for this course in conjunction with EDUC 225, 341, 342, and 345.

EDUC 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 Foundations requirement.

EDUC 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 pre-literate 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 this course in their sophomore year. Field Experience: 50 hours.

EDUC 209 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.

EDUC 210 Principles of Online Learning (3)
*Fall, Odd*
The course addresses the pedagogy and learning strategies of online learning. Students will learn and practice online course design, organization, learning objectives,
learning activities, assessment, tools, class management, and fostering community. Students will work with a teacher to design and develop an online course and/or modules for use in a K-12 environment. The course is delivered online. Prerequisite: EDUC 209.

EDUC 225 Foundations of Teaching Bilingual/ESL (3)  
Spring, Odd  
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 EDUC 203.

EDUC 303 Educational Psychology (3)  
Spring  
One 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 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. Prerequisites: PSYC 123 or acceptance into the Teacher Education program if required for licensure.

EDUC 309 School Technology  
Spring, Odd  
This course focuses on planning, organization, management, and professional development related to the use of computers and other learning technologies in school settings. Students will develop expertise in technology policy, procedures, management of facilities and resources, budget planning and purchasing, evaluation of technology effectiveness, legal compliance, and the design and implementation of staff technology development. A field experience of 30-40 hours in a school setting is required. Prerequisite: EDUC 209.

EDUC 310 Elementary Literacy (3)  
Fall, Spring  
Students explore methods, philosophies, and assessment of literacy instruction. Course content includes an examination of theories with an emphasis on fundamentals of reading instruction, approaches to teaching reading strategies and skills, research-based literacy resources, and tools for assessing the progress of literacy development. Special attention is given to the International Reading Association and the Common Core State Standards for English Language Arts. All elementary education students take this course prior to the student teaching assignment. Field Experience: 20 hours. Prerequisites: EDUC 203, PSYC 123, SPED 216, and acceptance into the Teacher Education program.

EDUC 311 Literacy in the Disciplines (3)  
Fall, Spring  
Each discipline has its own goals for reading and methods to reach those goals. This course examines extensively this thesis that ways of reading differ from discipline to discipline. Along with an examination of reading as a meaning-making process, this course gives specific attention to methods and materials used to teach reading in the secondary student’s content area. This course involves work on vocabulary, comprehension, and study skills needed by K-12 students when reading in the content areas. Topics will include: understanding the reading process, assessment, study strategies, diversity, and content area thematic instruction. Prerequisites: EDUC 203 and acceptance into the Teacher Education Program.

EDUC 312 Middle Grades Literacy (3)  
Fall, Spring  
This course focuses on literacy in the middle grades and includes an examination of the middle school movement and philosophy in the United States. Developmentally appropriate practice, which includes an understanding of the cognitive, social, emotional, ethical and physical aspects of middle school students, is considered as a framework for literacy instruction. Emphasis includes the impact of second language acquisition on literacy for middle school students, media literacy, disciplinary literacy, and assessment as a guide for literacy instruction. Field Experience: 50 hours Prerequisites: EDUC 203, SPED 216, and acceptance into the Teacher Education program. Recommended: PSYC 123.

EDUC 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: EDUC 203, ENGL 103 (or HON 103) and 104, and acceptance into the Teacher Education program.

EDUC 335 Teaching in the Middle Grades (3)  
Fall  
This course is an overview of middle grades school history, philosophy, and school organization. It includes a study of adolescent development and diversity, integrative and exploratory curriculum, equitable pedagogy, and assessment used in middle grades (5-8). Prerequisite: acceptance into the teacher education program.
EDUC 340 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. Effective utilization of the rich resources represented by the home and the community will be explored. Prerequisites: PSYC 123; EDUC 203 for education majors and minors.

EDUC 341 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 critically select and analyze ESL materials. Field Experience: 25 hours (through EDUC 107 or 108). Prerequisites: EDUC 107 or 108, PSYC 121 or PSYC 123, and EDUC 203.

EDUC 342 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 (through EDUC 107 or 108). Prerequisites: EDUC 203 or current teacher licensure.

EDUC 345 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 (through EDUC 107 or 108). Prerequisites: EDUC 203 or current teacher licensure.

EDUC 380 Methods for General Educators (3)
Fall, Spring
This course is designed to study and discuss theories and techniques of methods of instruction at the elementary level, middle grades, and high school level for students of all abilities. Specific topics will include organizing, planning, instructing, and assessing all learners including cross-categorical special education students. We will study the nature and needs of children, early adolescent, and adolescents. We will study the many roles of the teacher including decision-maker, instructional planner and leader, classroom manager, evaluator, assessor, and the role of the teacher in the coordination and referral of students to health and social services. Prerequisites: Acceptance into the teacher education program and 200 hours of field experiences. Novice teaching: 90-100 hours.

EDUC 381 Novice Teaching (0)
Varies
Novice teaching is considered clinical experience rather than field experience. Students must be enrolled concurrently in EDUC/SPED 380.

EDUC 399 Independent Study (1)
Varies
By permission of the department or instructor.

EDUC 410 Service Learning Capstone and Practicum (3)
Varies
This course fulfills the college capstone requirement for the Elementary Education Studies major through the design and implementation of a service learning project. Students will meet with their professor in a seminar to understand and critique service learning, the skills to design a project, and the dispositions for becoming a professional. Students will reflect on their experience as they seek to achieve real objectives for the community and deeper understanding and professional skills for themselves. For education students fulfilling the Elementary Education Studies major, this course serves as both capstone and practicum course; for all other students, the course is an elective with the possibility for filed experience hours for their major. The course is open only to senior-level students.

EDUC 450 Student Teaching: Elementary (5)
Fall, Spring
Student teacher interns may choose one 16-week placement or a 9-week placement AND a 7-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 EDUC 454.

EDUC 454 Student Teaching Seminar: Contemporary Issues (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 for a
course grade and a teacher performance assessment (edTPA) for licensure.

EDUC 455 Student Teaching: Secondary (5)
*Fall, Spring*
Student teacher interns may choose one 16-week placement or a 9-week placement AND a 7-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 EDUC 454.

EDUC 459 Student Teaching: Middle Grades (5)
*Fall, Spring*
Student teacher interns may choose one 16-week placement or a 9-week placement AND a 7-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 EDUC 454.

ENGL 102 Basic Writing (3)
*Fall*
Students review grammar and reading techniques, and learn to structure paragraphs and essays. All students must have these skills as determined by ACT English (below 18) or SAT verbal (below 50) scores before proceeding to other English courses. Does not fulfill one of the college English Foundations requirements.

ENGL 102 Basic Writing, ESL (3)
*Fall*
This course helps ESL (English as a Second Language) students prepare to do academic work in English. While its primary focus is composition, and hence the challenge of finding appropriate language to fit purpose, audience, and situation, it will also support students’ need to become more familiar with English conversation and reading. Does not fulfill one of the college English Foundations requirements.

ENGL 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 including the writing of a research paper. It also guides students through interpretation of both the written word and visual images. Students in the Honors program take HON 103 in place of ENGL 103. Fulfills one of the college English Foundations requirements.

ENGL 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: ENGL 103 (or HON 103). Fulfills one of the college English Foundations requirements.

ENGL 201 Poetry and Drama (3)
*Fall*
This course will help students develop a framework for interpreting poetic and dramatic texts. The course will include both formal and social analysis. Prerequisites: ENGL 103 (or HON 103) and 104.

ENGL 203 Fiction (3)
*Fall*
This course will help students develop a framework for interpreting the novel and short story. The course will include both formal and social analysis. Prerequisites: ENGL 103 (or HON 103) and 104.

ENGL 205 Texts and Contexts: Renaissance to Modern (3)
*Spring*
This course will help students develop a framework for interpreting literary history. The course will focus on five authors of distinct literary periods, studied in their social and historical contexts. Prerequisites: ENGL 103 (or HON 103) and 104.

ENGL 220 Writers Guild (1)
*Fall*
The Writers Guild functions as a community in which students develop their identity as writers by creating and sharing work once a week. It also supports students through the range of experiential writing required by the interdisciplinary writing minor (for instance, writing for on- or off-campus publications or presenting to public audiences). Its members also plan and host writing workshops/clubs for other students. All writing minors must take the course at least twice. The Guild is also open to students in other programs. Total course enrollment will not exceed 15 students. This course is cross listed with COMM 220.

ENGL 288 Elementary English Language Arts Methods (3)
*Fall, Spring*
This course focuses on Language Arts methodology and content for grades 1 – 6. Emphasis will be on writing instruction, language tools, media literacy, and the integration of Language Arts throughout the curriculum. Due to overlap in course content, credit cannot be earned for
both ENGL 288 and ENGL 289. Prerequisites: ENGL 103 (or HON 103) and 104.

ENGL 289 Middle Grades English Language Arts Methods I (3)
Fall, Spring
In this course, students will study and implement a variety of pedagogical methods for teaching and learning of language arts, including reading, writing, and communicating verbally and multi-modally. Students will critically consider language arts learning activities and create their own learning tasks to satisfy criteria including overall communication goals, reading comprehension, writing skills, problem-solving, communication, and inter-textual connections within reading. Issues including non-standard English, English language learning, the definition of literacy, equity and diversity, and assessment will be addressed. Due to overlap in course content, credit cannot be earned for both ENGL 288 and ENGL 289. Prerequisite: Admission to the teacher education program.

ENGL 290 Middle Grades English Language Arts Methods II (3)
Fall, Odd
This course deals with methods and materials of teaching in grades 5-8. Students study topics such as instructional strategies, objectives and planning, individual difference, problem-solving, content and organization, curriculum trends, teaching aids, evaluating, and professional organizations. Note: Due to overlap in course content, credit cannot be earned for both ENGL 290 and ENGL 380. Prerequisite: Admission to the teacher education program.

ENGL 340 Ancient and Medieval Literatures (3)
Spring
A study of classical and medieval texts that have shaped a later literary tradition, including but not limited to texts by Homer, Virgil, Augustine, Dante, and Chaucer. The course gives special attention to the uses and social contexts for literature at the beginning of the Western tradition, and how these changed in literature’s subsequent development. The course will also introduce students to the history of the book and to early Christian debates about the value of a Classical education. Prerequisites: Two from ENGL 201, 203, or 205.

ENGL 341 Renaissance Literatures (3)
Fall
A study of the literature of the English Renaissance: poetry, prose, and plays written between the accession of Henry VIII in 1509 and the closing of the theaters by the Puritans in 1642. The course gives special attention to such topics as utopianism, the pastoral, the idea of empire, and the representation of the monarch. Also of central interest are the early modern theater and its great dramatists. Prerequisites: Two from ENGL 201, 203, or 205.

ENGL 343 Transatlantic Literatures I (3)
Fall
A study of Romantic and realist literature on both sides of the Atlantic from roughly 1780 to 1880. The course attends to aesthetic and formal questions raised, as well as to religious and social concerns. Genres include numerous new poetic forms, the slave narrative, and Gothic, sentimental, and realist fiction. Prerequisites: Two from ENGL 201, 203, or 205.

ENGL 344 Transatlantic Literatures II (3)
Spring
A study of modern and postmodern literature on both sides of the Atlantic: poetry, fiction, and drama. The course studies examples of realism, modernism, and postmodernism while considering the effects of war, racial dynamics, globalization, and the legacy of colonialism. Special attention will be given to these issues as they are currently taking shape in emerging literatures. Prerequisites: Two from ENGL 201, 203, or 205.

ENGL 350 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: ENGL 103 (or HON 103) and 104.

ENGL 352 Children’s Literature (3)
Spring
This course examines picture books, middle-grade chapter books, adolescent novels, young adult novels, graphic novels, and non-fiction books for children. Students will learn critical theory about children’s literature, how to elicit discussion from elementary and secondary students about themes and motifs in children’s literature, how to discover good books, how to respond when books used in the school are challenged, and how to write critically about children’s literature.

ENGL 354 Postcolonial Literatures—CCS (3)
Spring
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 Foundations requirements. Prerequisites: ENGL 103 (or HON 103) and 104.

ENGL 356 Topics in English (3)
Various
Selected topics vary from year to year, according to current interests within the department and the profession.
The course emphasizes research, interpretation, and writing while giving students opportunity to work closely with one or more members of the English department on current research interests. Prerequisites: ENGL 103 (or HON 103), ENGL 104, and two of the three sophomore level courses – or permission of the instructor.

**ENGL 370 History of the English Language (3)**
*Fall*
This course will help students understand the complex relationship between literature and language and how developments in one influence developments in the other. Education students should continue to take the traditional, state-required linguistics course instead.

**ENGL 371 Linguistics (3)**
*Spring*
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 and social science students.

**ENGL 372 The History of Writing Instruction (3)**
*Spring*
This course traces the history of writing instruction from the ancient Greeks to the twenty-first century, with special emphasis on the rhetorical tradition from Homer to Augustine, the influence of that tradition on Renaissance writing and writing instruction, and the shift away from that tradition in the rise of English Studies at the end of the nineteenth century. Contemporary questions, such as those about sequenced writing assignments and about the relation of writing instruction to speaking and reading, will be raised throughout. Prerequisites: ENGL 103 (or HON 103) and 104.

**ENGL 375 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: ENGL 103 (or HON 103).

**ENGL 376 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: ENGL 103 (or HON 103).

**ENGL 380 Secondary English Methods (3)**
*Fall, Odd*
Methods and techniques of teaching English in grades 6-12. Note: Due to overlap in course content, credit cannot be earned for both ENGL 290 and ENGL 380.

**ENGL 382 Writing Center Tutor Course (2)**
*Fall*
A writing center is an invaluable resource to the life of a college. Peer tutoring simply works. This course prepares peer tutors to help writers improve their writing process, strengthen their arguments on macro and micro levels, and identify patterns of error. We will be focusing on a variety of tutorial scenarios, from tutoring non-native English speakers, to editing scientific writing, to helping students plan and execute verbal presentations. Prerequisites: ENGL 103 (or HON 103) and 104 or recommendation by instructor.

**ENGL 399 Independent Study (1)**
*Fall, Spring*
Open to qualified students by permission of the department and instructor.

**ENGL 400 Field Education (2)**
*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.

**ENGL 401 Senior Seminar: Major Author (2)**
*Fall*
Senior English and English education majors are required to participate in the senior seminar the fall semester of their senior year. Students will study in-depth one major author (choice varies). They will also reflect on the development of the relationship between their faith and their learning.

**FYF 101 First Year Forum (1)**
*Fall*
This required one-credit Foundations 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.
FYF 111 Framing Your Future (1)
Fall, Spring
This required one-credit Foundations 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.

GEOG 201 World Geography – CCS (3)
Fall, Spring
This course is primarily for elementary education majors to fulfill Standards for Licensure in Elementary Education (Standard 5–Curriculum: Social Science). Students will recognize the process of globalization, discussing the increasing interconnectedness of people and places, present and past, through converging processes of economic, political and cultural change. Students will gain skills to think critically about complicated issues and themes of world geography as they interact with the effects of globalization. Students will also be able to identify significant geographic locations and features. Student attendance and participation on field trips/service experience is required. Prerequisite: sophomore standing or permission of the instructor. Fulfills one of the cross-cultural studies Foundations requirements.

GEOL 101 Earth Science (3)
Fall, Spring
This course is primarily for elementary education majors to fulfill Standards for Licensure in Elementary Education (Standard 4–Curriculum: Science). 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. This course does NOT fulfill the physical science Foundations requirement. $30 Lab Fee.

GRE 101 Essentials of Greek (3)
Varies
This introductory study of the Greek language emphasizes grammatical structure and vocabulary building.

GRE 102 Essentials of Greek (3)
Varies
Continuation of 101. Prerequisite: GRE 101.

GRE 201 Intermediate Greek (3)
Varies
Students build skill and vocabulary by translating selections from Greek literature, primarily the New Testament. Prerequisite: GRE 102.

GRE 202 Intermediate Greek (3)
Varies
Continuation of 201. Prerequisite: GRE 201.

HIST 103 America and Western Civilization (3)
Fall, Summer
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 requirements.

HIST 104 Europe and Western Civilization (3)
Spring, Summer
This course examines the history of Europe from the Renaissance to the present. It focuses on the shaping of 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 requirements.

HIST 200 Introduction to Historical Inquiry (3)
Fall
This course is 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: HIST 103 and 104, or permission of instructor.

HIST 221 Ancient and Medieval Europe (3)
Fall, Odd
This course examines the development of western civilization from ancient times to the high middle ages, in light of a Christian world view. It focuses particular attention on ancient Greece, ancient Rome, and high medieval Europe. Prerequisite: HIST 104 or permission of instructor.

HIST 240 African-American History (3)
Spring, Even
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.

**HIST 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. Crosslisted with SOC 246.

**HIST 250 History of Chicago (3)**
*Spring, Odd*
This course will examine the history of Chicago from early settlement to the present. The course will focus on the developing metropolis, the changing economy; social institutions; the plurality of peoples; and the impact on and effect of regional, national, and global forces. Prerequisite: HIST 103.

**HIST 251 Black Cinema (3)**
*Varies*
This course is an exploration of black people in film from the early 1900s to the present day. We will discuss how depictions of blacks in film have changed over time; the conflict between artistic vision and commercialization in film; the role of race, gender, class, and national origin; and what the term, black cinema, means. We will explore these issues by watching, discussing, and writing about nine films; through readings on film history and present-day issues in black cinema; and by acting out scenes from various films. Fulfills the fine arts Foundations requirement. Prerequisite: HIST 103 or permission of instructor.

**HIST 261 History of East Asia—CCS (3)**
*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. Fulfills one of the cross-cultural studies Foundations requirements. Prerequisite: Sophomore status.

**HIST 281 History of Africa—CCS (3)**
*Fall, Even*
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 Foundations requirements.

**HIST 282 The West and the World in the 20th Century (3)**
*Fall, Even*
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.

**HIST 283 A History of the Middle East, 650 to the Present—CCS (3)**
*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 Foundations requirements.

**HIST 285 Development of Global Christianity (3)**
*Varies*
A survey the history of Christianity from late antiquity to the present outside of the Western world, including the Middle East, Asia, Africa, and Latin America. Particular attention will be given to how the universal Christian faith is enculturated in non-Western cultures. Crosslisted with THEO 285.

**HIST 286 History of Latin American Civilization—CCS (3)**
*Spring, Odd*
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 Foundations requirements.

**HIST 288 Elementary Social Science Methods (3)**
*Fall*
This course examines the cultures of Latin America, Asia, and Africa, considering their history, geography, and cultural development. Woven through the course is an emphasis on curriculum and pedagogy for the teaching and learning of history and other social studies courses in the elementary grades. This course does not count toward a history major or minor. Due to overlap in course content, credit cannot be earned for both HIST 288 and
HIST 289 Middle Grades Soc Science Methods I (3)
Fall
This course examines the cultures of Latin America, Asia, and Africa, considering their history, geography, and cultural development. Woven through the course is an emphasis on curriculum and pedagogy for the teaching and learning of history and other social studies courses in the middle grades. This course does not count toward a history major or minor. Due to overlap in course content, credit cannot be earned for both HIST 288 and HIST 289. Prerequisites: HIST 103 and HIST 104; admission to the teacher education program.

HIST 290 Middle Grades Soc Science Methods II (3)
Spring
In this course, students will consider the importance of history and other social sciences in grades 5-8; develop materials to teach middle grades social studies, especially American history, Illinois history, and the history of global cultures; and experiment with alternative teaching strategies. This course does not count toward a history major or minor. Due to overlap in course content, credit cannot be earned for both HIST 290 and HIST 380. Prerequisites: HIST 103 and HIST 104; admission to the teacher education program.

HIST 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 Reformations movements in Germany and Switzerland.

HIST 330 History of Christianity (3)
Fall, Even
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. Crosslisted with THEO 330.

HIST 331 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: HIST 103.

HIST 332 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: HIST 103.

HIST 338 Envisioning America: The United States since 1900 (3)
Spring, Odd
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: HIST 103.

HIST 343 Religion in America (3)
Varies
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. Crosslisted with THEO 343.

HIST 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.

HIST 353 History of Economic Thought (3)
Varies
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. Crosslisted with ECON 353.

HIST 380 Secondary History Methods (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 a history minor or major. Due to overlap in course content, credit cannot be earned for both HIST 290 and HIST 380. Prerequisites: HIST 103 and HIST 104; admission to the teacher education program, history education major, and junior or senior standing.
HIST 399 Independent Study (3)
*Fall, Spring*
Open to qualified students by permission of the department and instructor.

HIST 400 Field Education (2)
*Fall, Spring*
The student will undertake an internship with direct connection to historical study.

HIST 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.

HON HONORS PROGRAM

HON 103 Honors English (3)
*Fall*
This course replaces ENGL 103 for students in the Honors Program.

HON 108 Honors Philosophy (3)
*Spring*
This course replaces PHIL 102/110/111 for students in the Honors Program.

HON 333 Honors Seminar (3)
*Fall, Spring*
This is a required seminar for students in the Honors Program. The topics covered change from semester to semester based on the expertise of the faculty teaching this course. This course may be repeated.

HON 380 Honors Theology (3)
*Spring*
This cross-listed 200- or 300-level theology course equips students to articulate the historic, theological roots of Trinity's learning community.

HON 399 Honors Work in the Major (2)
*Varies*
In this course, students work closely with a faculty member in the major. This course may be repeated.

IDIS INTERDISCIPLINARY STUDIES

IDIS 200 Summer Intensive Study (1-3)
*Summer*
Summer Intensive Study courses engage a topic, theme, place, or aspect of God’s creation and/or human society from a Christian perspective. When taking this course, a student concentrates on that single course and engages in nontraditional, experiential learning supplemental to the regular course offerings. This may involve sessions on campus, local field trips, and/or long distance travel, depending on the course selection. Some courses may be approved to meet the Foundations cross cultural studies (CCS) requirement.

LAFS LOS ANGELES FILM STUDIES

LAFS 300 Hollywood Production Workshop (4)
The course runs on two tracks, a professional track and an exploratory track. In the professional track, students work collaboratively 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 track offers students the opportunity to make a motion picture production using Hollywood locations, resources, and protocol. In the exploratory track, students will have the opportunity to explore various aspects of the film discipline. Students will work in groups on projects determined by the class. Topics may include documentary filmmaking, After Effects, music videos, church media production and other relevant areas of study. Students in both tracks will participate in a competitive vetting process of projects. This course complements the more specialized, skill-focused elective courses and is taught by professional, experienced Christian filmmakers with credits in the Hollywood industry.

LAFS 310 Faith and Artistic Development in Film (3)
A class that explores the connection between the eye, the heart and the hand, this course focuses on the integration of faith and learning as well as developing the necessary skills for analysis of the culture of Hollywood. The first section of the class emphasizes the eye: discovering your own identity, looking at film’s historical impact, spiritual impact, audience trends, the auteur movement, and vision in film, as well as providing a basis for heart preparation for production. The second section of the course emphasizes the heart: ethics, relationships and communication, passion and art. The last section of the course emphasizes the hand, exploring the collaborative process in Hollywood Production Workshop and Narrative Storytelling: roles and aspects of production, the production process, relationships on set, and communication.
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. LAFSC provides interns to many of the major companies within Hollywood.

LAFS 325 Narrative Storytelling (3)
Concentrating on the art form of narrative storytelling, the course places special emphasis on the visual aspect of the discipline. Two tracks are offered in the course. The Structural track covers topics ranging from the history of story in culture and film to the mechanics of story creation to the development of story-writing skills. Instruction in the Technical Story track focuses on advanced methods of cinematography and post-production and how those techniques can be used to improve visual storytelling. After the core instructional period in each track, students from both tracks are reunited and will have the opportunity to hone their narrative analysis skills, participate in workshop style labs and make two short films that demonstrate their ability to use storytelling theory on screen.

LAFS 327 Professional Acting for the Camera (3)
An advanced workshop in the practice and process of acting for the camera aimed at students who have a desire to pursue acting as a career. Instruction includes an overview of current camera acting techniques and thorough discussion of the art of acting. The class primarily consists of acting scene work with all scenes being filmed and critiqued on the big screen. Students will also be required to pursue roles in student and independent films. Several class sessions throughout the course will be devoted to the business of acting for film and television in the Hollywood entertainment industry with an emphasis given to developing the materials and relationships necessary for a successful career. This course offers two tracks, a professional track and an exploratory track. The professional track is for students hoping to have a professional acting career in Hollywood. It requires students to learn about the business of acting and participate in real auditions and film projects. The exploratory track is for students who don't necessarily want to act as a career but are interested in learning about acting in order to work with actors or just act part-time.

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 and screenwriting professor at UCLA. Course includes a professional pitch session to producers and extensive notes on the final screenplay.

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: This 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 is determined by LAFSC faculty, the availability of a suitable mentor, and approval from the College's communication arts department.

MATH MATHEMATICS

MATH 101 Precalculus (4)
Fall
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 Foundation requirement. Prerequisite: three years of college preparatory high school mathematics.

MATH 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 Foundations requirement. Prerequisite: three years of college preparatory high school mathematics.

**MATH 107 College Algebra (3)**
*Fall*
This course examines families of elementary mathematical functions (polynomial, rational, exponential, logarithmic), features of general functions (domain, range, graph), and combinations of functions (sums, differences, products, quotients, inverse, composition). Additional topics include systems of linear equations including: matrix methods; conic sections; equations and inequalities; and applications of functions. Does NOT fulfill the mathematics Foundations requirement. Prerequisite: Two years of high school algebra or equivalent.

**MATH 108 Inferential Statistics for Elementary School Teachers (2)**
*Spring*
This course covers several topics from inferential statistics: sampling distributions, confidence intervals, and hypothesis tests for sample means and proportions; linear correlation and regression; and using technology to fit data sets with appropriate regresional models. Does not fulfill the mathematics Foundations requirement. Prerequisite: MATH 107 or equivalent.

**MATH 109 Math Concepts 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 Foundations requirement. Prerequisite: Three years of college preparatory high school mathematics and major or minor in elementary or special education (or permission of instructor).

**MATH 110 Math Concepts 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 Foundations requirement. Prerequisite: three years of college preparatory high school mathematics. Prerequisites: Three years of college preparatory high school mathematics and major or minor in elementary or special education (or permission of instructor).

**MATH 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 Foundations requirement. Prerequisite: four years of college preparatory high school mathematics or MATH 101.

**MATH 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 Foundations requirement. Prerequisite: MATH 111 with a grade of C- or better.

**MATH 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 Foundations requirement. Prerequisite: Three years of high school mathematics including two years of algebra.

**MATH 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 Foundations requirement. Prerequisites: Three years of high school mathematics including two years of algebra; MATH 111 or 141 recommended for biology and business majors.

**MATH 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 Foundations requirement. Prerequisite: MATH 111 or MATH 141 with a grade of C- or better or permission of instructor.

**MATH 211 Analytic Geometry and Calculus III (4)**
*Fall*
This course covers conic sections, polar coordinates, vectors in two and three dimensions, partial derivatives, multiple integrals, and applications. Prerequisite: MATH 112.

**MATH 288 Elementary Math Methods (3)**
*Fall*
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. Note: Due to overlap in course content, credit cannot be earned for both MATH 288 and MATH 289. Prerequisites: Math 109 and Math 110, successful completion of a test of basic skills, and at least one education course.

MATH 289 Middle Grades Math Methods I (3)
Fall
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. Note: Due to overlap in course content, credit cannot be earned for both MATH 288 and MATH 289. Prerequisites: Math 109 and Math 110, successful completion of a test of basic skills, and at least one education course.

MATH 290 Middle Grades Math Methods II (3)
Fall, Even
This course deals with methods and materials of teaching in grades 5-8. Students study topics such as instructional strategies, objectives and planning, individual difference, problem-solving, content and organization, curriculum trends, teaching aids, evaluating, and professional organizations. Note: Due to overlap in course content, credit cannot be earned for both MATH 290 and MATH 380. Prerequisites: admission to the teacher education program and at least 12 hours in mathematics.

MATH 301 Linear Algebra (3)
Spring
This course covers vector spaces, theory of matrices, linear transformations, determinants, and quadratic forms. Prerequisite: MATH 210.

MATH 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: MATH 210.

MATH 310 Differential Equations (3)
Spring, Even
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: MATH 211.

MATH 311 Real Analysis (3)
Spring, Odd
This course examines the Foundations of real number system, sequences and series, convergence, axiomatic development of limits, continuity, derivatives, integrals, line, and surface integrals. Prerequisites: MATH 210 and 211.

MATH 321 Geometry (3)
Fall, Even
This course covers geometric transformations, advanced Euclidian geometry, non-Euclidian geometries, projective geometry, and Foundations of geometry. Prerequisite: MATH 210.

MATH 341 Numerical Analysis (3)
Fall, Odd
This course examines solutions of non-linear equations, systems of equations, and differential equations. Other topics include interpolation, approximation, and numerical integration. Prerequisites: MATH 210 and CPSC 112.

MATH 351 Probability and Statistics (3)
Spring
This course examines discrete and continuous probability distributions, mathematical expectations, moment generating functions, multivariate distributions, estimation, hypothesis testing, regression, and correlation. Prerequisites: MATH 112; MATH 211 recommended.

MATH 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.

MATH 380 Secondary Mathematics Methods (3)
Fall, Even
This course deals with methods and materials of teaching mathematics in grades 9-12. 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. Note: Due to overlap in course content, credit cannot be earned for both MATH 290 and MATH 380. Prerequisites: admission to the teacher education program and at least 12 hours in mathematics.

MATH 381 Methods & Strategies for Teaching Probability & 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 use appropriate technological tools and a variety of classroom learning environments. Prerequisites: completion of or concurrent enrollment in MATH 151 or 351. Completion of and/or concurrent enrollment in EDUC 380 and/or Mathematics 380 is recommended.

MATH 399 Independent Study (1)
*Fall, Spring*
Topics are selected from students’ major interests. Prerequisite: permission of department.

MATH 400 Field Education (2)
*Fall, Spring*

MATH 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. Prerequisite: senior class standing and prior completion of at least six required courses in the major (excluding cognate course requirements).

MUSC 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 MUSC 311, 312, and 313. Fulfills the fine arts requirement.

MUSC 199 Guitar Class (1)
*Fall, Odd*
Group instruction on guitar for beginners for one hour of credit.

MUSC 200 Class Piano (1)
*Fall, Even*
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.

MUSC 201 Music Theory I (3)
*Varies*
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: MUSC 111 or permission of instructor.

MUSC 203 Music Theory II (3)
*Varies*
This course continues the study of the structures and materials of music, including harmonic analysis, figured bass, non-harmonic tones, and cadences. Prerequisite: MUSC 201.

MUSC 204 Music Theory III (3)
*Varies*
This course is a study of music theory focusing on eighteenth-century counterpoint, chromatic harmony, and twentieth-century compositional techniques. Prerequisite: MUSC 203.

MUSC 252 World Music – CCS (3)
*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 Foundations requirements. Required of all music education majors.

MUSC 260 Being a Musician (3)
*Fall, Odd*
This course explores foundational concepts of living and working as a musician from the perspective of Christian calling and vocation. In addition, the course provides fundamental training in applied musicianship (including solfege, sight singing, dictation, and basic conducting), as well as practical skills for musicians (such as practice skills, stage manner, finding scores and recordings, and copyright law as it applies to music). Students will also explore career options and employment opportunities in music.

MUSC 261 Reading and Writing about Music (3)
*Fall, Even*
This course explores foundational concepts of Christian scholarship as applied to the study of music history, with particular focus on studying history, on reading, and on writing. The course also provides fundamental training in music research, including finding and evaluating sources, using sources effectively, documenting sources, and writing about music.

MUSC 307 Music Theory IV: Materials of Music (3)
*Spring, Odd*
This course provides training in three closely related fields of study: analysis, composition, and orchestration. It provides an exploration of the creative process, through analysis and original composition, based on an integrated understanding of the fundamental elements of music (melody, harmony, rhythm, texture, form, scoring).
It likewise provides 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 aesthetics and the creative process. Prerequisite: MUSC 204.

MUSC 331 Introduction to Conducting (3)
*Fall, Even*
This 331 introduces the techniques of conducting a musical ensemble, including the study of manual technique, musical interpretation, and score preparation. The course also provides an introduction to strategies for rehearsal planning and score preparation for leading a musical ensemble. Prerequisite: MUSC 201 and membership in an ensemble, or permission of instructor.

MUSC 360 Music Performance Seminar (3)
*Spring, Even*
Building on MUSC 260 Being a Musician, MUSC 360 continues to explore living and working as a musician from the perspective of Christian calling and vocation with particular attention to select topics in music performance. Students will explore topics through both scholarship and practical music performance. Topics may include historically informed performance, advanced conducting, creating music in community, or topics in music literature (by genre, style period, geographic region, etc.). Prerequisite: MUSC 260.

MUSC 361 Music History Seminar (3)  
*Spring, Odd*
Building on MUSC 261, Reading and Writing about Music, MUSC 361, continues to explore key concepts of Christian scholarship as applied to the study of a focused topic in music history. Students will continue to practice and refine their skills of music research and writing as applied to the seminar’s topic. Topics may include particular composers, style periods, geographic regions, or framing ideas. Prerequisite: MUSC 261.

MUSC 399 Independent Study (1)
*Fall, Spring*
Topics are selected from qualified students’ major interests. Prerequisite: permission of the department.

MUSC 400 Field Education (1-3)
*Fall, Spring, Summer*
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.

MUSC 401 Music Capstone Seminar (3)
*Varies*
This course serves as a capstone course to draw together and build upon previous Foundations, cognate, and music courses in applying a Christian worldview to the discipline of music. Students will analyze and articulate a Christian worldview as it applies to music, further develop their thinking about music in biblical perspective, and apply a Christian worldview to a particular topic or repertory. MUSC 401 fulfills the capstone component of the Foundations curriculum for music majors. Prerequisite: Junior standing. Completion of or concurrent enrollment with MUSC 260 and 261.

**PRIVATE LESSONS**

MUSC 121 Piano Lessons I (1)
Private instruction in applied piano. Students may take one half-hour lesson per week for one hour of credit (MUSC 121) or one hour-long session per week for two hours of credit (MUSC 221). Applied music fee required.

MUSC 122 Organ Lessons I (1)
Private instruction in applied organ. Students may take one half-hour lesson per week for one hour of credit (MUSC 122) or one hour-long session per week for two hours of credit (MUSC 222). Applied music fee required.

MUSC 123 Voice Lessons I (1)
Private instruction in applied voice. Students may take one half-hour lesson per week for one hour of credit (MUSC 123) or one hour-long session per week for two hours of credit (MUSC 223). Applied music fee required.

MUSC 124 String Lessons I (1)
Private instruction on violin, viola, cello, or guitar. Students may take one half-hour lesson per week for one hour of credit (MUSC 124) or one hour-long lesson per week for two hours of credit (MUSC 224). Applied music fee required.

MUSC 125 Woodwind Lessons I (1)
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 (MUSC 125) or one hour-long lesson per week for two hours of credit (MUSC 225). Applied music fee required.

MUSC 126 Brass Lessons I (1)
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 (MUSC 126) or one hour-long lesson per week for two hours of credit (MUSC 226). Applied music fee required.
MUSC 127 Percussion Lessons I (1)  
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 (MUSC 127) or one hour-long session per week for two hours of credit (MUSC 227). Applied music fee required.

MUSC 128 Composition Lessons I (1)  
Private instruction in music composition. Students may take one half-hour lesson per week for one hour of credit (MUSC 128) or one hour-long session per week for two hours of credit (MUSC 228). Applied music fee required.

MUSC 221 Piano Lessons II (2)  
Private instruction in applied piano. Students may take one half-hour lesson per week for one hour of credit (MUSC 121) or one hour-long session per week for two hours of credit (MUSC 221). Applied music fee required.

MUSC 222 Organ Lessons II (2)  
Private instruction in applied organ. Students may take one half-hour lesson per week for one hour of credit (MUSC 122) or one hour-long session per week for two hours of credit (MUSC 222). Applied music fee required.

MUSC 223 Voice Lessons II (2)  
Private instruction in applied voice. Students may take one half-hour lesson per week for one hour of credit (MUSC 23) or one hour-long session per week for two hours of credit (MUSC 223). Applied music fee required.

MUSC 224 String Lessons II (2)  
Private instruction on violin, viola, cello, or guitar. Students may take one half-hour lesson per week for one hour of credit (MUSC 125) or one hour-long lesson per week for two hours of credit (MUSC 224). Applied music fee required.

MUSC 225 Woodwind Lessons II (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 (MUSC 125) or one hour-long lesson per week for two hours of credit (MUSC 225). Applied music fee required.

MUSC 226 Brass Lessons II (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 (MUSC 126) or one hour-long lesson per week for two hours of credit (MUSC 226). Applied music fee required.

MUSC 227 Percussion Lessons II (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 (MUSC 127) or one hour-long session per week for two hours of credit (MUSC 227). Applied music fee required.

MUSC 228 Composition Lessons II (2)  
Private instruction in music composition. Students may take one half-hour lesson per week for one hour of credit (MUSC 128) or one hour-long session per week for two hours of credit (MUSC 228). Applied music fee required.

ENSEMBLES

MUSC 131 Concert Choir (1)  
Fall, Spring  
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.

MUSC 132 Wind Ensemble (1)  
Fall, Spring  
The study and performance of instrumental music literature. The course is open to players of woodwind, brass, and percussion instruments.

MUSC 133 Honors Ensemble (1)  
Fall, Spring  
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.

MUSC 135 Masterworks Chorale (1)  
Varies  
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.

MUSC 136 Jazz Ensemble (1)  
Fall, Spring  
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.

MUSC 138 Gospel Choir (1)  
Fall, Spring  
Students study and perform representative choral literature from the African-American gospel tradition. Open to all students. No audition required.

MUSC 139 Brass Quintet (1)  
Fall, Spring  
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.

MUSC 140 Southwest Symphony (1)
Fall, Spring
This ensemble is a regional orchestra that rehearses and performs on Trinity’s campus. Open to Trinity instrumentalists who successfully complete an audition with the director.

MUSC 142 Chamber Music (1)
Fall, Spring
An ensemble dedicated to the study and performance of chamber music literature. MUSC 142 is required each semester for students receiving a music leadership scholarship for strings, piano, or organ. The ensemble, however, is open to all instrumentalists and to singers. Membership is by audition with the instructor.

NURS 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.

NURS 221 Nutrition (2)
Fall, Spring
This course is an introduction to basic principles of nutrition for optimal health throughout the lifespan. Strategies will be identified to teach clients appropriate nutritional practices in multicultural settings. Dietary management of clients with self care deficits related to nutrition will be explored. Open to other majors and may be required for certain majors.

NURS 308 Health Assessment and Promotion (3)
Spring
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 or co-requisites: NURS 205, NURS 221.

NURS 309 Therapeutic Nursing Intervention (2)
Fall
This course develops skill in the therapeutic nursing interventions essential for caring, self care, and care management. Prerequisites: All nursing prerequisites, including NURS 205, NURS 221, NURS 308.

NURS 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: All nursing prerequisites, including NURS 205, NURS 221, NURS 308.

NURS 312 Pathophysiology (3)
Fall
Students study pathophysiological mechanisms related to disease. Adaptive responses are emphasized. Prerequisites: All nursing prerequisites, including NURS 205, NURS 221, NURS 308.

NURS 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: All nursing prerequisites. All nursing prerequisites, including NURS 205, NURS 221, NURS 308. Two hours of clinical credit.

NURS 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: NURS 308, 309, 310, 313. Two hours of clinical credit.

NURS 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: NURS 308, 309, 310, and 313. One and one-half hours of clinical credit.

NURS 399 Independent Study (1)
Varies
Topics are selected from the students’ major interests. Prerequisite: permission of the department.
NURS 402 Nursing Research (2)  
*Spring*  
This course includes the study of research concepts and techniques that enables the student to critically evaluate research reports and apply research findings to improve nursing practice. Prerequisites: MATH 151 and junior standing.

NURS 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: NURS 402 and all 300-level nursing courses. One and one-half hours of clinical credit.

NURS 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: NURS 402 and all 300-level nursing courses. One and one-half hours of clinical credit.

NURS 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. Prerequisites: NURS 402 and all 300-level nursing courses. Two hours of clinical credit.

NURS 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. Prerequisites: Successful completion of NURS 308, 309, 310, 313 and senior standing.

NURS 413 Nursing Capstone Practicum (5)  
*Spring*  
For nursing students, this course provides a student-to-graduate transitional experience in a health care setting. This intensive clinical practicum permits the nursing student to manage a full client workload with all of its duties and responsibilities with clinical teaching assistant supervision. Prerequisites: Successful completion of NURS 405, 408, and 409. Includes 45 hours of seminar and 180 clinical hours.

NURS 420 Topics in Nursing (2)  
*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. Students are required to be enrolled in the second semester of clinical coursework or obtain the consent of the instructor. Open to students in other majors with approval of instructor.

NURS 425 Issues/Leadership in Nursing (3)  
*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. Successful completion of NURS 405, 408, 409.

PE PHYSICAL EDUCATION / EXERCISE SCIENCE

PE 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 Foundations requirement.

PE 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 Foundations requirement.

PE 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.

PE 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.

PE 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.
PE 201 Foundations of Physical Education and Sport (3)
Fall
Students study the history, goals, and philosophy of physical education and athletics.

PE 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.

PE 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.

PE 236 Prevention and Treatment of Sport Injuries (3)
Spring
This course provides an overview of sports injury management and care that can be applied to a variety of settings. Prerequisite: C or better in BIOL 205.

PE 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: PE 205.

PE 251 Measurement & Evaluation in Physical Education & 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.

PE 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.

PE 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.

PE 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. Prerequisite: C or better in BIOL 205.

PE 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.

PE 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: C or better in BIOL 205.

PE 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. Prerequisite: C or better in BIOL 205 and 206.

PE 302 Organization & Admin of Physical Education & Athletics (3)
Spring, Odd
Students study management, theories, structures, and functions involved in organizing and administering a physical education and athletics program.

PE 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.

PE 315 Adaptive Physical Education (3)
Fall
This course will enable students to identify, evaluate and develop activities for children with disabilities. An under-
standing of state and federal laws for persons with disabilities as well as study of various conditions identified by law.

**PE 320 Psychology of Sport (3)**  
*Spring*  
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.

**PE 325 Curriculum Design in Physical Education and Health (3)**  
*Spring, Even*  
Students in this course will work as a group to create their own physical education and health curriculum. The course includes discussion of various methods of developing a physical education curriculum, as well as examination of various physical education curriculum models. Alignment to state and national standards and evaluation of curriculum is included.

**PE 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.

**PE 333 Structural Kinesiology (3)**  
*Fall*  
This course examines the basic principles, laws, and concepts of human movement. Prerequisite: C or better in BIOL 205.

**PE 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: C or better in BIOL 205.

**PE 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. Prerequisite: C or better in BIOL 205.

**PE 380 Instructional Strategies in Physical Education (3)**  
*Spring, Odd*  
This course examines various teaching methods and classroom management in grades 6-12.

**PE 381 Methods in Physical Education for Elementary School (3)**  
*Fall, Even*  
Students will learn the theory and practice of organizing, teaching, and evaluating physical education activities at the elementary level.

**PE 399 Independent Study (1)**  
*Fall, Spring*  
**PE 400 Field Education (4)**  
*Fall, Spring*  

**INTERCOLLEGIATE TEAMS**

**PE 160 Intercollegiate Soccer—Women (1)**  
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 Foundations requirement.

**PE 161 Intercollegiate Soccer—Men (1)**  
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 Foundations requirement.

**PE 162 Intercollegiate Volleyball—Women (1)**  
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 Foundations requirement.

**PE 163 Intercollegiate Basketball—Men (1)**  
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 Foundations requirement.

PE 164 Intercollegiate Basketball – Women (1)
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 Foundations requirement.

PE 165 Intercollegiate Baseball (1)
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 Foundations requirement.

PE 166 Intercollegiate Softball (1)
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 Foundations requirement.

PE 167 Intercollegiate Track & Field (1)
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 Foundations requirement.

PE 168 Intercollegiate Volleyball—Men (1)
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 Foundations requirement.

PE 169 Intercollegiate Cross-Country (1)
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 Foundations requirement.

PE 170 Intercollegiate Golf—Men (1)
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 Foundations requirement.

PE 172 Intercollegiate Golf—Women (1)
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 Foundations requirement.

PHIL PHIELSOPHY

PHIL 101 Philosophical Perspectives I (3)
Fall, Spring
This course introduces central themes of Christian world-and-life view, a philosophical perspective inspired by it, and a first confrontation with past and present philosophical positions. Freshman should take this course after one completed semester at Trinity. Fulfills one of the philosophical Foundations requirements.

PHIL 102 Philosophical Perspectives II (3)
Fall, Spring
Continuation of PHIL 101. Students in the Honors Program take HON 108 in place of PHIL 102. Fulfills one of the philosophical Foundations requirements.
PHIL 110 Philosophy of Education (3)
Fall
This course offers students the opportunity to strengthen their abilities in worldview analysis from a Christian perspective through a specific focus on philosophical issues related to education as a social institution, a set of cultural practices, and a Christian calling. Fulfills one of the philosophical Foundations requirements.

PHIL 111 Person, Health, and Bio-Ethics (3)
Spring
This course offers students the opportunity to strengthen their abilities in worldview analysis from a Christian perspective through a specific focus on philosophical issues related to care for people, people whose health/work circumstances/socio-economic circumstances is compromised. General concepts flowing from a Christian worldview would reviewed and applied to bioethical issues and the way that underlying worldview presuppositions affect peoples’ understanding of the ethical. Fulfills one of the philosophical Foundations requirements.

PHIL 201 Wisdom: Ancient and Medieval Philosophy (3)
Fall, Odd
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. Prerequisite: Completion of the Foundations requirement in Philosophy or permission of the instructor.

PHIL 202 Reason: Classical Modern Philosophy (3)
Spring Even
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. Prerequisite: Completion of the Foundations requirement in Philosophy or permission of the instructor.

PHIL 203 Culture: Late-Modern and Contemporary Philosophy (3)
Fall, Even
This course explores movements and figures in philosophy from the late 19th century to the present, with particular attention to philosophy’s intense focus on its relation to human language and culture in this period. Prerequisite: Completion of the Foundations requirement in Philosophy or permission of the instructor.

PHIL 206 Logic (3)
Summer
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. Prerequisite: Completion of the Foundations requirement in Philosophy or permission of the instructor.

PHIL 295 Major Philosophical Authors (3)
Spring Odd
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. Prerequisite: Completion of the Foundations requirement in Philosophy or permission of the instructor.

PHIL 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. Prerequisite: Completion of the Foundations requirement in Philosophy or permission of the instructor.

PHIL 331 Aesthetics (3)
Fall
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. Prerequisite: Completion of the Foundations requirement in Philosophy or permission of the instructor.

PHIL 335 Calvinistic Tradition (3)
Spring
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 THEO 335. Prerequisite: Completion of the Foundations requirement in Philosophy or permission of the instructor.

PHIL 351 Theories of Society (3)
Fall
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. This course is identical to SOC 351. Prerequisite: Completion of the Foundations requirement in Philosophy or permission of the instructor and SOC 121.
PHIL 361 Philosophy of Place (3)
Spring, Odd
This course is an exploration of the significance of the particular places we inhabit for how we make sense of the world. Through reading, writing, discussion, excursions, and service, this course cultivates attentiveness to place and its call on the lives of Christian persons and communities. Prerequisite: Completion of the Foundations requirement in Philosophy or permission of the instructor.

PHIL 399 Independent Study (3)
Varies
Prerequisite: Permission of the department.

PHIL 400 Field Education (3)
Varies
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.

PHIL 401 Senior Seminar I (1)
Fall
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 level seminar environment hosted by the department’s full-time faculty. This course also meets the field education requirement for philosophy majors.

PHIL 402 Senior Seminar II (2)
Spring
Continuation of PHIL 401, required for all philosophy majors.

PHYS PHYSICS

PHYS 101 Introductory Physical Science (3)
Fall, Spring
This course provides an introductory survey of the physical sciences with particular reflection upon the nature and practice of philosophy in the Christian liberal arts within a year-long, advanced level seminar environment hosted by the department’s full-time faculty. This course also meets the field education requirement for philosophy majors.

PHYS 121 General Physics I (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. Prerequisite: PHYS 121. $30 Lab Fee.

PHYS 211 Introduction to Modern Physics (4)
Fall
This course will cover special relativity, Foundations of quantum mechanics, Schrödinger’s equation, atoms and ordering of the Periodic Table, some applications of quantum mechanics, an introduction to spectroscopy, and statistical thermodynamics. 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: PHYS 212 and MATH 112.

PHYS 301 Classical Mechanics (4)
Spring, Odd
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: PHYS 212, PHYS 221, MATH 211, or permission from the instructor. MATH 310 suggested. $30 Lab Fee.
**PHYS 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: PHYS 212, PHYS 221, MATH 211, or permission from the instructor. MATH 310 suggested.

**PHYS 321 Optics (3)**
*Spring, Even*
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: PHYS 212, PHYS 221, MATH 211, or permission from the instructor. $30 Lab Fee.

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**PLSC POLITICAL SCIENCE**

**PLSC 121 Introduction to Politics (3)**
*Varies*
This examination of the discipline of political science emphasizes the history and development of political theory. Fulfills the social science Foundations requirement.

**PLSC 201 American Government and Politics (3)**
*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.

**PLSC 244 Law, Justice, and Culture Institute (3)**
*Varies*
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 HIST 244.

**PLSC 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.

**PLSC 260 Politics of Race and Ethnicity (3)**
*Varies*
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 SOC 260.

**PLSC 270 Third-World (Non-Western) Politics—CCS (3)**
*Varies*
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 Foundations requirements.

**PLSC 301 Political Theory (3)**
*Varies*
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: PLSC 121.

**PLSC 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 HIST 338.

**PLSC 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.

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**PSYC PSYCHOLOGY**

**PSYC 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 Foundations requirement.

**PSYC 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.

**PSYC 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 Foundations requirement.

**PSYC 201 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: PSYC 121.

**PSYC 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 COMM 202.

**PSYC 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. Prerequisite: sophomore standing or above, and PSYC 121. Recommended: PSYC 201 or 202.

**PSYC 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: PSYC 121.

**PSYC 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: PSYC 121 and 122.

**PSYC 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.

**PSYC 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.

**PSYC 243 Group Dynamics (3)**

*Varies*

This course uses 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 COMM 243 and SOC 243. Prerequisite: sophomore standing.

**PSYC 244 Behavior Analysis and Therapy (3)**

*Spring, Even*

Students study and evaluate the assumptions and methods of behavior analysis and behavior modification tech-
The 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. Prerequisite: PSYC 121.

PSYC 252 Cross Cultural Psychology—CCS (3)  
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 Foundations requirements. Prerequisite: PSYC 121.

PSYC 253 Multicultural Counseling & Psychotherapy—CCS (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. Fulfills one of the cross-cultural studies Foundations requirements. Prerequisite: PSYC 121.

PSYC 250 Psychology of Learning and Memory (3)  
Spring, Odd
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. Prerequisite: PSYC 121.

PSYC 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: PSYC 121.

PSYC 254 Theories of Personality (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: PSYC 121.

PSYC 255 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. Prerequisite: PSYC 121 or PSYC 123.

PSYC 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: PSYC 121.

PSYC 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. Prerequisite: PSYC 121 or PSYC 123.

PSYC 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 PSYC 211. Prerequisite: PSYC 121.

PSYC 320 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: PSYC 121.

PSYC 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: PSYC 121.
PSYC 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: PSYC 121.

PSYC 332 Social Psychology (3)
Fall, Even
This course considers the nature and the psychology of different social relationships. Such topics as attraction, cooperation, person perception, bargaining, and social influence are investigated. This course is identical to SOC 332. Prerequisite: PSYC 121 or SOC 121.

PSYC 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: PSYC 121.

PSYC 345 History and Systems of Psychology (3)
Fall, Odd
This course is an advanced study of the development of psychology as a science and as a profession. This course will examine the historical roots of specific problems in contemporary psychology. Prerequisite: PSYC 121.

PSYC 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: PSYCH 121, BIOL 100, BIOL 101, or BIOL 110.

PSYC 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: PSYC 121 or BIOL 101.

PSYC 355 Neuroscience and Behavior (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: PSYC 121 or BIOL 101.

PSYC 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: PSYC 121.

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

PSYC 399 Independent Study (1)
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.

PSYC 400 Supervised Field Education (3)
Fall, Spring
Students engage in a paraprofessional work experience in a setting on 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.

PSYC 401 Advanced Research Practicum (3)
Fall, Spring
This course will give students the opportunity to complete supervised quantitative research projects using ex-
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. Prerequisite: senior psychology major, PSYC 122, PSYC 222, and consent of instructor.

**SCI - SCIENCE**

**SCI 288 Elementary Science Methods (3)**  
*Fall, Spring*  
In this course, students will study and implement a variety of pedagogical methods for teaching and learning of Science. 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 Science and among other disciplines. Issues including the role of technology, equity and diversity, and assessment will be addressed. Note: Due to overlap in course content, credit cannot be earned for both SCI 288 and SCI 289. Prerequisites: admission to the teacher education program and 9 hours of coursework in biology, geology, and physics.

**SCI 289 Middle Grades Science Methods I (3)**  
*Fall, Spring*  
In this course, students will study and implement a variety of pedagogical methods for teaching and learning of Science. 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 Science and among other disciplines. Issues including the role of technology, equity and diversity, and assessment will be addressed. Note: Due to overlap in course content, credit cannot be earned for both SCI 288 and SCI 289. Prerequisites: admission to the teacher education program and 9 hours of coursework in biology, geology, and physics.

**SCI 290 Middle Grades Science Methods II (3)**  
*Varies*  
This course focuses on the teaching methods for middle grades and the characteristics of science from a Christian worldview. This course will cover teaching methods pertaining to biology, chemistry, and physics. This course will be based on inquiry, with lecture, discussion, reflection, laboratory, and presentation components. Students will become familiar with standards for middle grades science, will use technology in the classroom and laboratory, will design and conduct experiments, and will plan and teach classroom and laboratory lessons. Students will become acquainted with source materials, laboratory safety practices and good laboratory management. This course is normally taken during the senior year, the semester prior to student teaching. Note: Due to overlap in course content, credit cannot be earned for both SCI 290 and SCI 380. Prerequisites: admission to the teacher education program and 24 hours of science content.

**SCI 380 Secondary Science Methods (3)**  
*Varies*  
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. Note: Due to overlap in course content, credit cannot be earned for both SCI 290 and SCI 380. Prerequisites: EDUC 203 and completed course work or concurrent enrollment in biology, chemistry and physics.

**SIS - SEMESTER IN SPAIN**

**SIS 101 Beginning Spanish I (4)**  
*Fall, Spring*  
Basic structures are introduced gradually with intensive practice in the use and comprehension of oral and written Spanish.

**SIS 102 Beginning Spanish II (4)**  
*Fall, Spring*  
A continuation of SIS 101.

**SIS 201 Intermediate Spanish I (4)**  
*Fall, Spring, Summer*  
Review of functional aspects of the language and further training in spoken and written Spanish.

**SIS 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.

**SIS 251 Intermediate Spanish Grammar & Composition I (4)**  
*Fall, Spring*  
Students will improve their understanding of Spanish grammar, sentence structures, and verb tenses, and will
expand vocabulary and learn correct punctuation by reading and writing Spanish compositions and by interacting with Spaniards outside of the classroom.

**SIS 252 Intermediate Spanish Grammar & Composition II (4)**
*Fall, Spring*
This course is a continuation of SIS 251.

**SIS 301 Advanced Grammar & 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.

**SIS 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.

**SIS 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.

**SIS 306 History of Spanish Art (4)**
*Fall, Spring*
This course covers the most significant elements of Spanish art: Moorish, 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.

**SIS 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.

**SIS 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.

**SIS 312 The Spain of Three Cultures (4)**
*Fall, Spring, Summer*
This course provides an exciting look into the Jewish, Moorish, and Christian cultures of 9th-15th century Spain. Several excursions are planned as students will discover the setting for transition from one culture to the next.

**SIS 322 Survey of Culture, Art, & Religion of the Spanish Golden Age (4)**
*Summer*
This course covers the most prolific period of Spain’s history in art and literature. In order to understand the depth of the cultural manifestations, religion and the collective outlook of the Spanish 16th and 17th centuries are analyzed as well.

**SIS 325 Literature and Legends of Seville Made Alive: 16th-17th C (4)**
*Summer*
The most important and popular legends about medieval Seville, both Muslim and Christian, and the literature (prose and theater) of the 16th and 17th centuries are studied. Along with the in-class literary study, the streets, plazas, churches, convents, and monuments of Seville will be toured in four literary itineraries.

**SIS 326 Literature and Legends of Seville Made Alive: 19th C—Present (4)**
*Summer*
A literary and cultural study of Spanish Romanticism: Bécquer’s prose and poetry, Romantic theatre, and the most important poets and poetry of the 19th and 20th centuries. Parallel to the in-class literary study, students will tour the streets, plazas, gardens, convents, and churches of Seville in four literary itineraries.

**SIS 351 Advanced Grammar and Composition (4)**
*Fall, Spring, Summer*
Includes the use of advanced grammatical structures: uses of the subjunctive, “ser” and “estar,” “por” and “para.” The techniques of writing clearly and concisely are included.

**SIS 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 10th through 17th centuries).

**SIS 356 Spanish Literature II (4)**
*Fall, Spring*
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.

**SIS 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.
SIS 399 Independent Study (1-2)  
*Fall, Spring*  
Topics for independent study must be approved by the academic director. Students work under the direction of faculty members.

SIS 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.

SIS 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.

SIS 403 La Generación del ‘98 (4)  
*Spring*  
The reading and analysis of three important works by three representative writers of the Generación del '98: Niebla, by Unamuno; El árbol de la ciencia, by Pío Baroja; and poetry by Machado. Course includes the history and culture of the period.

SIS 404 El Siglo de Oro (4)  
*Spring*  
El burlador de Sevilla, by Tirso de Molina; Fuentovejuna, 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.

SIS 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 novel genre of the Golden Age.

SIS 406 Romanticismo (4)  
*Fall*  
An introduction to the Romantic period in 19th century Spain through a selection of texts of Romantic prose, two plays (Don Álvaro o la Fuerza del Sino by Rivas and Don Juan Tenorio by Zorrilla) and the Rimas y Leyendas by Becquer (prose and poetry).

SIS 407 Teatro del Siglo XX (4)  
*Fall*  
Historia de una escalera, by Antonio Buero Vallejo; Luces de Bohemia, by Ramón Valle Inclán, and Bodas de Sangre, by Federico García Lorca are studied with reference to the view they present of contemporary Spanish society and politics.

SIS 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.

SIS 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.

SIS 499 Independent Study (4)  
*Fall, Spring*  
Topics for independent study must be approved by the academic director. Students work under the direction of faculty members.

**SOC SOCIOLOGY**

SOC 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 Foundations requirement.

SOC 241 Sociology of Marriage and Family (3)  
*Varies*  
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: SOC 121.

SOC 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 COMM 243 and PSYC 243. Prerequisite: sophomore standing.
SOC 246 Urban Sociology (3)

Spring
In this study of city, urban life, and its history, we consider the theoretical perspectives on the nature of the city and the social problems of present urban and suburban areas. This course is identical to HIST 246. Prerequisite: SOC 121.

SOC 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: SOC 121.

SOC 252 Sociology of Development—CCS (3)

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 Oceania. Prerequisite: introductory political science, economics, sociology, history, or any other cross-cultural studies coursework. Fulfills one cross-cultural studies Foundation requirements.

SOC 260 Sociology of Race and Ethnicity (3)

Varies
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 PLSC 260. Prerequisite: SOC 121 or PLSC 121.

SOC 331 Sociology of Religion (3)

Spring, Even
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 THEO 331. Prerequisite: SOC 121 or THEO 121.

SOC 332 Social Psychology (3)

Fall, Even
Students study the nature and psychology of different social relationships. Such topics as attraction, cooperation, person perception, bargaining, and social influence are investigated. This course is identical to PSYC 332. Prerequisites: SOC 121 or PSYC 121.

SOC 346 Advanced Urban Sociology: Analysis and Application (3)

Fall
This is an advanced undergraduate study of the contemporary city in the global context. In it, we address urban planning and growth; relation of core city to its region; regional planning; relation of urban development to its aspects, such as the global resources, consumer markets, labor supply; and environmental conditions, impacts, and stewardship. We analyze and apply that analysis to understand urban conditions and to participate in culture, structure, and development. We strive to apply a Christian perspective, sensitivity, and action to the city and our agency in it. Prerequisite: SOC/HIST 246.

SOC 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: SOC 121. This course is identical to PHIL 351.

SOC 353 Social Science Research Methods (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 SWK 353. Prerequisites: nine hours of psychology or sociology; one 200-level (or higher) course in sociology, psychology, management, or education; and MATH 151.

SOC 399 Independent Study (1-4)

Fall, Spring
This course is offered by arrangement with the faculty. Students preferably should not take as an independent study a course that is offered regularly in Trinity’s curriculum.
SOC 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 they 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.

SPAN SPANISH

SPAN 101 Elementary Spanish I (4)
Fall
A study of the basic grammatical structure of the language and vocabulary, with intensive oral and aural practice. Students will begin to learn 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.

SPAN 102 Elementary Spanish II (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: SPAN 101 or placement.

SPAN 201 Intermediate Spanish I (3)
Fall
This continuation of the study of the Spanish language review and expands upon the basic grammatical structures and vocabulary groups learned at the 100 level. Emphasis is placed on oral and aural communication. The skills for interpreting cultural products (film and texts) are introduced. Prerequisite: SPAN 102 or placement.

SPAN 202 Intermediate Spanish II (3)
Spring
This course culminates the introduction and practice of basic oral, aural, reading and writing skills. Prerequisite: SPAN 201 or placement.

SPAN 302 Advanced Writing and Conversation (3)
Varies
The student will learn to write summaries, reports, and informal correspondence in conjunction with speaking activities in class and interactive conversational situations. The student will also increase listening comprehension as well as learn to write and narrate orally with detail in all tenses on topics related to interests and events of current, public, and personal relevance. Prerequisite: SPAN 202 (or SIS 252) or department approval.

SPAN 315 Culture and Civilization of Spanish America (3)
Varies
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 SPAN 202 or SPAN 302.

SPAN 316 Topics in Spanish-American Culture (3)
Varies
A study of topics dealing with the cultures of Spanish America, which may include the arts, music, films, religious traditions, family/social customs, political cultures, distinctive national characteristics, etc. The course will include an examination of essays and videos (in Spanish) about Spanish-American culture and society, including important historical events. Prerequisite: SPAN 302 or 315.

SPAN 365 Spanish American Literature I (3)
Spring, Even
This introductory study of Spanish American literature reviews the most representative passages of key works from the conquest to independence (16th through 19th centuries). Prerequisite: completion of or concurrent enrollment in SPAN 302 or 315.

SPAN 366 Spanish American Literature II (3)
Fall, Even
This introductory study of Spanish American literature reviews the most significant passages of key works from independence to the present (19th through 21st centuries). Prerequisite: completion of or concurrent enrollment in SPAN 302 or 315.

SPAN 368 Topics in Spanish American Literature (3)
Varies
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 SPAN 302 or 315.

SPAN 380 Methods of Teaching Spanish (3)
Spring
This course involves study, discussion, and application of theories, methods, and techniques of teaching Spanish in grades K-12. Specific topics include instructional strategies, objectives and planning, content and organization, methods of instruction, curriculum trends, teaching aids, and assessment. Prerequisites: SPAN 302 or 315.
SPAN 399 Independent Study (1)  
*Varies*

SPAN 400 Field Education (1)  
*Fall, Spring*
This course provides the opportunity to reflect upon the experience of living in a Spanish-speaking culture through journaling and a final, summative paper. To be taken in conjunction with Semester in Spain. Prerequisites: Concurrent enrollment in Semester in Spain.

SPAN 451 Senior Seminar (1)  
*Fall*
This course provides the context for students to engage in summative reflection upon the Christian worldview from the perspective of Spanish. This course will also serve as a forum for discussing practical matters such as future careers, graduate schools, as well as testing the student's exit proficiency in Spanish. This course must be taken in tandem with another 300 level Spanish course. Prerequisites: Senior standing and instructor's consent.

SPCM 115 Introduction to Speech Pathology & Audiology (3)  
*Fall*
This course provides an introduction to human communication and its disorders, providing a survey of speech, language, and hearing behavior as a field of scientific study and practice. Major types of speech, language, and hearing disorders are addressed and their relationship to academic performance provides a focus. In addition, this course addresses the origins and development of the profession as well as current requirements for professional practice.

SPCM 210 Anatomy & Physiology of Speech, Hearing, & Language Mechanisms (4)  
*Fall, Even*
This course provides an examination of the anatomical and physiological bases for speech, language and hearing development and use. Students study the respiratory, phonatory, articulatory, auditory, and neurological structures and functions of the human body. The course includes a laboratory component.

SPCM 211 Childhood Language Development (3)  
*Spring, Even*
This course will examine how children acquire their first language—its sounds, word meanings, grammatical structures, and use in various contexts. Students examine theories of language acquisition and language development in special populations, such as hearing impaired children and bilingual children. The course will also focus on the relationship between language development and cognitive development in children.

SPCM 212 Speech & Hearing Sciences (4)  
*Fall, Odd*
In this course, students apply the scientific method to the studies of hearing, speech perception, and speech production. Topics include an introduction to basic acoustics, the acoustic theory of speech perception and production, psychophysical methods of measuring hearing thresholds, and acoustic phonetics. A laboratory component is included in this course.

SPCM 216 Phonetics (4)  
*Fall, Odd*
A study of phonetic theories and the use of International Phonetic Alphabet symbols in analyzing, categorizing, and transcribing the sounds of the world's languages, focusing on American English. The course emphasizes understanding the processes involved in the production of specific phonemes. The laboratory section of the course focuses on developing students' skills in broad and narrow transcription.

SPCM 343 Neuroscience of Communication (3)  
*Spring, Odd*
This course provides a thorough understanding of nervous system anatomy and physiology as it relates to speech, language, and hearing. Principles of molecular biology, systems theory, neuromuscular control, somatosensory processing and complex cognitive function are included. Select communication disorders are discussed to highlight the effects of breakdowns in nervous system function during speech, language, and hearing processes. Prerequisites: BIOL 101.

SPCM 344 Evaluation & Procedures in Audiology (4)  
*Spring, Odd*
This course focuses on concepts about sound and its measurement and how this applies to the basic mechanisms of hearing and auditory tests. This includes the study of the classification of hearing disorders and the behavioral and electrophysiological measurement of hearing, including subjective and objective testing procedures. Prerequisites: SPCM 210, SPCM 212, and BIOL 101.

SPCM 400 Supervised Field Education (3)  
*Fall, Spring*
Students engage in a work or volunteer experience in a setting off campus. The setting is determined by the faculty supervisor on the basis of the student's career objectives. The placement provides an opportunity for the students to gain experience interacting with individuals presenting with a communication disorder. Students frequently meet with psychology majors.
SPED 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.

SPED 216 Introduction to Exceptional Children (3)
Fall, Spring
This course is an introduction to the identification, characteristics and instructional methods for the exceptional child. Disability categories studied include learning disabilities, emotional/behavioral disorders, intellectual disabilities, autism spectrum disorders, physical impairments, sensory impairments, other health impairments and giftedness. The course explores the ways in which disabilities impact the cognitive, physical, social/emotional and communication development of students with disabilities and explores methods of differentiating education in order to support students in each of these areas. Instructional planning techniques and teaching strategies that meet the learning needs of diverse students are emphasized. Field experience: 50 hours.

SPED 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: SPED 216.

SPED 314 Teaching Students w/ High Incidence Disabilities Age 3—Gr 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, SPED 316, addresses the needs of students from grade 6 through age 21. Prerequisites: SPED 216 or acceptance into the Teacher Education program if required for licensure.

SPED 315 Teaching Students w/ Low Incidence Disabilities Age 3—Gr 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, SPED 317, addresses the needs of students from grade 6 through age 21. Field Experience: 50 hours in a special education setting. Prerequisites: SPED 216 or acceptance into the Teacher Education program if required for licensure.

SPED 316 Teaching Students w/ High Incidence Disabilities Gr 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, SPED 314, addresses the needs of students from age 3 through grade 5. Field Experience: 50 hours in a special education setting. Prerequisites: SPED 216 and SPED 314; or acceptance into the Teacher Education program if required for licensure.

SPED 317 Teaching Students w/ Low Incidence Disabilities Gr 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, SPED 315, addresses the needs of students from grade 6 through age 21. Field Experience: 50 hours in a special education setting. Prerequisites: SPED 216 and SPED 315; or acceptance into the Teacher Education program if required for licensure.

SPED 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 normal role and development of language, along with the implications for teaching students with impairments in these areas. Prerequisites: SPED 216, SPED 314, and SPED 316; or acceptance into the Teacher Education program if required for licensure.

SPED 330 Communication & Collaboration in Special Education: Strategies & 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 nonverbal communication, conflict resolution, differentiation of instruction, accommodations, and modifications. Prerequisites: SPED 216; for licensure and acceptance into the Teacher Education program.

**SPED 380 Methods for Special Educators (3)**  
*Fall, Spring*  
This course is designed to study and discuss theories and techniques of methods of instruction at the elementary level, middle grades, and high school level for students of all abilities. Specific topics will include organizing, planning, instructing, and assessing all learners including cross-categorical special education students. We will study the nature and needs of children, early adolescent, and adolescents. We will study the many roles of the teacher including decision-maker, instructional planner and leader, classroom manager, evaluator, assessor, and the role of the teacher in the coordination and referral of students to health and social services. Prerequisites: Acceptance into the teacher education program and 200 hours of field experiences. Novice teaching: 90-100 hours.

**SPED 399 Independent Study (1)**  
*Varies*  

**SPED 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: SPED 216, two 300-level special education courses, and acceptance into the Teacher Education program if required for licensure.

**SPED 450 Student Teaching—Low Incidence (5)**  
*Fall, Spring*  
Special education student teachers will be placed in one low incidence placement and one from EDUC 450, 455, or 459 for a total of 16 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. Prerequisites: Acceptance into the Internship and concurrent enrollment in EDUC 454.

**SPED 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 16 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. Prerequisites: Acceptance into the Internship and concurrent enrollment in EDUC 454. This course is available only to those who have appealed to the Teacher Education Committee.

**SWK SOCIAL WORK**

**SWK 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.

**SWK 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: SWK 150, or permission of instructor.

**SWK 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: SWK 150 and 210, or permission of the instructor.

**SWK 300 Topics in Social Work (3)**  
*Summer*  
This course will offer experiential learners unique knowledge and skills related to current and emerging topics of concern within the social work profession. Building on a community-centered generalist practice approach, this course will provide opportunities for focused skill development to serve at-risk/special populations. Prerequisites: SWK 150 and 225, or permission of the instructor. This course is offered during the summer session, and the course topic is determined each year.

**SWK 310 Human Behavior and the Social Environment (4)**  
*Fall*  
This course revisits multiple perspectives of our human experience from birth to death. Using a systems approach it frames our development from a bio-psycho-social-spiritual perspective. Additionally, students will gain critical skills for conducting holistic assessments. Prerequisites: Formally admitted to the program.
SWK 315 Diverse Populations (3)  
*Spring*  
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: SWK 150, 210, 225 or permission of instructor.

SWK 340 Generalist Practice with Individuals (3)  
*Fall*  
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: Formal admission to the program.

SWK 350 Generalist Practice with Families and Groups (3)  
*Spring*  
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: SWK 340 and formal admission to the program.

SWK 353 Social Science Research Methods (3)  
*Spring*  
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 cross-listed with SOC 353. Prerequisites: MATH 151.

SWK 360 Generalist Practice with Organizations and Communities (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: SWK 340, 350, and formal admission to the program.

SWK 365 Organizational Leadership and Development (3)  
*Fall*  
This capstone assessment course fulfills the college capstone requirement, through the planning and implementation of a community social action project. Models and concepts surrounding leadership in social work will be explored and practiced. Prerequisites: Formally admitted to the program.

SWK 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: PLSC 201 and SWK 210, or permission of instructor.

SWK 399 Independent Study (1)  

SWK 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: SWK 340, 350, 360, and formal admission to the program.

SWK 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 SWK 400.

THEO THEOLOGY

THEO 121 Biblical Foundations: The Old Testament and Its Fulfillment (3)  
*Fall, Spring, Summer*  
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 Foundations requirements.

THEO 122 The Church and Christian Traditions (3)  
*Spring, Summer*  
Building upon THEO 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. Prerequisite: THEO 121. Fulfills one of the theology Foundations requirements.

THEO 200 Biblical Exegesis and Hermeneutics (3)  
Fall  
This course will invite students to engage the content of both the Old and New Testaments and will introduce students to strategies for sophisticated Christian readings of the Bible. Covering all of the literary genres of the Bible, the course will emphasize interpretational and hermeneutical practices that will facilitate wise and careful readings of particular texts within their wider theological, ecclesiastical, historical, geographical, and cultural contexts. This course builds on THEO 121/122 and prepares students for upper level Biblical studies electives. Prerequisite: THEO 121 and 122.

THEO 221 Bible 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: THEO 121.

THEO 222 Bible 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: THEO 121.

THEO 223 Bible 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: THEO 121.

THEO 224 Bible Literature: The Prophets (3)  
Spring, Odd  
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: THEO 121.

THEO 231 Biblical Literature: The Gospel and Acts (3)  
Spring, Even  
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: THEO 121 or 122.

THEO 232 Biblical Literature: The Epistles (3)  
Spring  
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: THEO 122.

THEO 233 Biblical Literature: The Future in Biblical Perspective (3)  
Fall, Even  
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. Prerequisite: THEO 121.

THEO 242 Cross-Cultural Missions—CCS (3)  
Spring  
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 Foundations requirements. Prerequisite: THEO 121 or 122.

THEO 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 HIST 285.

THEO 301 Basic Teachings of the Christian Faith (3)  
Fall  
A study of the classical doctrines of the Christian church, including the basic beliefs about Scripture, God, creation, evil, Jesus Christ, salvation, the Holy Spirit, the church, and the future. The course examines the biblical basis of these doctrines and highlights of their historical development. Emphasis is on the Reformed perspective on these teachings, but viewpoints of other Christian traditions are considered. Prerequisites: THEO 121 and 122.
THEO 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: THEO 122.

THEO 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: THEO 121 or 122.

THEO 306 Major World Religions—CCS (3)
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 Foundations requirements.

THEO 330 History of Christianity (3)
Fall, Even
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 HIST 330.

THEO 331 Religion and Society (3)
Spring, Even
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 SOC 331. Prerequisite: SOC 121 or THEO 121.

THEO 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 PHIL 335.

THEO 341 Reformed Confessions and Worldview (3)
Summer
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: THEO 121 and 122, or instructor permission.

THEO 343 Religion in America (3)
Varies
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 HIST 343.

THEO 399 Independent Study (1)
Fall, Spring
This reading and/or learning experience course is open to qualified students with the approval of the department.

THEO 400 Field Education (2)
Fall, Spring

THEO 401 Senior Capstone (3)
Fall
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.
ADMINISTRATION AND FACULTY

BOARD OF TRUSTEES

Bryan Bandstra, B.A., Pella, Iowa, 2015
Bonnie Beezhold, ’77, Ph.D., Lisle, Illinois, 2010
Paul Boice, B.A, Hudsonville, Michigan, 2013
Robert Buikema, J.D., Brookfield, Wisconsin, 2013
David J. Buter, J.D., Grand Rapids, Michigan, 2011
Dianne De Groot, Chino, California, 2010
Henry Doorn, Jr., ’81, B.S., Tinley Park, Illinois, 2014
Gary K. Foster, M.S., Chicago, Illinois, 2013
Terry Katsma, M.B.A., Oostburg, Wisconsin, 2011
Cindy Bosma Klinger, ’92, B.S.N., Noblesville, Indiana, 2015
Kevin L. Koeman, ’02, B.A., Holland, Michigan, 2015
Peter Madany, ’82, Ph.D., Hopkinton, Massachusetts, 2009
Jonathan Marcus, Holland, Michigan, 2014
Fredrick V. “Fritz” Olthof, Jr., B.A., Lowell, Indiana, 2010

Martin Ozinga III, B.A., Lockport, Illinois, 2010
Henry Perez, M.A., Racine, Wisconsin, 2012
John G. Stob, Jr., ’80, B.S., Elmhurst, Illinois, 2012
Felecia Thompson, D.Min., Chicago, Illinois, 2013
George J. Vande Werken, M.Div., Schererville, Indiana, 2014
Steven G. Van Drunen, ’86, B.A., Cedar Lake, Indiana, 2013
Marjorie Vis Boerman, ’83, CPA, J.D., Lansing, Illinois, 2014
Lynette Vos, Ph.D., Ripon, California, 2013

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President
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Executive Administrative Assistant to the President

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Sharon Robbert, Ph.D. (1993)

Administrative Assistant to the Provost
Dolores Juris (2003)

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Academic Dean for Adult Studies and Graduate Programs
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Richard A. Riddler, M.Ed. (2011)

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

Registrar  

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

Student Ministries Coordinator for Semester In Spain  
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Director of the Social Work Program  
Cynthia R. Bretzlahf-Holstein, M.S.W. (2011)

Director of Field Education in Social Work  
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Assistant Director of Admissions  

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

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

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

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

International Admissions Counselor:  
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Director of Financial Literacy Development  

Student Loan Officer  
Joan Ooms (1996)

Financial Aid Counselor  
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DEVELOPMENT

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Dennis Harms, B.A. (2001)

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

Director of Alumni Relations  
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Linda Heyboer (2014)

SALT Director  
Ruth De Bruyn (2006)

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

Development Programs and Event Coordinator  
Jess Clevering, B.A. (2014)
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Tim Timmons (1995)

Assistant Director of Physical Plant
Richard Czajkowski (2014)

Director of Information Technology

Information Technology Systems Manager

Audio Visual Services Coordinator
David Jousma (2002)

Information Technology Support Manager

Bookstore Manager
Laura Schutt (2008)

Controller

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

Senior Accountant
Ashleigh Hostert (2015)

Director of Human Resources
Julia Foust, SPHR (2013)

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Morgan Craven, B.A. (2013)

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Helena Rogers, B.A. (2010)

Web Developer

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Dean of Students

Chaplain and Dean for Spiritual Formation
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Daniel Sartor, Ph.D. (2014)

Director of Career Development

Director of Athletics

Coordinator of Student Services

Cooper Center Office Manager

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

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

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

Full-Time Faculty
* Trinity Christian College Alumni

Lisa Doot Abinoja (2014), M.A., The University of Chicago
  Assistant Professor of Social Work
  Director of Field Education

Holly Aungst (2015), M.S., Arizona State University
  Assistant Professor of Physical Education

Sara Baillie (2014), M.A., Saint Xavier University
  Assistant Professor of Special Education

John W. Bakker (1982), M.F.A., Michigan State University
  Professor of Art and Design

Todd J. Barre (2010), M.B.A., The University of Chicago
  Assistant Professor of Business

William Boerman-Cornell (2005), Ph.D., University of Illinois - Chicago
  Associate Professor of Education

Michael A. Bosscher (2013), Ph.D., The University of Chicago
  Assistant Professor of Chemistry

Robert A. Boomserna (1984)*, Ph.D., University of Illinois - Chicago
  Professor of Biology

Cynthia R. Bretzlf-Holstein (2011), M.S.W., Baylor University
  Assistant Professor of Social Work
  Director of Social Work Program

David Brodnax, Sr. (2005), J.D., University of Iowa College of Law; Ph.D., Northwestern University
  Professor of History

Clayton D. Carlson (2010), Ph.D., University of Wisconsin
  Associate Professor of Biology

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

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

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

Dennis M. Connelly (2009), Ed.D, Loyola University - Chicago
  Assistant Professor of Criminal Justice

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

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

Karen Dieleman (2008), Ph.D., McMaster University - Ontario
  Associate Professor of English

John J. Fry (2003), Ph.D., University of Iowa
  Professor of History
  Dean for Academics

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  Associate Professor of History

Jeannette Goddard (2015), Ph.D., University of Wisconsin
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  Dean of Education Programs

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  Assistant Professor of Communication Arts

  Assistant Professor of Business

Kyle Harkema (2012), M.B.A., DePaul University
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Derrick L. Hassert (2003), Ph.D., Southern Illinois University
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Christine F. Henle (2012), M.S., University of Illinois - Chicago
  Assistant Professor of Mathematics

Mark Jones (2002), Ph.D., Saint Louis University
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Tiffany King (2014), Ph.D., Loyola University – Chicago
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Lenore Knight Johnson (2014), Ph.D., Loyola University - Chicago
  Assistant Professor of Sociology

Yeon Mi Lee (2014), Ph.D., University of California
  Assistant Professor of Spanish
Kelly Lenarz (2004)*, M.Ed., University of Illinois - Chicago
  Assistant Professor of Education
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  Assistant Professor of Physical Education
Lorinda Lindemulder (1999)*, M.S.N., Governors State University
  Assistant Professor of Nursing
Debra C. Majewski (2014), Ed.D., Governors State University
  Assistant Professor of Psychology
Craig Mattson (2002), Ph.D., Regent University
  Professor of Communication Arts
  Director of the Honors Programs
Mandi Maxwell (2005), Ph.D., Iowa State University
  Professor of Mathematics
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  Associate Professor of Education
  Director of Teacher Education
  Licensure Officer
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  Associate Professor of Computer Science
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  Associate Professor of Special Education
Patti Powell (2002), Ph.D., University of Illinois - Chicago
  Professor of Education
  Director of the Graduate Program in Special Education
Aron D. Reppmann (1998)*, Ph.D., Loyola University Chicago
  Professor of Philosophy
  Director of New Faculty Formation
Benjamin J. Ribbens (2013), Ph.D., Wheaton College Graduate School
  Assistant Professor of Theology
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  Director of Adult Studies Business
Sharon K. Robbert (1993), Ph.D., University of Illinois – Chicago
  Professor of Mathematics
  Provost (Interim)
Thomas R. Roose (2007), Ph.D., Stanford University
  Associate Professor of Physics and Science Education
Elizabeth A. Rudenga (1989), Ph.D., Purdue University
  Professor of Education
Daniel C. Sartor (2014), Ph.D., Biola University
  Associate Professor of Psychology
  Director of Counseling Services
Marianne Schallmo (2013), M.N., Valparaiso University
  Assistant Professor of Nursing
Janna Schemper (2014)*, M.S.N., Valparaiso University
  Assistant Professor of Nursing
Christine Scholma (2015)*, M.A., Nova Southeastern University
  Assistant Professor of Special Education
Abbie Schrottenboer (2011), Ph.D., Michigan State University
  Assistant Professor of Biology
John S. Sebestyen (2005), Ph.D., Bowling Green State University
  Associate Professor of Communication Arts
Erick Sierra (2010) Ph.D., Rutgers University
  Associate Professor of English
  Director of the Writing Center
Rick Snoeyink (2001), Ph.D., Purdue University
  Professor of Education
  Director of Online Instruction
Keith Starkenburg (2008), Ph.D., University of Virginia
  Associate Professor of Theology
Kathryn E. Stefo (2014), B.S.N., Bradley University
  Assistant Professor of Nursing
Maureen Sweeney (2005), M.S.N., The Ohio State University
  Assistant Professor of Nursing
Louis Sytsma (1977)*, Ph.D., Ohio University
  Professor of Chemistry
Yudha Thianto (2001), Ph.D., Calvin Theological Seminary
  Professor of Theology
Ryan Thompson (2012), M.F.A., University of Illinois - Urbana
  Associate Professor of Art and Design
Trina Vallone (2003)*, Ed.D., Aurora University
  Associate Professor of Education
Helen Hoekema Van Wyck (1987), D.M.A., Michigan State University
  Professor of Music
Melissa Vanden Bout (2014)*, Ph.D., Boston College
  Assistant Professor of Philosophy
Michael Vander Woude (1986)*, Ph.D., University of Iowa
  Professor of English
Jon Vander Woude (2016)*, Ph.D. Candidate, ABD, Northwestern University
  Assistant Professor of Chemistry
Robert Wennberg (2011), M.A, Chicago State University  
Assistant Professor of Education  
Director of Adult Studies Education

Lynn Spellman White (1989), Ph.D., C.P.A., University of Illinois - Chicago  
Professor of Accounting

Deborah L. Windes (2010), Ph.D., University of Illinois - Urbana  
Associate Professor of Business  
Kara E. Wolff (2012), Ph.D., Western Michigan University  
Assistant Professor of Psychology  
Director of Clinical Placement

Faculty of Semester In Spain

Salvador Gallego (2000), Licenciado, University of Seville  
Adjunct Instructor in Spanish, Semester In Spain

Ana Llamazares (1984), Licenciado, University of Valladolid  
Adjunct Instructor in Spanish, Semester In Spain

José María Navarro (1985), Doctor En Historia, Universidad de Seville  
Adjunct Instructor in Spanish, Semester In Spain  
Department Chair

Leslie Routman (2000), B.A., Tufts University  
Spanish Director, Semester In Spain

Carmen Suárez (1982), Licenciado, University of Seville  
Adjunct Instructor in Spanish, Semester In Spain

Faculty of Chicago Semester

Rebecca Burwell (2007), Ph.D., Loyola University - Chicago  
Faculty  
Practicum Group Coordinator  
Urban Intensive Track Co-Coordinator

Lisa K. Hensey (2005), Ph.D., University of Iowa  
Faculty  
Student Teaching Program Coordinator

Michelle McClure (2005), DNP, FNP-BC, Loyola University - New Orleans  
Faculty  
Nursing Education Coordinator

Nancy Triezenberg Fox (1992), MSW, University of Michigan  
Faculty  
Social Work Coordinator

Emeriti Faculty

Kenneth L. Austin, D.M.A.  
Professor of Music

Sharon Barnes, Ph.D.  
Professor of Communication Arts

Nelvia M. Brady, Ph.D.  
Professor of Business

Bradley G. Breems, Ph.D.  
Professor of Sociology

Dick T. Cole, Ph.D.  
Professor of Psychology

Daniel J. Diephouse, Ph.D.  
Professor of English

John W. Hockstra, Ed.D.  
Associate Professor of Education

John Hoogewerf, M.S.  
Assistant Professor of Education

Grace Huitsing, Specialist Degree  
Associate Professor of English

Elizabeth L. Kaassens, Ed.D.  
Associate Professor of Nursing

Richard P. Kooy, M.S.  
Associate Professor of Mathematics and Computer Science

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Associate Professor of Business

Nancy J. Kwasteniet, M.A.  
Assistant Professor of Special Education

Virginia A. La Grand, Ph.D.  
Associate Professor of English

George N. Pierson, Ph.D.  
Associate Professor of Philosophy

Robert Rice, Ph.D.  
Professor of History

Lois A. Roclofs, Ph.D.  
Professor of Nursing

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