2016—2017 Graduate Programs Catalog
Volume 53

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

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Graduate Studies Program Coordinator
Brittany Lee brittany.lee@trnty.edu 708.239.3900

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

College Address and Telephone Numbers
College address: Trinity Christian College
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Palos Heights, IL 60463

Main telephone: 708.597.3000
Campus emergency: 708.239.3911
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Graduate Programs Contact Information

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Clinical Placement Coordinator Dr. Debra Majewski debra.majewski@trnty.edu 708.239.4754
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Dr. Tiffany King tiffany.king@trnty.edu 708.239.4743
Dr. Dan Sartor dan.sartor@trnty.edu 708.239.4820

Special Education: Graduate Programs
Director Dr. Patti Powell patti.powell@trnty.edu 708.239.4843
Faculty Prof. Sara Baillie sara.baillie@trnty.edu 708.293.4517
Dr. Elizabeth Rudenga liz.rudenga@trnty.edu 708.239.4736
Prof. Marilyn Spalla marilyn.spalla@trnty.edu 708.293.4571
### College Contact Information

#### Bootsma Bookstore Café at Navajo Creek
- **Location:** 6513 W 123rd Street, Palos Heights, Illinois 60463
- **Hours:** Monday - Friday 8:30 a.m. – 4:30 p.m. (fall, winter, spring)
  - Monday - Friday 9:30 a.m. – 1:30 p.m. (summer)
- **Telephone:** 708.239.4702
- **Web:** [http://bbc.trnty.edu/](http://bbc.trnty.edu/)

#### Business Office
- **Student Account Representative:** Nadine Iwema  nadine.iwema@trnty.edu  708.293.4594
- **Office Location:** Palos Heights Campus  Student Financial Services Center
- **Telephone:** 708.239.4717

#### Cooper Center for Career & Community Engagement
- **Director of Career Development:** Jeff Timmer  jeff.timmer@trnty.edu  708.293.4537
- **Assistant to the Director:** Emily Bosscher  emily.bosscher@trnty.edu  708.239.4853
- **Office Location:** Palos Heights Campus  Library 2nd Floor, Offices 208 and 207
- **Email:** coopercenter@trnty.edu
- **Telephone:** 708.239.4853
- **Web:** [http://www.trnty.edu/careerdevelopment.html](http://www.trnty.edu/careerdevelopment.html)

#### Counseling Services
- **Director of Counseling Services:** Dr. Dan Sartor  dan.sartor@trnty.edu  708.239.4820
- **Office Location:** Palos Heights Campus  Library 2nd Floor, Office 213

#### Financial Aid Office
- **Director of Financial Literacy Dev.:** Denise Coleman  denise.coleman@trnty.edu  708.239.4835
- **Office Location:** Palos Heights Campus  Student Financial Services Center
- **Email:** financialaid@trnty.edu
- **Telephone:** 866.TRIN.4.ME
- **Web:** [http://www.trnty.edu/fahome.html](http://www.trnty.edu/fahome.html)

#### Library
- **Location:** Palos Heights Campus  Jennie Huizenga Memorial Library
- **Web:** [http://www.trnty.edu/tcclibrary.html](http://www.trnty.edu/tcclibrary.html)
- **Assistance:** 708.239.4795
- **Circulation:** 708.293.4925
- **Reference:** 708.293.4926

#### Office of Learning Services (OLS)
- **Director:** Prof. Laura Davalos  laura.davalos@trnty.edu  708.239.4765
- **Office Location:** Palos Heights Campus  Jennie Huizenga Memorial Library
- **Telephone:** 708.239.4821
- **Web:** [http://studentlife.trnty.edu/office-of-learning-services.html](http://studentlife.trnty.edu/office-of-learning-services.html)
# GRADUATE PROGRAM CALENDAR

<table>
<thead>
<tr>
<th>2016-2017</th>
<th>2017-2018 (subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUG 15 Mon</td>
<td>Graduate Programs Orientation</td>
</tr>
<tr>
<td>23 Tues</td>
<td>New Counseling Psychology cohort begins</td>
</tr>
<tr>
<td>25 Thurs</td>
<td>New Special Education cohorts begin</td>
</tr>
<tr>
<td>SEP 5 Mon</td>
<td>Labor Day--No classes</td>
</tr>
<tr>
<td>NOV 23 Wed</td>
<td>Thanksgiving recess begins--Noon</td>
</tr>
<tr>
<td>DEC 10 Sat</td>
<td>Commencement--10 am</td>
</tr>
<tr>
<td>JAN 5 Thurs</td>
<td>Graduate Programs Orientation</td>
</tr>
<tr>
<td>10 Tues</td>
<td>New Counseling Psychology cohort begins</td>
</tr>
<tr>
<td>APR 13 Thurs</td>
<td>Maundy Thursday--no evening classes Mar 29</td>
</tr>
<tr>
<td>14 Fri</td>
<td>Good Friday--no classes Mar 30</td>
</tr>
<tr>
<td>MAY 6 Sat</td>
<td>Commencement--10 am</td>
</tr>
<tr>
<td>29 Mon</td>
<td>Memorial Day--no classes 28</td>
</tr>
<tr>
<td>JUL 4 Mon</td>
<td>Independence Day--no classes 4</td>
</tr>
<tr>
<td>AUG 18 Fri</td>
<td>End of summer term 17</td>
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</tbody>
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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—Behavior Intervention Specialist (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  Adopted by the Board of Trustees May 2012

The mission statement of Trinity Christian College, which serves as an interpretive framework for this document, paints a comprehensive portrait of “Biblically informed liberal arts education in the Reformed tradition.” The mission articulates the expectation that this education will lead to the formation of whole persons as “thinking, feeling, and believing creatures” and will encourage human formation in a way that asks students to “evaluate their lives in relationship to God, to others, and to all of creation.” The vision for Christian higher education at Trinity thus resists traditional dichotomies between the life of the mind and the active life of service, acknowledging both active and contemplative expressions of learning as essential for fully Christian education and truly human life. In the biblical field of vision, this integration of mind and body, thought and deed, reflection and action, is often characterized as wisdom. The pursuit of this formational vision of Christian wisdom addresses the entire campus community, recognizing the role of “faculty, staff and students” as full “members of the academic community.” This document seeks to articulate four key postures that unite our Christian community of learners in the pursuit of our mission. These postures contribute to what the mission statement refers to as “the unique Trinity experience.” They draw deeply on the Reformed tradition, and they are intended both to name and call forth the dispositions required of us as we seek faithfully to worship God as a Christian community of learners.

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

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

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

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

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

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

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

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

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

Hospitable
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 adheres to all federal and state civil rights laws prohibiting discrimination in private institutions of higher education. In employment, in access to educational opportunities, and in all other areas of college life, Trinity Christian College prohibits unlawful harassment and discrimination on the basis of race, ethnicity, color, national origin, age, sex, disability, veteran or military status, gender, or any other protected category under applicable local, state or federal law, including protections for those opposing discrimination or participating in any resolution process on campus or within the Equal Employment Opportunity Commission or other human rights agencies.

As a religious institution, Trinity Christian College reserves the right to make employment and hiring decisions on the basis of religious criteria.

Trinity Christian College is committed to full compliance with the Americans with Disabilities Act of 1990 (ADA and ADAAA) and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws pertaining to individuals with disabilities. Under the ADA and its amendments, a person has a disability if they have a physical or mental impairment that substantially limits a major life activity. The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by the institution whether qualified or not. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself.

The Vice President for Student Life serves as the Title IX Coordinator and the ADA/504 Coordinator and oversees implementation of the college’s policy on equal opportunity, harassment, and nondiscrimination, including investigation of any allegation of noncompliance. The full Trinity Non-Discrimination Policy is available at trnty.edu.

Trinity Christian College supports the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA) 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 the Higher Learning Commission (www.hlcommission.org).

Program Specific Accreditations

- Accreditation Council of 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.
- Illinois State Board of Education: K-12, elementary, middle grades, secondary, and special education licensure.
- Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC, 20036): Bachelor of Science in Nursing.
- Behavior Analyst Certification Board, Inc.®: Board Certified Behavior Analyst course sequence.

Trinity Christian College has executed Program Participation Agreements for financial aid programs administered by the United States Department of Education, the Illinois Student Assistance Commission, and the United States Veterans Administration. This school is authorized under Federal law to enroll nonimmigrant alien students.
COMPLAINTS

Participants in Title IV Federal Financial Aid under the Higher Education Act of 1965, as amended, are required to direct students to a state agency for assistance with unresolved complaints. The Illinois Board of Higher Education (IBHE) provides an online complaint system at http://complaints.ibhe.org/, accessible through the agency’s homepage (www.ibhe.org). The IBHE online complaint site includes step-by-step instructions and key information about the complaint process.

Information about and instructions for filing complaints with the Higher Learning Commission (HLC) can be found at https://www.hlcommission.org/HLC-Institutions/complaints.html.

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

Graduate programs operate on a semester system, fall, spring, and summer. Graduate programs have breaks during the week of Thanksgiving, and the weeks between Christmas and New Year’s.

Academic calendars are unique to each program and are available through the Graduate Programs office.
ADMISSION TO GRADUATE PROGRAMS

PROCEDURE FOR ADMISSION

Students who have become familiar with the program and have decided to apply should take the following steps:

1. Complete and turn in an application form along with the $50 application fee
2. Education only: Submit a copy of teaching license
3. Have official grade transcripts sent directly to Graduate Studies office at Trinity from each college or university previously attended. Check with the registrar from each institution for the appropriate transcript fee
4. Submit two letters of recommendation
5. Successfully complete a writing sample on campus
6. Complete an interview with program faculty
7. Pay the non-refundable enrollment deposit of $300
8. Attend orientation

REQUIREMENTS FOR ADMISSION

Master of Arts: Counseling Psychology
- Completion of a bachelor’s degree from a regionally accredited college/post-secondary institution
- Coursework in *Introduction to Psychology, Research Design, Lifespan Development,* and *Abnormal Psychology*
- Cumulative grade point average of 3.0 (on 4.0 scale) or better on all prior transferable academic work
- Submission of two letters of recommendation
- Completion of a writing sample (completed on campus)
- An interview with Counseling Psychology Graduate Faculty

Master of Arts: Special Education—LBS I Special Education License
- Completion of a bachelor’s degree from an accredited college
- Cumulative grade point average of 3.0 (on 4.0 scale) or above in undergraduate program
- A valid teaching license
- Completion of an *Introduction to Special Education* course
- Submission of two letters of recommendation
- Completion of a writing sample (completed on campus)
- An interview with Special Education Graduate Faculty

Master of Arts: Special Education—Behavior Intervention Specialist
- Completion of a bachelor’s degree from an accredited college
- Cumulative grade point average of 3.0 (on 4.0 scale) or above in undergraduate program
- Minimum of one year of special education teaching experience or behavior intervention experience
- Submission of two letters of recommendation, including one from a principal or supervisor
- Completion of a writing sample (completed on campus)
- An interview with Special Education Graduate Faculty

Additional requirements for Master of Arts: Special Education and LBS II Behavior Intervention Specialist Endorsement
- A valid teaching license
- Illinois LBS I endorsement on license (Pre-K to Age 21) or an LBS II certificate in Deaf and Hard of Hearing or Visual Impairments.
- One year of special education teaching experience
Additional requirements for LBS II Behavior Intervention Specialist Endorsement
- A valid teaching license
- Illinois LBS I endorsement on license (Pre-K to Age 21)
- One year of special education teaching experience

Additional requirements for Behavior Analyst Certification Board, Inc.® Board Certified Behavior Analyst course sequence
- Master’s degree in psychology, education, or applied behavior analysis
- One year of experience with behavior interventions

Additional requirements for LBS II Behavior Intervention Specialist Endorsement and Behavior Analyst Certification Board, Inc.® Board Certified Behavior Analyst course sequence
- Master of Arts in Special Education (LBS I) from Trinity Christian College
- One year of special education teaching experience

CONDITIONAL ADMISSION

Students may be admitted into graduate studies programs on a conditional basis for one of the following two reasons:

1. Students with an undergraduate cumulative GPA below 3.0 may be admitted on a conditional basis if, after an interview with two or more graduate faculty, students are found to have potential for successful completion of the program. Students must meet all other admission requirements, including successful scores on the writing sample, required letters of recommendation, and approval of the graduate application interview committee. Conditional admission requires students to maintain a cumulative GPA of 3.0 in the first semester of graduate study. Failure to achieve a cumulative GPA of 3.0 in the first semester will result in dismissal from the program.

2. Students who have not completed all prerequisite coursework may be admitted on a conditional basis if they have fulfilled all other admission requirements. Conditional admission allows students to complete prerequisite coursework concurrently with graduate courses with approval of the graduate program director. Official transcripts of prerequisite coursework must be on file before students register for the graduate courses for which the prerequisite courses are needed.

READMISSION

Students who have interrupted their studies at Trinity for one semester or more must complete an Application for Return to Active Status through the Graduate Programs Office and provide official transcripts from any schools attended since leaving Trinity. Students who have been absent for more than three years must complete the regular application form.

Readmitted students who were absent for two or more semesters (one year) must fulfill the graduation requirements under the catalog in the year of readmission. Students who were absent for fewer than two semesters will graduate under the catalog requirements of the year of initial admission.

If there have been changes to the courses of study during the student’s absence, the student is responsible for fulfilling the requirements in place at the time of re-entry. Note: The student will be charged the current tuition rate.

Students who were academically dismissed and are readmitted to the College are placed on academic probation during the semester of readmission. Students will be subject to the conditions of probation in the Academic Policies and Procedures section of this catalog.

Graduate programs have a completion time limit. More information can be found in the Academic Policies and Procedures of this catalog.
TUITION DEPOSIT

Applicants who have been accepted as students must deposit $300 toward their first semester’s tuition. The deposit serves as a declaration of intent to enroll and is deducted from the first semester’s tuition. The tuition deposit is non-refundable.

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

FINANCIAL AID OFFICE

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

APPLYING FOR FINANCIAL AID

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

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

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

CRITERIA FOR STUDENT FINANCIAL AID

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

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

3. SAP is evaluated after every term. The Financial Aid consequences of not meeting SAP are as follows:
   a. Financial Aid Warning: Students who fail to meet SAP will automatically be placed on Financial Aid Warning and will be notified in writing. The notification to the student will explain that 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.

LOANS

- **Unsubsidized Stafford Loans** are awarded to graduate students. Amounts are limited to $20,500 per academic year. The interest on an Unsubsidized Stafford Loan will accrue while the student is enrolled in school. Students can choose to pay the interest accrued or defer those payments until repayment begins. Contact the Financial Aid Office for current interest rates.
- **Federal Graduate PLUS Student Loans** are available to students needing additional funding. Loan recipients must file the FAFSA and pass a credit check. Contact the Financial Aid Office for current interest rates.

SCHOLARSHIPS: COUNSELING PSYCHOLOGY

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

- **Department of Psychology Graduate Education Honors Scholarship**: A one-time scholarship available to students in the Counseling Psychology program who have a 3.5 GPA.
- **Counseling Psychology Research Fellowship**: Available to graduate students who demonstrated potential for engagement in research related to professional counselling. The Research Fellowship requires a commitment of approximately 10 hours per week. Hours are flexible depending on research activities. The recipient of the Research Fellowship will work collaboratively with graduate faculty on research projects of mutual interest.

SCHOLARSHIPS: SPECIAL EDUCATION LBS I AND BEHAVIOR INTERVENTION SPECIALIST

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

- **Graduate Special Education Academic Achievement Scholarship**: A one-time $1000 award given annually to a graduate student in the LBS I or Behavior Intervention Specialist program.
- **Audrey H. Kooyenga Adult Education Special Education Scholarship**: Students with senior status in a Special Education program are invited to apply.
- **Ozinga Urban Education Scholarship**: A one-time scholarship given to first year graduate students in the education program, who have demonstrated academic achievement (3.5 GPA) in their undergraduate work. Preference is given to those with financial need.

EMPLOYEE REIMBURSEMENT PROGRAM

Graduate students should contact their company’s personnel office to investigate this source of financial assistance.
EXPENSES

2016-2017 TUITION AND RELATED FEES

Tuition

Tuition charges per credit hour:

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition Per Credit Hour</th>
<th>Total Program Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL/Bilingual Endorsement—Graduate</td>
<td>$605</td>
<td>$10,890 (18 hours)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td></td>
<td>$10,890</td>
</tr>
<tr>
<td>Includes rental books and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL/Bilingual—Graduate (online)</td>
<td>$605</td>
<td>$10,890</td>
</tr>
<tr>
<td>Master of Arts in Counseling Psychology</td>
<td>$650</td>
<td>$31,200 (48 hours)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td></td>
<td>$31,200</td>
</tr>
<tr>
<td>Master of Arts in Special Education (LBSI)</td>
<td>$415</td>
<td>$14,940 (36 hours)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td></td>
<td>$14,940</td>
</tr>
<tr>
<td>Master of Arts in Special Education (LBSII with BCBA Certification)</td>
<td>$610</td>
<td>$27,450 (45 hours)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td></td>
<td>$27,450</td>
</tr>
<tr>
<td>Master of Arts in Special Education (LBSII + BCBA)</td>
<td>$575</td>
<td>$18,300 (30 hours)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td></td>
<td>$18,300</td>
</tr>
<tr>
<td>LBSII Endorsement only</td>
<td>$15,860</td>
<td>$15,860 (26 hours)</td>
</tr>
<tr>
<td>Total program tuition</td>
<td></td>
<td>$15,860</td>
</tr>
<tr>
<td>LBSII Endorsement + BCBA</td>
<td>$15,860</td>
<td></td>
</tr>
<tr>
<td>Total program tuition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The tuition rate remains in effect as long as the student continues in the program. If a student breaks enrollment for one or more semesters and returns to Trinity in a future semester, the student will be charged the current program rate upon return.

Fees

Student Life

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Deposit (paid prior to registration)</td>
<td>$300</td>
</tr>
<tr>
<td>Re-entry fee</td>
<td>$100</td>
</tr>
<tr>
<td>International student orientation</td>
<td></td>
</tr>
<tr>
<td>International student health insurance (annual)</td>
<td>$952</td>
</tr>
</tbody>
</table>

Registrar’s Office

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late registration fee (non-refundable)</td>
<td>$50</td>
</tr>
<tr>
<td>Change in registration (student-initiated)</td>
<td>$5</td>
</tr>
<tr>
<td>Student transcripts</td>
<td>$5</td>
</tr>
</tbody>
</table>

Business Office

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returned check</td>
<td>$30</td>
</tr>
<tr>
<td>Deferred payment fee (per semester)</td>
<td>$40</td>
</tr>
<tr>
<td>Late payment/delinquency fee (per due date missed or month past due)</td>
<td>$50</td>
</tr>
</tbody>
</table>

1 The non-refundable enrollment deposit reserves a place in a particular cohort. Enrollment deposits are accepted until a cohort size of 20 has been reached. The enrollment deposit is deducted from the total amount due in the first semester.

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

3 The change of registration fee is charged after the first day of class each time a student adds or drops a class. Before the change is issued, the student must secure approval from the registrar.
Requests for transcripts must be in writing and cannot be honored unless payment accompanies the written request. No transcripts are issued for students with outstanding balances.

Trinity accepts personal checks for the convenience of students. Any check negotiated with the College that is not honored by the individual's bank shall be subject to the penalty charge. The student is held responsible for payment of the unredeemed check.

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

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

REFUNDS AND RETURN OF FUNDS
Students may drop a course by consulting their advisor and completing the Graduate and Adult Studies DROP FORM. It is the sole responsibility of the student to complete and sign the form and submit it to the Registrar’s office.

Courses will not be dropped until the Registrar’s office has been notified by the student via the drop form. The date this written notification is received by the Registrar’s office will be used to calculate financial charges and assign an appropriate grade. Unless a course is officially dropped, charges will continue to accrue because the student remains enrolled, and a grade of F will be assigned. Deadlines for adding and dropping courses are listed below.

<table>
<thead>
<tr>
<th>Semester (14-16 weeks)</th>
<th>Refund</th>
<th>Transcript Entry/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before day of second class*</td>
<td>100%</td>
<td>No grade entry</td>
</tr>
<tr>
<td>Before day of third class</td>
<td>80%</td>
<td>W</td>
</tr>
<tr>
<td>Before day of fourth class</td>
<td>60%</td>
<td>W</td>
</tr>
<tr>
<td>Before day of fifth class</td>
<td>40%</td>
<td>W</td>
</tr>
<tr>
<td>Before day of sixth class</td>
<td>20%</td>
<td>W</td>
</tr>
<tr>
<td>Thereafter</td>
<td>none</td>
<td>W</td>
</tr>
<tr>
<td>Before day of eleventh class</td>
<td>none</td>
<td>Grade earned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Half-semester (6-8 weeks)</th>
<th>Refund</th>
<th>Transcript Entry/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before day of second class*</td>
<td>100%</td>
<td>No grade entry</td>
</tr>
<tr>
<td>Before day of third class</td>
<td>50%</td>
<td>W</td>
</tr>
<tr>
<td>Before day of fourth class</td>
<td>none</td>
<td>W</td>
</tr>
<tr>
<td>Thereafter</td>
<td>none</td>
<td>Grade earned</td>
</tr>
</tbody>
</table>

*For online and hybrid classes, day of second class begins 12:00 a.m. on the eighth day of the scheduled time period of the class

A $5.00 fee is assessed each time a new schedule change is requested.

The date of withdrawal shall be the date which the student completes and turns in the appropriate college forms to the Registrar’s office.

If a student fails a course, the tuition shall be assessed again for the course when having repeated it. Students dropping back to a later cohort will be assessed current tuition charges at the time of re-entry only for those courses needed and enrolled in at that time.

If a student withdraws from Trinity Christian College during a semester, Trinity Christian College or the student may be required to return some of the federal funds awarded to the student. If a student will be withdrawing, the student must notify the Registrar’s Office to begin the withdrawal process and contact the Financial Aid office.
The federal return of Title IV Funds formula dictates the amount of federal Title IV financial aid that must be returned to the federal government by the school and the student. Federal formulas may require a return of funds if the student received assistance and withdrew during the semester. If funds were released to the student because of a credit balance on the student’s account, then the student may be required to repay some of the federal grants if the student withdraws.

**PAYMENT OF FINANCIAL OBLIGATIONS**

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

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

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

**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 charges.

**Title IV Aid Recipients**

Award amounts for Title IV financial aid are determined in part by a student’s attempted credits for a semester (courses that appear on a student’s transcript). Therefore, a course that is dropped after the drop/add period may not result in a Title IV Aid adjustment.

However, when a student completely withdraws from all courses during a semester, the law specifies how Trinity Christian College must determine the amount of Title IV program assistance that was earned prior to withdrawal. The Title IV programs that are covered by this law are: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

Though Title IV aid is posted to student accounts at the start of each semester, funds are earned as students complete the semester. If a student completely withdraws during the payment period, the amount of Title IV program assistance that has been earned up to that point is determined by a specific formula. If a student received (or Trinity or a parent received on that student's behalf) less assistance than the amount that was earned, the student may be able to receive those additional funds. If a student received more assistance than was earned, the excess funds must be returned by Trinity and/or the student.

The amount of assistance that a student has earned is determined on a pro rata basis. For example, if a student completes 30% of the payment period, the student earns 30% of the assistance he or she was originally scheduled to receive. Once a student has completed more than 60% of the payment period, all the assistance that he or she was scheduled to receive for that period is considered earned.

If a student did not receive all of the funds that were earned, he or she may be due a post-withdrawal disbursement. If a post-withdrawal disbursement includes loan funds, Trinity must get the student’s permission before it can disburse them. A student may choose to decline some or all of the loan funds to avoid incurring additional debt. Trinity may automatically use all or a portion of a post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school).

There are some Title IV funds that a student may have been scheduled to receive that cannot be disbursed once the student withdraws, due to other eligibility requirements. For example first-time, first-year undergraduate students who have not completed the first 30 days of their program before withdrawing will not receive any Direct Loan funds that would have been received if they had remained enrolled past the 30th day.
If a student receives (or Trinity or a parent receives on the student’s behalf) excess Title IV program funds that must be returned, Trinity must return a portion of the excess equal to the lesser of:
   1. institutional charges multiplied by the unearned percentage of the student’s funds, or
   2. the entire amount of excess funds.

Trinity must return this amount even if it didn’t keep this amount of the student’s Title IV program funds. The requirements for Title IV program funds when a student withdraws are separate from any refund policy that Trinity has. Therefore, students may still owe funds to Trinity to cover unpaid institutional charges. Trinity may also charge students for any Title IV program funds that the school was required to return.

For questions about Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). Information is also available on Student Aid on the Web at www.studentaid.ed.gov

Appeal Process
Any student who desires may appeal the calculated refund to the Vice President for Finance and Administration, outlining any special circumstances that should be considered.
Student Life Policies
All Trinity Christian College students are expected to know, understand, and comply with college policies and guidelines which are found in the student handbook (http://studentlife.trnty.edu/PDFs/reslife/studenthandbook.pdf). Hard copies can be requested from the student life office.

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

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

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

Cooper Center for Career and Community Engagement
The Cooper Center, located in the Library 2nd Floor, is the main hub for career development resources. The Director of Vocation and 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 Cooper 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 Library 2nd Floor.

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 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 and acceptable use of technology can be found in the student handbook.
Enrollment Verification
If you need proof of enrollment or assistance with student loan deferment forms, please contact the Registrar’s Office. New proof of enrollment will be available after the first day of class. For current students, enrollment verifications are made available during regular business hours.

After a student registers, a class schedule is available through the student portal and should be an adequate document as proof of enrollment for any professional organization.

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

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

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

Library
The Jennie Huizenga Memorial Library provides information resources and assistance to the Trinity Christian College community. Librarians are available to help with research needs, to address citation or copyright questions, and to answer questions about accessing resources through interlibrary loan. Patrons can reach the library for assistance in-person, telephone, e-mail and instant message. 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 Library houses a collection of over 60,000 items, including books, journals, music scores, and 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.

During the academic year, the library is accessible for patrons 80+ hours each week—which provides study space for individual and group usage in a variety of settings, including: computers, study tables, carrels, and group study rooms.

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

The Jennie Huizenga Memorial Library is a member of:
- American Library Association
- Association of College and Research Libraries
- Consortium of Academic and Research Libraries in Illinois
- Illinois Library Association
- LIBRAS
- Reaching Across Illinois Library System

More information is available at www.trnty.edu/library/ or on the Library’s Facebook page.
The Office of Learning Services
The Office of Learning Services is located in the Library 1st Floor. 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. 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.
   c. 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.

The Writing Center
The Writing Center is located in the Library. It is staffed with writing tutors who are trained to assist with planning and organizing college-level writing as well as identifying patterns of compositional errors. Hours vary by semester and are posted online.

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 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 accessible 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.
ACADEMIC POLICIES AND PROCEDURES

ORIENTATION AND CONVOCATION NIGHT

Orientation is required and is normally held the week before the first class. Curriculum materials for the first course and assignments for the next week are provided. Graduate students in the cohort will have the opportunity to become acquainted with one another, receive a student I.D., and meet representatives from other departments on campus. Orientation/Convocation is mandatory.

ACADEMIC ADVISORS

When a student begins a Graduate program, a faculty advisor is assigned. The faculty advisor can be a resource for students about College policies, procedures, and program requirements. While an advising appointment is not required for Graduate Studies students to register, a faculty advisor can provide assistance to help monitor a student's progress toward completion of the program. Ultimately, however, a student's educational program is his/her own responsibility.

REGISTRATION PROCEDURE

The following registration procedure has been established for students in a Graduate program at Trinity.

1. Students are registered by the registrar's office for the first semester of courses and student-teaching. It is the student's responsibility to register for all other semesters.
2. After the mid-point of each semester, online registration for subsequent semester courses will take place.
3. Registration and schedule information is sent to students through Trinity e-mail.
4. Students will have two weeks to register online through the student portal. Note: Students with financial holds on their accounts cannot complete the registration process until the holds are cleared and should contact the Business Office for payment arrangements.
5. After the registration is completed, students may print a copy of their course schedules online through the student portal.
6. After the online registration period is over, students may still register for classes but will be assessed a late registration fee.
7. Billing statements are mailed to each student on dates established by the Business Office.

CHANGES IN REGISTRATION

It is the student's responsibility to contact the Graduate Programs Office and the Registrar's Office for any changes in registration, such as adding a course or withdrawing from a course. The appropriate form must be used: http://adultstudies.trnty.edu/currentstudents/dropacourse. It is the sole responsibility of the student to complete and sign the form and submit it to the Registrar's office. Appropriate tuition charges will apply for changes to a student's registration. Students should contact the Financial Aid office before making a decision to add or drop a course.

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.
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</td>
<td>0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (hours included in GPA calculation)</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn (according to refund schedule)</td>
<td>0</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn passing (according to refund schedule)</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn failing (according to refund schedule)</td>
<td>0</td>
</tr>
<tr>
<td>R</td>
<td>Repeated course</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Grade point average (GPA) is determined by dividing the number of grade points earned by the number of semester hours attempted.

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

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

Course Grade Changes
A student’s course grade, after having been submitted by the instructor, shall not be changed unless an incorrect grade, by reason of clerical error or miscalculation, has been submitted for the student. All exceptions to the above policy must receive the approval of the Registrar and the Provost. Instructors may pick up a Grade Change form at the Registrar’s Office.

Grade Reports
Grades are posted to on the student portal at the end of each course. Official transcript requests must be made as described at http://www.trnty.edu/transcripts.html.
SATISFACTORY ACADEMIC PROGRESS (SAP)

The academic progress of graduate 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.
   a. The minimum cumulative grade point average (GPA) for graduate-level courses is 3.00.
   b. The minimum cumulative grade point average (GPA) for undergraduate-level courses is 2.00.

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 courses appearing on the transcript. These include withdrawals (W, WP, WF), repeated courses (R), and incompletes (I).

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 48 credit hours, the maximum period must not exceed 72 (48 x 1.5) attempted credit hours.

ACADEMIC STANDING

**Minimum GPA Requirement**

Students must achieve a GPA of 3.0 in order to earn their master’s degree.

**Repeated Courses**

A student receiving more than one grade of C or below may request to retake one course. This must be approved by the professor of the course and the Director of the Graduate Studies Program, and the student must achieve a 3.0 or better in that course in order to stay in the program.

**Academic Dismissal**

At the end of a semester, a student will be subject to academic dismissal if either of the following conditions is present:

- Cumulative GPA falls below 3.0, the minimum cumulative GPA needed for continuation
- Cumulative completion rate falls below 67%, the minimum pace of completion

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

A student who wants to appeal an academic dismissal decision must observe the following procedures:

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.
PROGRAM COMPLETION TIME LIMIT FOR GRADUATE STUDENTS

All requirements for a graduate degree must be completed within five consecutive years of initiation of coursework. For time extensions beyond the five-year limit, the student must initiate the request for an extension and submit it in writing to the program director or dean for review.

SPECIAL EDUCATION ONE (1) YEAR STOP-OUT/COMPLETION POLICY

Students who stop-out, graduate students who choose not to complete the graduate program, graduates who fail to pass all required state tests, and students in similar cases will remain students in Trinity’s master’s degree program for one year. After one year, they must consult with the Director of the special education master’s degree program and appeal in writing to the Graduate Studies Advisory Committee to return to coursework, re-apply to the practicum, or apply for entitlement for licensure.

Rationale:
• In the past three years, the Illinois State Board of Education (ISBE) has made numerous changes to teacher preparation programs (new Illinois Professional Teaching Standards, implementation of the Teacher Performance Assessment, requirement for reading content and methods), as well as the licensure structure (content tests only valid for 5 years, entitlement only valid for one year); some were implemented with very little notice. We want to ensure that students meet the requirements for licensure in the current milieu of rapid change.
• We want to address several kinds of issues. Some students have completed coursework and the practicum and actually graduate from Trinity but have not submitted paperwork for licensure. Other students stop-out for various reasons, delay their practicum, or do not pass all of the required state tests. It is difficult to continue to track these students year after year. A one-year limitation would put the onus on the students to complete the program within a year or to appeal.
• This policy aligns with the one-year limitation for entitlement. (Part 25 Certification: Section 25.427 One-Year Limitation: A recommendation for certification of a candidate by entitlement shall be valid for only one year after its issuance by the institution.)
• The Director of the special education master’s degree program in conjunction with the Dean for Adult Studies and Graduate Programs will review appeals and determine whether the students must meet new ISBE rules and/or changes implemented in Trinity’s special education master’s degree program. Changes include, but are not limited to, new requirements in admission policies; new courses or course content; number of credit hours; and/or new ISBE tests or test deadlines.

The one-year window for completion of all remaining coursework and paperwork is computed using a 365-day calendar year. For students who stop-out, days are counted from the last day of the final course which students complete or, for a partial class completed, the last day the student attended class. For teacher candidates, days are counted from the last day of the semester or the last day of student teaching.

PROGRAM WITHDRAWAL

To withdraw from the program, the graduate student must notify the appropriate program director and the Registrar’s Office in writing. Students will receive credit for courses completed. Withdrawal from the program will jeopardize any financial aid for the rest of that academic year. (These regulations have been set by the federal and state governments.)

Withdrawals are processed and effective the day they are received by the Registrar’s Office from the student. A student receiving financial aid who anticipates stopping should contact the financial aid office regarding the implications of such action. The graduate student has a grace period of six months after the last day of class before repayment of loans must begin.

When a student withdraws from a cohort, the charge must be prorated and refunds given either to the student or the government as determined by government regulations. Contact the Financial Aid office for examples and refund detail.
GRADUATION

Graduation and Commencement Participation Application
All students wishing to earn a degree from Trinity must complete an application to a) graduate and b) participate in commencement exercises according to the following deadlines:

<table>
<thead>
<tr>
<th>Intended participation in commencement exercises . . .</th>
<th>. . . and intended graduation</th>
<th>APPLICATION DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of spring semester</td>
<td>End of spring semester</td>
<td>December 30</td>
</tr>
<tr>
<td></td>
<td>End of summer term</td>
<td>December 30</td>
</tr>
<tr>
<td>End of fall semester</td>
<td>End of summer term</td>
<td>June 30</td>
</tr>
<tr>
<td></td>
<td>End of fall semester</td>
<td>June 30</td>
</tr>
<tr>
<td>Not participating</td>
<td>End of spring semester</td>
<td>December 30</td>
</tr>
<tr>
<td></td>
<td>End of summer term</td>
<td>March 30</td>
</tr>
<tr>
<td></td>
<td>End of fall semester</td>
<td>June 30</td>
</tr>
</tbody>
</table>

Applications are accessed via the Student Portal according to the expected graduation term shown in the Student Portal. 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, one at the end of the Fall semester and one at the end of the Spring semester.

Graduate students may participate in either commencement ceremony associated with the cohort with which they complete all requirements for the degree.

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

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

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

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

Disclosure of Directory Information

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

Conditional Disclosure of Personally Identifiable Information (PII)

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

- To other school officials, including teachers, within Trinity Christian College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the college’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

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

Students are notified each year of their rights under FERPA through an electronic message and through the annual edition of the College’s catalog. Further information regarding the Family Educational Rights and Privacy Act of 1974 may be obtained from the Registrar’s Office or from [www.trnty.edu/ferpa.html](http://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.
Trinity Christian College offers a variety of majors and programs rooted in biblically informed liberal arts education for students who desire to earn a master’s degree. Trinity grants two master’s degrees:

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

**GRADUATION REQUIREMENTS**

The formal requirements for graduation with a master’s degree are the following:
- 36 credits for the MA in Special Education (LBS I), 45 credits for the MA Special Education (LBS II), or 48 credits for the MA in Counseling Psychology
- Cumulative grade point average of 3.0
- Successful completion of all program requirements
The ESL or BL (English as a Second Language or Bilingual) program is an accelerated program serving licensed teachers or students concurrently enrolled in a teaching license program for undergraduate level work. Students enrolling in graduate coursework must already have their Illinois teaching license.

PROGRAM REQUIREMENTS

In addition to the admissions criteria above, approval to teach ESL or Bilingual in the context of a state-approved bilingual education program may be obtained by meeting the following requirements:

For ESL
- ESL clinical experience equal to 100 clock hours or three months teaching experience with ESL students.
- Credits totaling 18 semester hours. See course of study below.

For Bilingual
- Bilingual clinical experience totaling 100 clock hours or three months teaching experience in bilingual programs.
- Successful completion of a language examination in the non-English language to be taught.
- Credits totaling 18 semester hours. See course of study below.

COURSE OF STUDY: GRADUATE

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

- AEDU 525 Foundations of Teaching Bilingual/ESL (3)
- AEDU 540 Cross Cultural/Multicultural Issues in Education (3)
- AEDU 541 Theory and Methods of ESL Instruction (3)
- AEDU 542 Methods and Materials of Teaching Bilingual Students (3)
- AEDU 545 Assessment of Bilingual/ESL Students (3)
- AEDU 571 Linguistics (3)
The Master of Arts in Counseling Psychology program is designed for students intending to pursue careers in professional counseling. The program allows students to attend classes in the evening and complete significant coursework that blends face to face and online components. Classes are taught in a manner that is conducive to graduate learning. Inevitably, an atmosphere of shared family, career, and age interests develop among the graduate students.

The Counseling Psychology program enables graduate students to develop:

- interpersonal skills
- competence in counseling techniques
- written and oral communication skills
- problem-solving and decision-making skills
- understanding of research techniques and applications
- self-knowledge and self-image growth
- leadership skills
- understanding and development of ethical counseling practices
- integration of Christian faith and counseling practice

COURSE OF STUDY

The program consists of 48 semester hours.

- PSYC 501 Counseling Theory and Methods I (3)
- PSYC 502 Professional Orientation and Ethics (3)
- PSYC 503 Counseling Theory and Methods II (3)
- PSYC 504 Assessment and Evaluation of Individuals (3)
- PSYC 506 Social and Cultural Foundations (3)
- PSYC 507 Psychopathology (3)
- PSYC 508 Research Design
- PSYC 509 Counseling Children and Adolescents (3)
- PSYC 601 Practicum and Internship I (3)
- PSYC 602 Life-Span Development (3)
- PSYC 603 Internship II (3)
- PSYC 604 Career Development (3)
- PSYC 605 Substance Abuse Counseling (3)
- PSYC 606 Marriage, Couple, and Family Counseling (3)
- PSYC 607 Christian Perspectives on Counseling (3)
- PSYC 608 Group Dynamics (3)
MASTER OF ARTS IN SPECIAL EDUCATION (LBS I)

This program serves teachers who have licenses with endorsements in elementary, secondary, or K-12 education who would like to complete the Master of Arts in Special Education earning the LBS I Pre-K—Age 21 endorsement. Students may also elect to earn the LBS I endorsement on their current grade range, or complete the program earning licensure only.

MASTER OF ARTS IN SPECIAL EDUCATION WITH LBS I PRE-K—AGE 21 ENDORSEMENT

The program consists of 36 hours. Receipt of license is pending successful completion of Illinois state tests.
- SPED 514 Reading Disabilities Theory and Interventions (3)
- SPED 517 Tests and Measurements: Assessing Students with Special Needs (3)
- SPED 519 Theory and Remediation of Language and Communication Disorders (3)
- SPED 524 Teaching Students with High Incidence Disabilities Age 3-21 (6)
- SPED 525 Teaching Students with Low Incidence Disabilities Age 3-21 (6)
- SPED 530 Communication and Collaboration in Special Education: Family, School, and Community (3)
- SPED 620 Special Education in Today’s Classroom (3)
- SPED 680 Research in Special Education: Thesis Project Design (3)
- SPED 683 The Law and Current Challenges (2)
- SPED 685 Master’s Thesis Project (4)

To earn the Master of Arts and/or recommendation for licensure, each graduate student must meet the following criteria:
1. For admission into SPED 685 Master’s Thesis Project
   - Cumulative Trinity Christian College GPA of 3.0
   - Pass Content Area Tests: LBS I (#155), General Curricular Test (#163), APT Test (#104)
   - Complete all the coursework listed above except for SPED 685
   - Complete 50 hours of practicum experience
   - Have no courses with a grade lower than C and only one course that has a grade of C
   - Positive assessment of Professional Dispositions completed by the Graduate Studies Special Education Department
2. For successful program completion
   - Successful completion of SPED 685 Master’s Thesis Project
   - Successful completion of all course requirements
   - Pay all fees and tuition charges

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

LBS I ENDORSEMENT (PRE-K—AGE 21)

The program consists of 27 hours. Receipt of license is pending successful completion of state tests.
- SPED 514 Reading Disabilities Theory and Interventions (3)
- SPED 517 Tests and Measurements: Assessing Students with Special Needs (3)
- SPED 519 Theory and Remediation of Language and Communication Disorders (3)
- SPED 524 Teaching Students with High Incidence Disabilities Age 3-21 (6)
- SPED 525 Teaching Students with Low Incidence Disabilities Age 3-21 (6)
- SPED 530 Communication and Collaboration in Special Education: Family, School, and Community (3)
- SPED 620 Special Education in Today’s Classroom (3)
LBS I ENDORSEMENT (CURRENT GRADE RANGE)

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

- SPED 517 Tests and Measurements: Assessing Students with Special Needs (3)
- SPED 519 Theory and Remediation of Language and Communication Disorders (3)
- SPED 524 Teaching Students with High Incidence Disabilities Age 3-21 (6)
- SPED 525 Teaching Students with Low Incidence Disabilities Age 3-21 (6)
MASTER OF ARTS IN SPECIAL EDUCATION: BEHAVIOR SPECIALIST INTERVENTION

This program is for students who already have experience providing interventions to individuals who now desire to become a Behavior Intervention Specialist. This program emphasizes the use of applied behavior analysis, particularly in a school setting. Based upon the student’s previous experience and licenses, this master’s degree may lead to an LBS II Behavior Intervention Specialist endorsement on a teaching license and/or Board Certified Behavior Analyst certification.

MASTER OF ARTS IN SPECIAL EDUCATION (BEHAVIOR INTERVENTION SPECIALIST)

Upon successful completion of this course of study, students earn the Master of Arts degree. They are also eligible for the following: 1) to apply for the LBS II Behavior Intervention Specialist endorsement on their Illinois professional teaching license, and/or 2) to sit for the BCBA exam.

The program consists of 45 hours.
- SPED 510 Applied Behavior Analysis (6)
- SPED 517 Tests and Measurements: Assessing Students with Special Needs (3)
- SPED 520 Concepts and Principles of Behavior Analysis II (3)
- SPED 525 Teaching Students with Low Incidence Disabilities Age 3-22 (6)
- SPED 530 Communication and Collaboration in Special Education (3)
- SPED 540 Behavioral, Social, Problem Solving, and Performance Supports (3)
- SPED 545 Strategies, Methods, Interventions, and Approaches to Teaching Reading, Math, Writing, and Content Area Information (6)
- SPED 680 Research in Special Education: Thesis Project Design (3)
- SPED 685 Master's Thesis Project (4)
- SPED 695 BCBA Supervised Practicum I (4)
- SPED 696 BCBA Supervised Practicum II (4)

LBS II (BEHAVIOR INTERVENTION SPECIALIST) ENDORSEMENT

Upon successful completion of this course of study, students are eligible to apply for the LBS II Behavior Intervention Specialist endorsement on their Illinois professional teaching license.

The program consists of 30 hours.
- SPED 510 Applied Behavior Analysis (6)
- SPED 517 Tests and Measurements: Assessing Students with Special Needs (3)
- SPED 520 Concepts and Principles of Behavior Analysis II (3)
- SPED 525 Teaching Students with Low Incidence Disabilities Age 3-22 (6)
- SPED 530 Communication and Collaboration in Special Education (3)
- SPED 540 Behavioral, Social, Problem Solving, and Performance Supports (3)
- SPED 545 Strategies, Methods, Interventions, and Approaches to Teaching Reading, Math, Writing, and Content Area Information (6)
BEHAVIOR ANALYST CERTIFICATION BOARD, INC.® BCBA

Upon successful completion of this course of study, students are eligible to sit for the BCBA exam.

The program consists of 26 hours.
- SPED 510 Applied Behavior Analysis (6)
- SPED 520 Concepts and Principles of Behavior Analysis (3)
- SPED 540 Behavioral, Social, Problem-solving, and Performance Support (3)
- SPED 545 Strategies, Methods, Interventions, and Approaches to Teaching Reading, Math, Writing, and Content Area Information (6)
- SPED 695 BCBA Supervised Practicum I (4)
- SPED 696 BCBA Supervised Practicum II (4)

LBS II (BEHAVIOR INTERVENTION SPECIALIST) ENDORSEMENT AND BEHAVIOR ANALYST CERTIFICATION BOARD, INC.® BCBA

Upon successful completion of this course of study, students are eligible for the following: 1) to apply for the LBS II Behavior Intervention Specialist endorsement on their Illinois professional teaching license, and 2) to sit for the BCBA exam.

The program consists of 26 hours.
- SPED 510 Applied Behavior Analysis (6)
- SPED 520 Concepts and Principles of Behavior Analysis II (3)
- SPED 540 Behavioral, Social, Problem Solving, and Performance Supports (3)
- SPED 545 Strategies, Methods, Interventions, and Approaches to Teaching Reading, Math, Writing, and Content Area Information (6)
- SPED 695 BCBA Supervised Practicum I (4)
- SPED 696 BCBA Supervised Practicum II (4)
COURSE DESCRIPTIONS

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

AEDU  Adult Studies Education (in ESL/Bilingual endorsement program)
PSYC  Master of Arts in Counseling Psychology
SPED  Master of Arts in Special Education (LBS I and Behavior Intervention Specialist)

AEDU  ADULT STUDIES EDUCATION (GRADUATE ESL/BILINGUAL)

AEDU 525 Foundations of Teaching Bilingual/ESL (3)
This course introduces students to an understanding of the historical, philosophical, socioeconomic, and educational issues that led to the formation of bilingual/ESL educational policies, programs, and services for culturally diverse populations. Current trends, issues, and research for bilingual/ESL classrooms are examined. Aspects of language learning and acquisition theories as they pertain to bilingual/ESL are included, along with an understanding of methods of inquiry relative to the structure of the discipline. Critical review of relevant scholarly literature in the field is introduced.

AEDU 540 Cross Cultural/Multicultural Issues in Education (3)
This course focuses on issues in education related to linguistic, cultural, and ethnic diversity within the context of society faced with issues of poverty, discrimination, racism, and sexism. Learning and communication styles and the impact of teacher expectation on student achievement are examined. Effective utilization of the rich resources represented by the home and community is emphasized. Emphasis on research design and its implications are introduced and explored.

AEDU 541 Methods and Materials for ESL Students (3)
This course focuses on relevant topics concerning English as a second language along with the nature and function of language. Methods of teaching, listening, speaking, reading, and writing are presented. ESL materials are critically examined. Emphasis on research design and its implications are developed and explored.

AEDU 542 Methods and Materials of Teaching Bilingual Students (3)
This course presents a variety of program models, methodologies, and strategies appropriate for bilingual students. Methods and materials for teaching various subject matter and for managing multilevel classrooms and curriculum development programs assisting bilingual students is studied. Students implement an original research study.

AEDU545 Assessment of Bilingual/ESL Students  (3)
This course exposes students to formal and non-formal instruments and methods for testing bilingual/culturally and linguistically diverse individuals, and issues on non-discriminatory testing. It examines a wide selection of assessments techniques, which recognize the impact of environment and society on linguistic and student performance. Students realize and share final conclusions on an original research study.

AEDU 571 Linguistics (3)
Students survey systematic approaches for analyzing language. The course includes a review of standard English grammar, phonology and morphology, and an introduction to the grammar of English dialects. Students will conduct a research study in a related field. The research study includes forming a research question, reviewing the literature, collecting and analyzing data, and applying research to the field of ESL and or Bilingual Education.

PSYC  MASTER OF ARTS IN COUNSELING PSYCHOLOGY

PSYC 501 Counseling Theory and Methods I (3)
Examines the development of person-oriented approaches to counseling and enables students to develop skills and practice counseling methods based upon interpersonal and psychodynamic approaches.
PSYC 502 Professional Orientation and Ethics (3)
Provides an overview of ethical principles and standards in mental health practice and behavioral research, exploring application to hypothetical situations involving research subjects, clients/patients, and professional behavior. The main focus will be on mental health professionals functioning in clinical, research, and teaching roles.

PSYC 503 Counseling Theory and Methods II (3)
Examines the development of cognitive and behavioral approaches to counseling and enable students to practice counseling methods based upon cognitive and behavioral psychology.

PSYC 504 Assessment and Evaluation of Individuals (3)
Examines group and individual psychometric theories and approaches to appraisal. The course will also consider the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options.

PSYC 506 Social and Cultural Foundations (3)
Provides an advanced overview of contemporary theory and research in the social and cultural foundations of psychology. The course addresses the social and cultural contexts shaping our personal relationships and cultural activities.

PSYC 507 Psychopathology (3)
Examines the history of attempts to understand and classify mental disorders. Current models of psychopathology will be critically analyzed in terms of empirical support and Christian worldview. The role of diagnosis and its relationship to counseling practice will be explored.

PSYC 508 Research Design (3)
Focuses upon understanding pertinent information concerning research methodology for designing, implementing, and evaluating therapeutic interventions, critically evaluating research, and analyzing the strengths and weaknesses of various research design.

PSYC 509 Counseling Children and Adolescents (3)
The course will address treatment planning and counseling techniques with child and adolescent populations. Students will become familiar with a variety of conceptual models developed for counseling children and adolescents. The course will focus upon training students in the skills and approaches needed for diagnosis, case conceptualization, and counseling strategy needed for effective counseling with this population. Approaches to counseling children and adolescents will be critically evaluated from a Christian perspective on the created nature of human being, the emotional and behavioral brokenness arising from the Fall and the possibility for healing and change through the redemptive work of Christ.

PSYC 601 Practicum and Internship I (3)
This course will focus upon understanding principles, ethics, and processes of Counseling Psychology in the context of actual counseling practice, training, and case presentation. The course will include classroom instruction, on-campus supervision, and supervision at the internship site as well as direct service to clients as part of the internship experience. Students will discuss treatment plans and case presentations taken from internship experiences under supervision both in class and at their internship site. The course includes 350 hours of internship experience.

PSYC 602 Life-Span Development (3)
Provides an advanced overview of current research and theory on life-span human development relevant to counseling psychology. Emphasis will be placed on physical, cognitive, emotional, and social development as well as on issues such as diversity and socialization in relation to perceptions of human development.

PSYC 603 Internship II (3)
A continuation of Internship I, focus is on principles, ethics and processes of Counseling Psychology related to counseling practice. The course will include 350 hours of internship experience. Special attention will be given to the development of a spiritually integrated approach to counseling practice.
PSYC 604 Career Development (3)
Provides an overview of the major career development theories and decision-making models. Students are expected to critically examine vocation/career development theories and their application to the counseling process. This course is a central component in preparing students to competently assess and counsel clients in the areas of career and vocational development.

PSYC 605 Substance Abuse Counseling (3)
Provides an overview of the pharmacological mechanisms of drugs of misuse and abuse as well as research on the most effective pharmacological, behavioral, and psychotherapeutic approaches used to address disorders of chemical dependence and addiction.

PSYC 606 Marriage, Couple, and Family Counseling (3)
Critically examines current systems of marriage, couple and family counseling from a Christian perspective sensitive to religious, cultural, and racial diversity.

PSYC 607 Christian Perspectives on Counseling (3)
Provides an overview of the major perspectives of counseling and psychology, their theoretical assumptions, applications, empirical basis, as well as a critical analysis of each theory from the standpoint of Christian theology and anthropology.

PSYC 608 Group Dynamics (3)
An introduction to group process and group counseling for students intending to become professional counselors. Students will study the effects of group process on human interaction as well as the theories, principles and techniques of doing counseling or psychotherapy with groups of people.

SPED MASTER OF ARTS IN SPECIAL EDUCATION

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

SPED 514 Reading Disabilities: Theory and Interventions (3)
Examines theoretical perspectives in reading disabilities, with an analysis of appropriate curriculum materials for use with students who have a reading disability. Emphasis on current research, protocols, technologies, and assessment instruments.

SPED 517 Tests and Measurements: Assessing Students with Special Needs (3)
Introduces basic concepts of psychometrics for administration and interpretation of norm- and criterion-referenced assessment techniques appropriate for exceptional learners. Emphasis is on using assessment findings for instructional planning.

SPED 519 Theory and Remediation of Language and Communication Disorders (3)
Includes a review of theories and development of speech and language in childhood and adolescence. Evaluation of approaches to assessment- and empirically-based remediation, with special consideration for both clinical and classroom intervention.

SPED 520 Concepts and Principles of Behavior Analysis II (3)
Uses the dimensions of applied behavior analysis to evaluate whether interventions are behavior analytic in nature, reviewing and interpreting articles from the behavior-analytic literature, systematically arranging independent variables to demonstrate their effects on dependent variables, using withdrawal/reversal designs, alternating treatment design, changing criterion designs, multiple baseline designs, multiple probe designs and combinations of design elements.
SPED 524 Teaching Students with High Incidence Disabilities Age 3-21 (6)
Focuses on the characteristics and instructional strategies to create effective learning environments for students with high incidence disabilities, ages 3-21.

SPED 525 Teaching Students with Low Incidence Disabilities Age 3-21 (6)
Focuses on the characteristics and instructional strategies to create effective learning environments for students ages 3-21 with low incidence disabilities, which include moderate to severe mental impairments.

SPED 530 Communication and Collaboration in Special Education: Family, School, and Community (3)
Provides an overview of knowledge and skills needed to work collaboratively with school professionals, community agencies, and families to support the needs of students with disabilities. Includes a four-week practicum gathering research for the final thesis.

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

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

SPED 620 Special Education in Today's Classroom (3)
Offers in-depth investigation into topics such as transition, assessment, assistive technology, cultural issues, and specific issues, with implications to instruction and intervention.

SPED 680 Research in Special Education: Project Design (3)
Explores a variety of research approaches, an evaluation of strengths and weaknesses of research studies, and discusses applications. Students select and design the parameters for a thesis project.

SPED 683 The Law and Current Challenges (2)
Includes the historical and current legal requirements for serving students with special needs, and examines current challenges in the field of special education.

SPED 685 Master's Thesis Project (4)
Students complete and present their master's projects.

SPED 695 BCBA Supervised Practicum I (4)
Students accrue hours toward an intensive practicum, according to current BCBA standards. See practicum handbook for specific information on fulfilling requirements of the BACB.

SPED 696 BCBA Supervised Practicum II (4)
Students accrue hours toward an intensive practicum, according to current BCBA standards. See practicum handbook for specific information on fulfilling requirements of the BACB.
ADMINISTRATION AND FACULTY

BOARD OF TRUSTEES

Bryan Bandstra, B.A., Pella, Iowa, 2015
Paul Boice, B.A., Hudsonville, Michigan, 2013
Robert Buikema, J.D., Brookfield, Wisconsin, 2013
David J. Buter, J.D., Grand Rapids, Michigan, 2011
Justin D. Cooper, ’72, Ph.D., Dundas, Ontario, Canada, 2016
Henry Doorn, Jr., ’81, B.S., Tinley Park, Illinois, 2014
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
Jonathan Marcus, Holland, Michigan, 2014
Fritz V. Olthof, Jr., B.A., Lowell, Indiana, 2010
Aaron Ozinga, ’03, B.S., Elmhurst, Illinois, 2016
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., Pflugerville, Texas, 2014
Steven G. Van Drunen, ’86, B.A., Cedar Lake, Indiana, 2013
Marjorie Vis Boerman, ’83, CPA, J.D., Lansing, Illinois, 2014
Laura E. Zumdahl, ’02, Ph.D., River Forest, Illinois, 2016

OFFICE OF THE PRESIDENT

President
Kurt D. Dykstra, J.D. (2015)
Chaplain and Dean for Spiritual Formation
Bill Van Groningen, Ph.D. (2007)

Executive Assistant to the President

ACADEMICS

Provost
Aaron J. Kuecker, Ph.D. (2016)
Academic Dean, Foundations and Learning Services
Dean for Graduate and Adult Programs
Registrar
Executive Assistant to the Provost
Dolores Juris (2003)

Academic Programs
Director of First Year Experience
Emily Bosscher, M.A. (2013)
Director of Honors Program
Craig Mattson, Ph.D. (2002)
Director of the Library
Cathy Mayer, M.S. Library Science (2015)
Coordinator for Multicultural Faculty Development
Tiffany R. King, Ph.D. (2014)

Director of New Faculty Formation
Director of the Office of Learning Services
Laura Dávalos, M.A. (2014)
Director of Online Instruction
Rick Snoeyink, Ph.D. (2001)
Director of the Writing Center
Erick Sierra, Ph.D. (2010)
Chair of Business Department
Steve VanderVeen, Ph.D. (2016)
Director of Adult Studies Business
Deborah Windes, Ph.D. (2010)
Dean of Education Programs (Interim)
Director of Teacher Education and Education Licensure Officer
Director of the Graduate Program in Special Education
Patti Powell, Ph.D. (2002)
Director of Adult Studies Education

Chair of Nursing
Tina Decker, M.S.N. (2010)

Director of the Graduate Program in Counseling Psychology
Kara Wolff, Ph.D. (2012)

Director of Clinical Placement

Director of Adult Studies Psychology
Tiffany R. King, Ph.D. (2014)

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

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

Director of Institutional Research and Academic Ceremonies
Kimberly Williams, B.S. (2010)

Director of Off-Campus Programs

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

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

Executive Director of Chicago Semester
Mackenzi Huyser, Ph.D. (2000)

Director of the Center for Christian Urban Education

Co-Director for Special Education

ADMISSIONS, FINANCIAL AID, MARKETING, AND COMMUNICATIONS

Vice President for Enrollment

Admissions
Director of Admissions

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

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

Admissions Representative

Admissions Representative
Jeanine Mozie, B.A. (2016)

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

Director of Financial Literacy Development

Financial Aid Counselor
Sharon Boss (2010)

Student Loan Officer
Joan Ooms (1996)

Communication and Events
Communication Manager and Creative Writer
Amy Stickel, B.S. (2016)

Senior Graphic Designer

Web Developer

Conference & Events Manager

ADVANCEMENT

Vice President for Advancement

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

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

Director of Alumni Relations

Director of Advancement Services
Nathan Laning, B.A. (2007)

Director of Annual Giving
Jess Clevering, B.A. (2014)

Administrative Assistant for Development
Linda Heyboer (2014)
FINANCE AND ADMINISTRATION

Vice President for Finance and Administration
Director of Physical Plant
Tim Timmons (1995)
Assistant Director of Physical Plant
Richard Czajkowski (2014)
Director of Information Technology
Information Technology Systems Manager
Audio Visual Services Coordinator
David Jousma (2002)

Information Technology Support Manager
Bookstore Manager
Laura Schutt (2008)
Controller
Student Accounts Manager
Sandy Norfleet, A.A. (2014)
Senior Accountant
Ashleigh Hostert (2015)
Director of Human Resources
Julia Foust, SPHR (2013)

STUDENT LIFE

Vice President for Student Life
& Title IX Coordinator
Dean of Students
Coordinator of Student Services
Director of Counseling Services
Daniel Sartor, Ph.D. (2014)
Director of Student Programs
Troy Schemper, M.Ed. (2009)
Director of Vocation and Career Development
Jeff Timmer, M.A. (2016)
Assistant to the Director of Vocation and Career Development
Emily Bosscher, M.A. (2013)
Director of Campus Safety and Security
Tom Kazen, B.S. (2016)
Director of Community Engagement and Diversity Programs
Area Director—South and West Halls
Lauren Outcalt, M.A. (2012)
Area Director—Alumni and Tibstra Halls
Kara VanMarion, M.A. (2011)

Athletics
Director of Athletics & Head Women's Volleyball Coach
Head Baseball Coach
Justin Huisman B.S. (2008)
Head Cross Country/Track and Field Coach
Head Men's Basketball Coach
Brandon Nicol, M.A. (2001)
Head Women's Basketball Coach
Bill DeRuiter, B.A. (2016)
Head Men's & Women's Golf Coach
Damon Jensen, B.A. (2016)
Head Men's Soccer Coach
Eric Salley, B.S. (2016)
Head Women's Soccer Coach
Head Softball Coach
Jackie Manrique, M.A. (2016)
Head Men's Volleyball Coach
Sports Information Director
FACULTY

Full-Time Faculty
* Trinity Christian College Alumni

Lisa Doot Abinoja (2014), M.A., The University of Chicago
  Assistant Professor of Social Work

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

William Boerman-Cornell (2005), Ph.D., University of Illinois - Chicago
  Professor of Education

Michael A. Bosscher (2013), Ph.D., The University of Chicago
  Assistant Professor of Chemistry

Robert A. Boomsma (1984)*, Ph.D., University of Illinois - Chicago
  Professor of Biology

Cynthia R. Bretzloff-Holstein (2011), M.S.W., Baylor University
  Assistant Professor of Social Work

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

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

Karen Dieleman (2008), Ph.D., McMaster University - Ontario
  Associate Professor of English

John J. Fry (2003), Ph.D., University of Iowa
  Professor of History

Sarah Gouwens (2014), M.S.N., Rush University
  Assistant Professor of Nursing

Patricia Taliefero Griffith (2006), Ed.S, Purdue University – Lafayette
  Assistant Professor of Education

Mark Haller-Wade (2010), M.F.A., University of Southern California
  Assistant Professor of Communication Arts

Derrick L. Hassert (2003), Ph.D., Southern Illinois University
  Professor of Psychology

Christine F. Henle (2012), M.S., University of Illinois - Chicago
  Assistant Professor of Mathematics

Mark Jones (2002), Ph.D., Saint Louis University
  Professor of English

Shari Jurgens (2007)*, M.S., University of Illinois - Chicago
  Assistant Professor of Physical Education/Exercise Science

Bethany Keeley-Jonker (2012), Ph.D., University of Georgia
  Assistant Professor of Communication Arts

Jinsook Kim (2015), Ph.D., Illinois Institute of Technology
  Associate Professor of Art and Design

Tiffany King (2014), Ph.D., Loyola University – Chicago
  Assistant Professor of Psychology

David B. Klanderman (1990), Ph.D., Northern Illinois University
  Professor of Mathematics

Lenore Knight Johnson (2014), Ph.D., Loyola University - Chicago
  Assistant Professor of Sociology

Yeon Mi Lee (2014), Ph.D., University of California
  Assistant Professor of Spanish

Kelly Lenarz (2004)*, M.Ed., University of Illinois - Chicago
  Assistant Professor of Education

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

Mandi Maxwell (2005), Ph.D., Regent University
  Professor of Communication Arts

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

Kelly Mullen (2016), D.B.A., Anderson University
  Assistant Professor of Business and Finance

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

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

Mark Peters (2004), Ph.D., University of Pittsburgh
  Professor of Music
Patti Powell (2002), Ph.D., University of Illinois - Chicago
   Professor of Special Education
Sharon Price (2016), Ed.D., DePaul University
   Assistant Professor of Education
Aron D. Reppmann (1998)*, Ph.D., Loyola University Chicago
   Professor of Philosophy
Benjamin J. Ribbens (2013), Ph.D., Wheaton College Graduate School
   Assistant Professor of Theology
Sharon K. Robbert (1993), Ph.D., University of Illinois – Chicago
   Professor of Mathematics
Thomas R. Roose (2007), Ph.D., Stanford University
   Associate Professor of Physics and Science Education
Elizabeth A. Rudenga (1989), Ph.D., Purdue University
   Professor of Education
Daniel C. Sartor (2014), Ph.D., Biola University
   Associate Professor of Psychology
   Director of Counseling Services
Marianne Schallmo (2013), M.N., Valparaiso University
   Assistant Professor of Nursing
Janna Schemper (2014)*, M.S.N., Valparaiso University
   Assistant Professor of Nursing
Christine Scholma (2015)*, M.A., Nova Southeastern University
   Assistant Professor of Special Education
Abbie Schrotenboer (2011), Ph.D., Michigan State University
   Assistant Professor of Biology
John S. Sebestyen (2005), Ph.D., Bowling Green State University
   Associate Professor of Communication Arts
Erick Sierra (2010) Ph.D., Rutgers University
   Associate Professor of English
Rick Snoeyink (2001), Ph.D., Purdue University
   Professor of Education
Marilyn Spalla (2016), M.Ed., DePaul University
   Assistant Professor of Special Education
Keith Starkenburg (2008), Ph.D., University of Virginia
   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
Omar I. Sweiss (2016), J.D., LL.M., Loyola University Chicago
   Assistant Professor of Business
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
Steve VanderVeen (2016), Ph.D., University of Illinois – Chicago
   Professor of Business
Michael Vander Weele (1986)*, Ph.D., University of Iowa
   Professor of English
Jon Vander Woude (2016)*, Ph.D. Candidate, ABD, Northwestern University
   Assistant Professor of Chemistry
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
   Professor of Business
Kara E. Wolff (2012), Ph.D., Western Michigan University
   Associate Professor of Psychology

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, Universitio de Seville
   Adjunct Instructor in Spanish, Semester In Spain
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 Trizenberg 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
Mary Lynn Colosimo, Ph.D.
Professor of Psychology
Daniel J. Diephouse, Ph.D.
Professor of English
John W. Hoekstra, Ed.D.
Associate Professor of Education
John Hoogewerf, M.S.
Assistant Professor of Education
Grace Huitsing, Specialist Degree
Associate Professor of English
Elizabeth L. Klaassens, Ed.D.
Associate Professor of English
Richard P. Kooy, M.S.
Associate Professor of Mathematics and Computer Science
John W. Kooyenga, C.P.A., M.B.A
Associate Professor of Business
Nancy J. Kwasteniet, M.A.
Assistant Professor of Special Education
Virginia A. La Grand, Ph.D.
Associate Professor of English

Bruce Leep, M.A.
Assistant Professor of English
George N. Pierson, Ph.D.
Associate Professor of Philosophy
Peter M. Post, Jr., Ed.D.
Associate Professor of Special Education
Robert Rice, Ph.D.
Professor of History
Lois A. Roelofs, Ph.D.
Professor of Nursing
Burton J. Rozema, Ph.D.
Professor of Classics
Cynthia N. Sander, Ph.D.
Professor of Nursing
Donald Sinnema, Ph.D.
Professor of Theology
Hendrik Slickers, M.L.S.
Director of Library Services
Donna Spaan, Ph.D.
Professor of Metropolitan Studies
Lou Sytsma, Ph.D.
Professor of Chemistry
Constance B. Turner, Ph.D.
Associate Professor of Nursing
Gerrit VanDyke, Ph.D.
Professor of Biology
Randall J. Vooorn, Ph.D.
Professor of Marketing
Mary L. Webster Moore, Ph.D.
Associate Professor of Mathematics Education
Don Woo, M.S.
Assistant Professor of Education

PRESIDENTS

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

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