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# ADULT UNDERGRADUATE CALENDAR

## 2018-2019

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>AUG</td>
<td>3</td>
<td>Mon</td>
<td>Labor Day—No classes</td>
</tr>
<tr>
<td>SEP</td>
<td>21-23</td>
<td>Wed-Fri</td>
<td>Thanksgiving recess—No classes</td>
</tr>
<tr>
<td>DEC</td>
<td>9</td>
<td>Sat</td>
<td>Commencement--10 am (Fall degree conferral)</td>
</tr>
<tr>
<td>JAN</td>
<td>18</td>
<td>Thurs</td>
<td>Maundy Thursday—No evening classes</td>
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<tr>
<td>APR</td>
<td>19</td>
<td>Fri</td>
<td>Good Friday—No classes</td>
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<tr>
<td>MAY</td>
<td>4</td>
<td>Sat</td>
<td>Commencement--10 am (Spring degree conferral)</td>
</tr>
<tr>
<td>JUL</td>
<td>4</td>
<td>Tues</td>
<td>Independence Day—No classes</td>
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<tr>
<td>AUG</td>
<td>16</td>
<td>Fri</td>
<td>Summer classes end. (Summer degree conferral)</td>
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HISTORY OF TRINITY CHRISTIAN COLLEGE

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.

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.

The College’s roots are found in Reformed Christianity, a historical connection that is both foundational and pervasive today. At Trinity we continue to offer an outstanding education concerned about the whole person—for good, for God, and for the world. “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).

CURRICULUM

The original curriculum of Trinity focused substantially on philosophy, history, English, and theology. Today, Trinity continues to focus on the liberal arts, and areas of specialization have expanded to include over 80 programs and majors. In 1999, accelerated adult programs were added; today these include business management, education, and psychology. Graduate programs, added in 2012, include master of art programs in counseling psychology and special education, as well as the BACB Board Certified Behavior Analyst course sequence.

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 multi-ethnic, 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 multi-ethnic, 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.

A list of the required consumer information and disclosures that Trinity makes available can be found at https://www.trnty.edu/consumerinfoanddisclosures.

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, in human resource management, and in marketing.
- Illinois State Board of Education: K-12, elementary, middle grades, secondary, and special education licensure.
- Commission on Collegiate Nursing Education: 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, Program Review, and Program Development 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.

ACADEMIC YEAR

The undergraduate academic year at Trinity consists of two semesters, fall and spring. Courses are also offered during the summer term; enrollment in these courses may accelerate a student’s time-to-degree.

The graduate academic year at Trinity consists of three terms, fall, spring, and summer.
ADMISSION TO ADULT PROGRAMS

ADMISSION PROCEDURE

Trinity Christian College seeks applicants who desire to learn and lead their field from a Biblical perspective. All students exhibiting these characteristics will be considered for admission. Previous academic experience is a primary, but not exclusive, factor in application evaluations. The College maintains a policy of nondiscrimination on the basis of race, color, national origin, sex, disability, or age, as required by Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. Applicants will be notified concerning admission when the following items have been received/completed:

Trinity Christian College seeks applicants who want to attend a Christian college who have demonstrated the desire to learn. Applicants will be notified concerning admission after completing the following:
1. Have official transcripts sent to Trinity from each college or university previously attended.
2. Schedule an appointment with a program representative after official grade transcripts have been received and evaluated by the Registrar's Office.

ADMISSION REQUIREMENTS

Unconditional Admission
Adult program applicants are normally granted unconditional admission status if their academic record demonstrates the following:
1. A cumulative college GPA of at least 2.50 (based on all colleges attended)
2. Successful completion rate of 67% based on all courses attempted, in accordance with Trinity’s rules for quantitative standards of satisfactory academic progress
3. Age 23 or older

Conditional Admission
Adult program students who do not meet the requirements for unconditional admission may be eligible for conditional acceptance. Applications will be reviewed by the Admissions and Academic Performance Review Committee. All students admitted on a conditional basis must achieve a 2.0 GPA their first semester to avoid academic probation and possible dismissal. Additional conditions may include (but are not limited to) the following: making an appointment with the Office of Learning Services prior to the first day of classes, a limited number of credits for the first semester of attendance, meeting with a faculty mentor, and enrolling in ACAD 103, a three-credit course designed to support students and assist them with college expectations for writing and academic success. See the Financial Aid section of this catalog for guidelines about continuing financial aid eligibility for transfer students who are accepted conditionally.

International Student Admission
Trinity welcomes international students who demonstrate their ability to meet the academic standards of the College, who are prepared to do college-level work in English, and who can show evidence of their ability to afford the cost of their education. International students follow the same application procedures as first-year students with these additional requirements:
1. An evaluation of academic transcripts (college) by Educational Credential Evaluators, Inc., P.O. Box 92970, Milwaukee, WI 53202-0970, USA. Phone 414.289.3400. Website www.ece.org. Students will be responsible for all fees related to the evaluation. Contact the admissions office to find out which evaluation is needed.
2. One of the following:
   a. Composite ACT score of at least 19 or Combined SAT of at least 980.
   b. TOEFL score of at least 79 (Internet based) or an IELTS score of at least 6.5.
   c. TOEFL score below 79 or IELTS scores of 6—review by the Admissions and Academic Performance Review Committee to determine if English proficiency for their programs of study can be demonstrated in another way, namely:
      i. An internet based interview in English conducted by the international admissions counselor;
ii. A two-page handwritten essay on a topic assigned by the admissions office and composed in the presence of a college representative.

3. The Committee may require a placement test upon arrival (or before) to guide advising and course registration.

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

Unclassified Admission
Any interested person may take courses for credit as an unclassified student. The application form to enroll as an unclassified student is available online or upon request from the admissions office. No transcripts are necessary for admission unless the desired course at Trinity requires proof of a prerequisite.

Unclassified students are not eligible to receive financial aid. Unclassified students cannot receive degrees from Trinity Christian College. If at a later date an unclassified student decides to work toward a degree at Trinity, the student must apply for admission as a degree-seeking student.

ADMISSION INTO PROGRAM COURSE OF STUDY
To begin a course of study, students must meet the requirements for that course of study as listed below. Students who meet the listed requirements for admission but have remaining Foundations, prerequisite, major, or minor coursework to complete may begin the program course of study but must complete the remaining coursework before a degree is conferred.

Students who have not completed the required credit hours to begin a course of study may enroll in ACOR or other courses offered at Trinity.

Admissions Requirements for the Bachelor of Science: Business and Psychology
- Completion of 45 or more transferable semester hours of credit from a regionally accredited college/post-secondary institution. No grade below a C is accepted for transfer.
- 30 or fewer Foundations or prerequisite semester hours remaining to complete.
- Successful completion of a writing sample on campus.
- Completion of an interview with program director or representative.

Admissions Requirements for the Bachelor of Arts: Education
- Completion of 65 or more transferable semester hours of credit from a regionally accredited college/post-secondary institution. No grade below a C is accepted for transfer.
- 26 or fewer Foundations, prerequisite, or minor semester hours remaining to complete (Special education).
- 20 or fewer Foundations, prerequisite, or minor semester hours remaining to complete (Elementary and middle grades).
- 20 or fewer Foundations, prerequisite, or major semester hours remaining to complete (Secondary, business, and specialist).

Admissions Requirements for Education Licensure Only
- Completion of a bachelor-level degree from a regionally accredited college/post-secondary institution. No grade below a C is accepted for transfer.
- 26 or fewer Foundations, prerequisite, or minor semester hours remaining to complete (Special education).
- 20 or fewer Foundations, prerequisite, or minor semester hours remaining to complete (Elementary and middle grades).
- 20 or fewer Foundations, prerequisite, or major semester hours remaining to complete (Secondary, business, and specialist)
Admissions Requirements for English as a Second Language (ESL) or Bilingual Education (BE) Endorsement

- A valid Illinois teacher license or concurrent enrollment in a teaching license program for undergraduate level work

READMISSION

Students who interrupted their studies at Trinity for one semester or more must complete an application for readmission through the admissions office and provide official transcripts from any schools attended since leaving Trinity. Students who were 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. Students who participated in commencement exercises but did not fulfill graduation requirements within the two semester (one year) limit may choose to either a) be readmitted under the catalog in the year of readmission or b) complete the Late Degree Conferral Appeal, including submission of the appeal form and the late degree conferral fee.

Students who have been 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. Students who have been permanently dismissed are not eligible for readmission.

ENROLLMENT DEPOSIT

Applicants who have been accepted as students must deposit $250 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 admissions office (payable to Trinity Christian College). To pay by phone, contact Trinity’s business office at 708.239.4717 with a valid credit card.

ENROLLMENT VERIFICATION

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

The Financial Aid Office at Trinity Christian College is available to all adult students. Those seeking assistance with applying for financial aid should contact the financial aid office at 708-239-4835. Regular 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), available at www.fafsa.gov. Trinity’s FAFSA school 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 completed for each academic year the student will be enrolled. It is recommended that students complete the FAFSA by December 1 for full consideration of all types of financial aid.

CRITERIA FOR UNDERGRADUATE STUDENT FINANCIAL AID

1. A student must be enrolled as a degree-seeking student. Full-time enrollment is defined as 12 credit hours per term. Students who are enrolled less than full-time will be awarded reduced awards according to federal and Trinity guidelines. A recipient who changes from full-time to part-time status or leaves the College during a term may receive reduced awards. Students should consult the Financial Aid Office to understand the financial implications of dropping course(s).

2. Students must be making Satisfactory Academic Progress (SAP). Refer to the Academic Policies section of this catalog for the full policy.

GRANTS

- **Federal Pell Grants** are made available by the U.S. government, with annual awards for 2018-2019 up to $6,095. Pell grants are awarded to students with a qualifying Estimated Family Contribution (EFC) calculated by the FAFSA. Pell Grants are not available to students who have already earned a Bachelor’s degree.

- **IL MAP Grant** funds are awarded by the state to eligible Illinois students. Students must file the FAFSA to be considered for an IL MAP Grant. Because funds are limited, the FAFSA should be filed as soon as possible (recommended by December 1 of each year). Amounts vary from $486.90 to $4,869 depending on the number of credit hours for which the student is enrolled. MAP Grants are not available to students who have already earned a Bachelor’s degree.

- **Federal TEACH Grants** up to $4,000 per year are available to students who intend to teach in a high-need field at a public or private elementary or secondary school that serves students from low-income families. To be eligible, students must complete the FAFSA (although they do not need to demonstrate need), be enrolled in coursework that is necessary to begin a career in teaching, and maintain a cumulative GPA of 3.25 or greater. For more details, visit [https://teach-ats.ed.gov/ats/index.action](https://teach-ats.ed.gov/ats/index.action).

- **The Minority Teacher of Illinois (MTI) Scholarship:** The Minority Teacher of Illinois (MTI) Scholarship Program is one of the Teacher Education Scholarship Programs administered by Illinois Student Assistance Commission. The MTI Scholarship Program encourages academically talented minority students to pursue careers as teachers at non-profit Illinois preschool, elementary and secondary schools. The program also aims to provide minority children with access to more minority role models.
The scholarship awards up to $5,000 per academic year for a maximum of eight semesters of assistance. A student must sign an agreement promising to begin teaching within one year for each year of scholarship assistance received at a non-profit Illinois public, private, or parochial preschool, elementary, or secondary school. No less than 30 percent of the enrolled students should be minority students, as certified by the Illinois State Board of Education. The student shall teach on a continuous basis for the required period of time.

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

- **Federal Supplemental Educational Opportunity Grants (SEOG):** The purpose of the SEOG program is to provide grants to students who demonstrate extreme financial need. To apply, complete the FAFSA.

**FEDERAL DIRECT STAFFORD LOANS**

Federal Direct Stafford Loans are available to students who file the FAFSA. These loans have annual and aggregate limits, based on grade level, program of study, and dependency status. A student’s maximum eligibility for these loans will be reflected on their financial aid award letter. Interest rates on Federal Stafford Loans are fixed. Contact the Financial Aid Office for current rates. Stafford Loans require no payments while the student is enrolled or during the six-month grace period, which begins after the student ceases enrollment on at least a half-time basis. There are two types of Federal Direct Stafford Loans:

- **Subsidized Stafford Loans** are need-based loans. No interest is charged on a Subsidized Stafford Loan for as long as the student remains enrolled on at least a half-time basis. At the time of repayment, the interest rate is enforced.

- **Unsubsidized Stafford Loans** are non-need based loans. Unsubsidized Stafford Loans accrue interest while the student is enrolled. Students can choose to pay the interest accrued or defer those payments until repayment begins.

**SCHOLARSHIPS**

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

- **Adult Undergraduate Intern Teaching Scholarship** is a one-time $250 award to an adult undergraduate student who will be student teaching the following year.

- **Audrey Kooyenga Special Ed Scholarship** is available to Adult or Graduate Program students in senior status in a Special Education program.

- **Center for Special Education Scholarship** offers up to four $500 scholarships to students enrolled in the graduate LBS1 or BIS programs or the Adult Studies Special Education program, and who has been employed at Elim Christian School for at least 3 months.

- **Returning Student Scholarship** was established to assist current Trinity Adult Programs students who may be unable to continue their education at Trinity due to economic challenges.

**FINANCIAL AID FOR BOOKS AND SUPPLIES**

Students with an anticipated credit balance on their student accounts can receive a book voucher from the business office to purchase books on account at Trinity’s bookstore. Furthermore, students receiving a Federal Pell Grant can receive a book voucher even if they do not have an anticipated credit balance. Students are advised that any amount of Federal Pell Grant used to purchase books and supplies is no longer available to pay tuition, which in effect increases the student’s balance due to the college.
EXPENSES

2018-2019 TUITION AND RELATED FEES

Tuition Charges per Credit Hour

Bachelor of Science—Business Management ................................................................. $560
  Includes rental books, materials, and laptop computer
Bachelor of Science—Psychology .............................................................................. $560
  Includes rental books
Bachelor of Arts—Education and Licensure Only ....................................................... $600
  Includes rental books and materials
ESL/Bilingual Education Endorsement ....................................................................... $475
ACOR Foundations/program prerequisite courses ...................................................... $166
Courses in the traditional undergraduate program—fall and spring .......... Course of study tuition rate
Courses in the traditional undergraduate program—summer ............................. Summer tuition rate

Tuition rates are not locked in and are subject to change each academic year.

Student Life Fees

Enrollment Deposit (non-refundable and paid prior to registration) 1 .................................. $250
Re-entry fee (non-refundable) ....................................................................................... $100
International student orientation .............................................................................. $100
International student health insurance (annual) 2 ......................................................... $1,313
International student health insurance (Fall only) 2 ..................................................... $547
International student health insurance (Spring/Summer only) 2 ................................ $767

Registrar’s Office

Late registration fee (non-refundable) ........................................................................ $ 50
Change in registration (student-initiated) 3 ................................................................. $  5
Auditing fee per semester hour .................................................................................. $ 55
Student transcripts 4 .................................................................................................. $  5
Late degree conferral fee ............................................................................................ $100
Diploma reprinting ...................................................................................................... $ 50

Business Office

Returned check 5 .......................................................................................................... $ 30
Deferred payment fee (per semester) ......................................................................... $ 40
Late payment/delinquency fee (per due date missed or month past due) ....................... $ 50

Courses

Biology lab fees ........................................................................................................... $ 50
Chemistry/geology/physics lab fee (per semester) ....................................................... $ 30

1The enrollment deposit is deducted from the total amount due in the first semester.

2International 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.

3The 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.

4Requests 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.

5Trinity 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.
PAYMENT OF FINANCIAL OBLIGATIONS

- Upon acceptance, the student will be required to read and sign the Student Financial Responsibility Agreement. If the agreement is not signed, the student’s account will be placed on HOLD. He or she will not be permitted to register for the following semester. In addition, grade reports and transcripts will not be released.

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

- 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.

- If an employer will be paying for tuition, the Adult Program 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. Additional fees may apply.

REFUNDS AND RETURN OF FUNDS

Students may withdraw from a course by consulting their advisor and submitting a Course Withdrawal via the Student Portal. It is the sole responsibility of the student to submit the form.

The time and date used to calculate financial charges and assign an appropriate grade is the time and date stamp of the Course Withdrawal. Unless and until 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 (11-16 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>
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<tr>
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<td>60%</td>
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</tr>
<tr>
<td>Before day of sixth class</td>
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</tr>
<tr>
<td>Thereafter</td>
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<td>W</td>
</tr>
<tr>
<td>Before day of eleventh class</td>
<td>none</td>
<td>Grade earned</td>
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<table>
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<tr>
<th>Half-semester (6-10 weeks)</th>
<th>Refund</th>
<th>Transcript Entry/Grade</th>
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</tr>
<tr>
<td>Before day of third class</td>
<td>50%</td>
<td>W</td>
</tr>
<tr>
<td>Thereafter</td>
<td>none</td>
<td>Grade earned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fewer than 6 weeks</th>
<th>Refund</th>
<th>Transcript Entry/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before day of second class*</td>
<td>50%</td>
<td>W</td>
</tr>
<tr>
<td>Before day of third class</td>
<td>50%</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 the student submits the Course Withdrawal form via the Student Portal.

If a student fails a course, the tuition shall be assessed at the current rate for the course being repeated.

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 dean’s office to begin the withdrawal process and contact the Financial Aid office.

The federal return of Title IV Funds formula dictates the amount of federal Title IV aid that must be returned to the federal government by the school and the student. Federal formulas may require a return of funds if the student received assistance in the form of a federal Stafford Loan 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.

Withdrawal, Refunds, and Return of Funds
Any student who is found responsible for violation(s) of college policy (academic or student life) resulting in suspension, dismissal, or expulsion shall not be entitled to any refund of tuition, fees, room, and/or board charges.

Title IV Aid Recipients / Return of Title IV Funds
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 follow, and are organized in the order that the funds will be returned, from first to last: Federal Direct Unsubsidized Stafford Loans, Federal Direct Subsidized Stafford Loans, Federal Perkins Loans, Federal Direct PLUS Loans for Graduate Students, Federal Direct PLUS Loans for Parents, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOGs), Federal TEACH Grants, and Federal Iraq & Afghanistan Service Grants.

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 (official withdrawal), 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 date used to determine the amount of earned Title IV funds for official withdrawals is the date the student submits the drop form to the Registrar's Office.

If a student fails to officially withdraw from the college but stops attending all courses and receives failing grades, this is called an "unofficial withdrawal". Professors are required to report a student's last date of class activity whenever a failing grade is submitted. For students receiving all failing grades, the Financial Aid Office will determine if the student stopped attending all courses. In the case of an unofficial withdrawal, Trinity will use the student's last date of attendance to calculate the percentage of earned Title IV funds.

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. Unearned Title IV funds will be returned within 45 days of when Trinity determined that the student withdrew.

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-FED-AID (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

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

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

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

Student Programs
The student programs office provides social and educational programming for the student body. The office is located in the Library 2nd Floor and is under the leadership of the Director of Student Programs.

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

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

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

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

Student 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. Hard copies may be requested from the student life office.

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

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 Vocation and Career Development**
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 a Fall Interview Day with area employers, shared job listings, and the CareerFest job fair. Check [http://www.trnty.edu/careerdevelopment.html](http://www.trnty.edu/careerdevelopment.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.

**Mail Center**
Campus mailboxes are assigned to all residential students; a mailbox is available by request to commuting students. All Student mailboxes are located on the lower level of the Molenhouse Student Center. It is the student’s responsibility to regularly check his/her mailbox for official notifications from campus offices. Students will receive an email for any package they have received. Packages may be picked up at the Mail and Print Center. Also available at the Mail and Print Center are postage, envelopes, various mailing boxes etc., for students’ mailing convenience. The hours for the Mail Department of the Mail and Print Center are 10 a.m. to 4 p.m., Monday through Friday.
JENNIE HUIZENGA MEMORIAL 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, address citation or copyright questions, and answer questions about accessing resources through interlibrary loan. Patrons can reach the library for assistance in person and via telephone or email. General library instruction is offered in many Foundations courses; 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 library is a member of the Consortium of Academic and Research Libraries in Illinois (CARLI). Many CARLI libraries participate in I-Share, a shared collection of over 22 million items from which Trinity students may borrow through interlibrary loan. Students also have on-site access to many other libraries in the Chicago area, both public and academic.

During the academic year, the library is accessible for patrons 80+ hours each week and provides study space for individual and group usage.

Library special collections include:
- Ed Vander Weele Curriculum Materials Center & Alexander DeJong Center for Special Education, which provides grade-level textbooks, juvenile literature, kits, and other materials to assist K-12 education students in lesson planning
- College Archives
- Van Namen Dutch Heritage Center
- DeKruyter Pastor’s Library

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 trnty.edu/library and the library’s Facebook page or Twitter account.

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

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.

THE WRITING CENTER

The Writing Center is located in the Library and is operated through the English Department. 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.

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.

Services for All Students
• 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.
• Supplemental Instruction: This program is in place for selected courses. Trained student leaders attend class sessions and then schedule structured review sessions to clarify concepts and review course material.
• 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.

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.

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

CLASSIFICATION AND CREDITS

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

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

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

Transfer Credit Policy
Trinity reserves the right to accept or reject courses for transfer credit. Only college-level coursework earned with a grade of C (2.0) or better from other accredited institutions is accepted for transfer. Accrediting agencies must be recognized by the Council for Higher Education Accreditation (CHEA) and the United States Department of Education.

Although a minimum grade is required, grades do not transfer. A student’s grade-point average is computed only on work offered by or through Trinity Christian College.

Accepting courses for transfer and applying them toward degree requirements are separate considerations. Courses that transfer as elective credits may or may not be applicable to specific requirements, as determined by the registrar.

- Only philosophy and theology courses from Reformed institutions will be considered for fulfilling Foundations requirements.
- A maximum of 32 semester hours may be obtained through the transfer of non-classroom or test-based credit, of which 8 hours can be applied to a major. A student may not obtain credit by examination after auditing or receiving a failing grade in the corresponding course. Trinity does not award academic credit for life experience.
- Advanced Placement (AP): A score of 3 or better is required to receive college credit for most examinations. The amount of credit granted depends on the particular test taken.
- College Level Examination Program (CLEP): A score of 50 or better is required to receive college credit for most CLEP examinations. The amount of credit granted depends on the particular test taken. No credit is awarded for science CLEP exams because a lab is required by the College for students to receive credit for a science course.
- International Baccalaureate (IB): IB credit is granted for grades of 5 or greater on higher-level classes. No credit is given for subsidiary-level work.
- General Certificate of Education Advanced Level (GCE A Level): Credit is granted for A-level grades of A*, A, and B. Generally two semesters of credit are awarded per subject. Credit is granted for AS-level grades of a and b. Generally one semester of credit is awarded per subject. International A Level exams are granted credit in a similar manner.
- Military Service: Trinity awards credit for educational experiences during military service according to the recommendations of the American Council on Education (ACE) as published in the “Guide to the Evaluation of Educational Experiences in the Armed Services.” The amount and type of credit awarded is dependent upon the training completed and the compatibility of the credit recommendations with other Trinity transfer credit policies.
- Placement credit is available for Spanish and computer science. See the catalog department sections for more information

Regardless of transfer credit, all students must meet the residency requirements: completing 45 hours at Trinity, completing at least 12 hours in the major and 6 hours of the minor at Trinity, and completing 12 of the last 20 hours at Trinity.
Course Numbering
Courses numbered 100 and above count toward graduation.

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<tr>
<td>200-299</td>
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<tr>
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<tr>
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Credit Hour Policy
Trinity Christian College awards credit in accordance with the federal credit hour definition:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. 34CFR 600.2

Assignment of Credit Hours
Credit is given in semester hours. In accordance with the federal credit hour definition, a credit hour is the amount of work represented in the learning outcomes and verified by evidence of student achievement that is at least equivalent to 37.5 hours per credit. This generally represents at least one 50-minute course hour of classroom or direct faculty instruction and at least two 50-minute course hours of out-of-class student work for approximately 15 weeks.

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

REGISTRATION

Academic Advisement
When a student begins an adult 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 adult program students to register, a faculty advisor can provide assistance to help monitor a student's progress toward completion of the program. Ultimately, however, a student's educational program is his/her own responsibility.

Orientation
Orientation is required and is normally held the week before the first class. Curriculum materials for the first course and assignments for the next week are provided. Adult students will have the opportunity to become acquainted with one another, receive a student I.D., books and study materials (when applicable). Orientation is mandatory for on-ground programs.

Registration Procedure
The following registration procedure has been established for students in an adult program at Trinity.

1. Students are registered by the Registrar's Office for the first semester of courses. It is the student's responsibility to register for subsequent semesters. Registration/schedule information is sent to students through Trinity e-mail.

2. Students have 15 days to register online through the student portal for each semester as follows:
   a. Spring November 1-15
   b. Summer March 1-15
   c. Fall July 1-15

Note: Students with holds on their accounts cannot complete the registration process until the holds are cleared.
• **Financial Hold--Agreement**: Students are required to have accepted the terms of the Student Financial Responsibility Contract. This is done electronically on the student portal.

• **Financial Hold--Balance**: Students are directed to the Business Office to make arrangements for payment of a past due balance and for permissions to register.

• **Immunization Hold**: Students are directed to the Student Life Office for arrangements and for permission to register.

• **Registration Hold**
  - Students who have missing official high school or college transcripts are directed to submit them.
  - Graduating seniors who have not completed the *Graduation and Commencement Application* are directed to the Registrar’s Office.

3. After the registration is completed, students may print a copy of their course schedules through the student portal.

4. After the online registration period is over, students may still register for classes but will be assessed a late registration fee.

5. Billing statements are mailed to each student on dates established by the Business Office.

### Changes in Registration—Adding, Dropping, and Withdrawing

Changes in registration and withdrawals from courses must be done through the Registrar’s Office at the student’s initiative. Forms are available through the Student Portal. It is the sole responsibility of the student to complete and submit the form. Appropriate charges will apply for changes to a student’s registration.

Added, dropped, and withdrawn courses are charged and transcripted according to the Refund Schedule (Also found in the Expenses section of the catalog. See Expenses for more information):

<table>
<thead>
<tr>
<th>Semester (11-16 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 (6-10 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>

<table>
<thead>
<tr>
<th>Fewer than 6 weeks</th>
<th>Refund</th>
<th>Transcript Entry/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before day of second class*</td>
<td>50%</td>
<td>W</td>
</tr>
<tr>
<td>Before day of third class</td>
<td>50%</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*

Any student who is found responsible for violation(s) of college policy (academic or student life) resulting in suspension, dismissal, or expulsion will not be entitled to course withdrawal but will be assigned a final grade based upon work earned. A Dean of Students hold will be placed on the student’s record.

### Medically Related Absences, Medical Withdrawal, and Involuntary Leave

Illness (medical or psychological) can interfere with a student's academic life. In some instances, hospitalization, treatment, or recovery can conflict with class or other college related schedules or, can require a student to be away from campus for a period of time. In these situations, it is Trinity's policy to assist the student in continuation or re-entry to the campus.
When illness (medical or psychological) intrudes upon a student's ability to meet the requirements of his or her course of study, it is Trinity's policy to allow the student to access a medical withdrawal from the college for the purpose of focusing on those concerns. At times, behavior related to a student's illness can be significant and/or elevated and causes him/her to pose a threat to self or others or causes disruption to the educational activity of the community. In these instances, the college may require a student to take an involuntary leave from the college.

Following a medical withdrawal or an involuntary leave, Trinity Christian College seeks to support students’ successful return. Prior to re-matriculation, the college will work with the student to assess readiness to resume academic work and to provide support, where possible, in order to optimize the likelihood of a successful return to the college community. In this assessment, the college will, at minimum, seek to understand the scope of treatment required, the treatment recommendations and whether or not that treatment can be accomplished will enrolled at Trinity.

Procedures related to medically related absences, medical withdrawal, and involuntary leave are described in the Student Handbook.

Independent Study
Independent study offers students the opportunity to explore a selected topic when the academic interests cannot be met by regular curricular offerings. Students must be matriculated to the College and in good academic standing to enroll in an independent study. Credit earned through an independent study is determined by the supervising faculty member.

A maximum of six (6) hours of independent study can be computed in requirements for graduation. A maximum of one course (3-4 hours) of independent study may be used to fulfill the requirements for a given major or minor. Students should complete the Independent Study Request form in cooperation with the instructor who will determine the format of the independent study. Forms are available through the Student Portal.

Final approval of the independent study is granted by the Provost in accordance with faculty load. Instructors are not obligated to offer independent study courses.

Auditing
Students in good academic standing may elect to audit courses rather than take them for credit. Permission to audit a course must be obtained from the class instructor. An auditor may attend all classes and participate in all activities of the course but does not have an obligation to fulfill any of the requirements of the course, nor does the instructor have an obligation to evaluate the auditor’s work. Changes from audit to credit (and vice versa) is allowed until the grade “W” is no longer used during the semester. Full-time students are permitted to audit a course at no cost. All others are charged the per-credit hour auditing fee. Audit forms are available through the Student Portal.

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.

**Attendance in Program Course of Study Courses**
Attendance is an essential part of the adult professional education program. Attendance at each session, including being on time, is monitored by instructors and adult program directors/ coordinators.

A candidate **will not** receive a passing grade in a course as noted below:

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Absence Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three to Four Week Course</td>
<td>No absences allowed</td>
</tr>
<tr>
<td>Five to Ten Week Course</td>
<td>No more than one absence allowed</td>
</tr>
<tr>
<td>Eleven to Twelve Week Course</td>
<td>No more than two absences allowed</td>
</tr>
</tbody>
</table>

The student teaching experience and the AEDU 454 *Seminar: Contemporary Issues* are semester long courses. The attendance policies are explained to candidates in those specific handbooks/learner guides.

Students are encouraged to notify their instructor as soon as possible if an absence is necessary. Communication must be made using Trinity e-mail. It is the student’s responsibility to make up any work when an absence occurs and is subject to the guidelines as noted in the particular learners guide.

Please note if this policy takes effect because of an absence(s), it is important that students follow the timeline and process for officially dropping the course. Please keep in mind that doing so will also impact tuition reimbursement for the course and will have implications for financial aid.

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

Students with disability accommodations which make them eligible to record classroom material must have a signed “Audio/Video Recording Agreement Form for Students with Accommodation Plans” on file in Trinity’s Office of Learning Services. This agreement form will apply to every semester for which the student is enrolled at Trinity Christian College. In addition, prior to any recording, such students must inform the course instructor that recording will take place during the semester.

Students who do not have disability accommodations must consult with their instructors if they wish to record during class sessions. If the instructor grants permission, he/she may require the student to sign an Audio Recording Agreement Form which the instructor will co-sign, keeping the original signed form and giving a copy to the student. Instructors have the right to refuse such students’ requests to record class sessions. The Agreement Form states that students:

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Grade Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Unsatisfactory</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>P/F</td>
<td>Pass/Fail (used for internship courses)</td>
<td>0</td>
</tr>
<tr>
<td>S/U</td>
<td>Satisfactory/Unsatisfactory (used for 000-099 courses)</td>
<td>0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (hours included in GPA calculation)</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn (according to refund schedule)</td>
<td>0</td>
</tr>
<tr>
<td>R</td>
<td>Repeated course</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Grade point average (GPA) is determined by dividing the number of grade points earned by the number of semester hours attempted. To meet graduation requirements, a student must earn at least 120 hours with a minimum cumulative grade-point average of 2.0.

Grading Scale
Unless otherwise specified in the course syllabus, the standard grading scale at Trinity is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

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. Students may request an Incomplete by submitting the form available through the Student Portal. It must be submitted on or before the last scheduled day of the class (excluding final exam periods, if any). 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 scheduled day of the class.

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 request a Grade Change form at the Registrar’s Office.

Repeated Courses
The policy for repeating a course to improve a previously earned grade includes the following provisions:

1. The repeated course is subject to regular registration and financial policies.
2. The higher grade earned will be used to determine the student’s GPA and academic status. The lower grade will still appear on the transcript with a notation indicating that it is a repeated course, which will no longer affect the calculation of the cumulative GPA.
3. Students may transfer credit for courses failed at Trinity; however, the transfer grade does not replace the failing grade on the official transcript. How the transfer grade is applied to program admission requirements is determined by the department.

Dean’s List
This academic achievement is recognized for traditional undergraduate students who achieve a semester GPA of 3.5 or better in 12 or more graded credits. It is recognized for adult undergraduate students who achieve a semester GPA of 3.8 or better in 6 or more graded credits. The achievement is recognized for fall and spring semesters.

SATISFACTORY ACADEMIC PROGRESS (SAP) AND ACADEMIC STANDING

The academic progress of undergraduate students is evaluated after every term: fall, spring, and summer. Satisfactory academic progress (SAP) is a requirement for good academic standing and financial aid eligibility. SAP is evaluated consistently for all students in similar programs of study, regardless of whether they receive financial aid. Satisfactory academic progress is determined by the following standards:

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

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

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

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

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

SAP Policy Details
1. All periods of enrollment in college-level (or higher level) courses are evaluated for SAP and for financial aid eligibility related to SAP, even those periods when the student was not receiving financial aid.
2. When a student changes majors, the credits earned under all majors are included in the GPA calculation, as well as in the maximum attempted credits and the calculation of credits attempted and earned.
3. A student may request an extension of the maximum attempted credits provision of this policy if the student is:
   - enrolled in a dual degree program,
   - seeking a second undergraduate or graduate degree.

Requests will be evaluated on a case-by-case basis.
4. Incomplete Grades are included in the SAP evaluation and have zero grade points (qualitative standard) and zero earned credits (quantitative standard). When an incomplete grade is converted to a grade, SAP will be re-evaluated on both standards.

5. Repeated Courses: A student may repeat a course to improve a previously earned grade. The higher grade earned of repeated courses is used in the calculation of the student’s cumulative GPA. The lower grade will still be reflected on the transcript and will be used to calculate that semester’s term GPA. Both attempts at the course are included in the calculation of the student’s quantitative standard (completion rate).

6. All withdrawal types (W, WP, WF) have the same impact on SAP evaluations; that is, they are included in the quantitative standard as attempted (but not earned) hours.

7. Noncredit remedial and other non-college level coursework is assigned an appropriate credit value if it is coursework that is eligible for financial aid. This credit value is used for enrollment reporting purposes. Noncredit remedial and other non-college level coursework is not included in the quantitative standards for SAP evaluation, but it is included in the qualitative assessment for SAP. Because this coursework is satisfactory/unsatisfactory in nature it is not figured into a student’s GPA, and courses successfully completed (S transcript grade) will have a neutral effect on the student’s GPA. However, failed courses (U transcript grade) will be treated as an F for SAP qualitative assessment purposes.

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

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

<table>
<thead>
<tr>
<th>Cumulative total hours attempted (includes transfer credit)</th>
<th>Minimum cumulative GPA needed for continuation</th>
<th>Minimum cumulative GPA needed for good standing</th>
<th>Minimum percent of successful completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>1.00</td>
<td>1.50</td>
<td>67%</td>
</tr>
<tr>
<td>16-29</td>
<td>1.10</td>
<td>1.60</td>
<td>67%</td>
</tr>
<tr>
<td>30-45</td>
<td>1.20</td>
<td>1.70</td>
<td>67%</td>
</tr>
<tr>
<td>46-59</td>
<td>1.30</td>
<td>1.80</td>
<td>67%</td>
</tr>
<tr>
<td>60-75</td>
<td>1.40</td>
<td>1.90</td>
<td>67%</td>
</tr>
<tr>
<td>76-89</td>
<td>1.50</td>
<td>2.00</td>
<td>67%</td>
</tr>
<tr>
<td>90-105</td>
<td>1.70</td>
<td>2.00</td>
<td>67%</td>
</tr>
<tr>
<td>106-119</td>
<td>1.90</td>
<td>2.00</td>
<td>67%</td>
</tr>
<tr>
<td>120 or more</td>
<td>2.00</td>
<td>2.00</td>
<td>67%</td>
</tr>
</tbody>
</table>

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

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

2. A student placed on academic probation is notified of probationary status and the conditions of probation by electronic mail sent to the student’s Trinity account and by regular mail to the student’s home address.

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

c. Enrollment in an Academic Success class

d. Faithful attendance in all classes.
Specific conditions are outlined in a student’s notification letter. Failure to meet the specified conditions of probation could subject a student to academic dismissal, a decision which will be made by the Admissions and Academic Performance Review Committee.

4. At the end of the probationary academic term, a student who has made acceptable progress towards meeting both the GPA and completion standards of SAP will a) return to good academic standing, or b) continue on academic probation for one more academic term.

Academic Dismissal

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

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

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

Readmission after Dismissal

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

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

Financial Aid Consequences of Not Meeting SAP Requirements

Financial aid eligibility as it relates to SAP is evaluated after every academic term. The Financial Aid consequences of not meeting SAP are as follows:

1. Financial Aid Warning: After the first semester that a student fails to meet SAP, he or she 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 be meeting SAP requirements to remain eligible for financial aid.
2. 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:
   a. Under Financial Aid Suspension the student is not eligible for financial aid
   b. If after continued coursework the student meets SAP requirements (both quantitative and qualitative standards), a student’s financial aid eligibility will be re-established. Student eligibility is re-evaluated after every academic term, and if the student meets all SAP requirements his or her eligibility will be re-instated for the next academic term automatically, meaning that no action is required from the student (other than to apply for financial aid by completing the FAFSA).
   c. There is an appeal process for students to regain eligibility on a probationary status. 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. Students for which an appeal is denied will be notified in writing not later than a week after the determination has been made. Students who have an appeal denied may re-appeal if new information exists or becomes available. All decisions made by the Financial Aid Office are final.

3. 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:
   a. 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).
   b. If SAP or the terms of their academic plan are not met, the students will be placed on Financial Aid Suspension.

4. 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:
   a. The student is not eligible for financial aid.
   b. If after continued coursework the student meets SAP requirements (both quantitative and qualitative standards), a student’s financial aid eligibility will be re-established. Student eligibility is re-evaluated after every academic term, and if the student meets all SAP requirements his or her eligibility will be re-instated for the next academic term automatically, meaning that no action is required from the student (other than to apply for financial aid by completing the FAFSA).
   c. There is an appeal process for students to regain eligibility on a probationary status. 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. Students for which an appeal is denied will be notified in writing not later than a week after the determination has been made. Students who have an appeal denied may re-appeal if new information exists or becomes available. All decisions made by the Financial Aid Office are final.

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

Undergraduate students may participate in either commencement ceremony but must have completed all graduation requirements with the exception of two courses.

Because students may participate in commencement exercises with outstanding coursework, participation does not equate with graduation. Rather, degrees are conferred at the end of each term (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 Honors
Academic achievement upon completion of an undergraduate degree program is recognized at commencement* and on the final transcript in the following categories. To qualify for one of these honors, the graduating student must have completed a minimum of 60 semester hours at Trinity.

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

To qualify for this honor, a student graduating from one of the adult undergraduate programs must have completed the full course of study in the program (at least 36 hours):

| Graduating with distinction | GPA of 3.500 or higher |

*For the commencement ceremony, the GPA used to determine those graduating with honors does not include grades from the current semester. Once final grades for the current semester have been processed, appropriate honors will be awarded for graduates who have achieved the required GPA.

ACADEMIC FORGIVENESS (UNDERGRADUATE)

An undergraduate student seeking readmission to the college after an absence of four or more years, may petition the Admissions and Academic Performance Review Committee for academic forgiveness, specifying the courses the student requests to be dropped. The committee would consider these requests for the following reasons: the courses are no longer offered at Trinity, so repeating a course isn’t possible; the student is now developmentally more prepared to handle the academic challenges of college; there were extenuating circumstances that affected the student’s previous academic work. The above list is not an exhaustive list, and other reasons may be considered.

Students may request academic forgiveness for one of the following options:
1) Up to two full semesters of Trinity coursework;
2) Select courses up to a maximum of eight.

Only courses with grades of D or lower may be considered. Only courses taken four or more years before the student’s application for readmission may be dropped. The petition for academic forgiveness must be made within six months following the student’s readmission. The petition should include the academic forgiveness option the student is requesting, and reasons that certain courses be forgiven.

If the petition for academic forgiveness is 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 will no longer be used in the calculation of grade point averages or the satisfaction of degree requirements. Academic forgiveness does not guarantee admission or continuation in a specific major program.
This policy can be used only one time in the student’s academic career. Students are required to meet the degree requirements under the catalog in the year of readmission, according to the readmission policy as stated in the college catalog. The academic forgiveness policy applies to all departments including those with admissions and academic standard policies.

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.
2. Bullying and/or Hazing: see Student Handbook.
3. Discrimination on the basis of protected status: see Non-discrimination Policies.

Resolution 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 after a personal conference with the faculty member, the following steps shall be the required course of appeal:

1. **Within 10 days of the submission of the final grade for a course**, the student appeals the faculty member’s decision by communicating in writing or in person to the Department Chair, Program Chair, or Program Director who oversees the class. Should this chair be directly involved in the grievance, the initial contact can be made with a current Academic Dean at the college. The Department Chair, Program Chair, Program Director, or Dean will do an initial review to help discern whether a policy has been violated and the student has plausible grounds for an academic grievance. **The Chair, Director, or Dean has 10 days from the receipt of the appeal to offer the response.** Students with financial holds preventing viewing of course grades online may request to view submitted grades at the Registrar’s Office.

2. **Within 10 days of the response offered by the appropriate Chair, Director, or Dean**, the student submits a written statement of the grievance to the Provost via mail or email. The written statement of grievance must include the grounds for the grievance and any evidence relevant to the situation. The Provost, or a designated member of Academic Council, will read the appeal and discuss it with the faculty member **within 10 days** of receiving the appeal. The purpose of this discussion is to clarify issues and suggest a resolution to the student and faculty member(s) involved in the situation. Should the student not accept the suggested resolution, the student has **10 days** to inform the provost (or designated member of Academic Council) to request the submission of the written grievance to an advisory committee.

3. The Provost (or designated member of Academic Council) will refer the written statement to an advisory committee comprised of the relevant Department 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.

4. The advisory committee will hold meetings **within 10 days** 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.

5. The advisory committee will deliver its recommendation to the Provost upon the conclusion of the relevant interviews. Its recommendation will be advisory to the Provost, who will determine an outcome and communicate the outcome to the student and faculty member **within 10 days** of receiving the committee’s findings.
6. Either party may appeal the decision of the Provost to the President of the College within 10 days of the Provost’s decision. 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 an outcome within 10 days. This outcome will be final.

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:
   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.
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. The student may appeal the decision to the Provost if the student believes that there was a violation of the Academic Integrity Review Committee process. This appeal must be made, in writing, within one week of the written decision of the committee.

- In cases where the committee assesses a sanction at the level of a minor offense or a major offense, the decision of the committee regarding sanction will be final.
- In cases where the committee assesses a flagrant offense resulting in permanent dismissal, the student may appeal the decision to the President. This appeal must be received in writing by the President’s Office within one week of the committee’s written notification to the student. The President will respond to this final appeal within one week of receipt of the written appeal. The President’s decision is final and there is no further appeal.

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

The *Family Educational Rights and Privacy Act of 1974*, as amended, 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. Transcripts are not be released to students who have failed to meet their financial obligations to the College.

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

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

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

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

1. **The right to inspect and review the student’s education records within 45 days after the day Trinity Christian College (“School”) receives a request for access.**
   A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. **The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.**
   A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.
   If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Trinity Christian College to comply with the requirements of FERPA.**
   The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202

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

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

- To other school officials, including teachers, within Trinity Christian College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(f) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the college’s State-supported education programs. Disclosures under this provision may be made, 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))

The disclosure concerns sex offenders and other individuals required to register under section 17010 of the Violent Crime Control and Law Enforcement Act of 1994.

FERPA Annual Notice Addendum

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may related to any program that is “principally engaged win the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and
State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that thy obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military services, and migrant student records systems.

Criteria for Determining Legitimate Educational Interest

- Only school officials with legitimate education interest may access personally identifiable information about students. Additionally, anyone with whom information is being shared must also meet the criteria below.
- The information must be necessary for the school official to perform tasks specified by the official’s position description or contract agreement.
- The information must be used within the context of official Trinity business and not for purposes outside of the person’s area of responsibility at Trinity.
- The information must be relevant to the accomplishment of a task or for a determination about a student.
- The information must be used consistently with the purposes for which the data are maintained.
ACADEMIC PROGRAM

DEGREES

Trinity Christian College offers a variety of majors and programs rooted in biblically informed liberal arts education for students who desire to earn a bachelor’s degree.

Trinity grants the following bachelor degrees through Adult Programs:

- **Bachelor of Arts (BA)** for those completing requirements in Elementary Education, Special Education, Middle Grades, and Secondary Education.
- **Bachelor of Science (BS)** for those completing the requirements in Business Management and Psychology.

Students who already have bachelor’s degrees can complete coursework that leads to licensure in elementary education, special education, middle grades, and secondary education fields.

Students with valid Illinois teaching licenses may complete coursework for English as a Second Language (ESL) or Bilingual Education (BE) Endorsement.

Information about other bachelor degrees offered at Trinity can be obtained from the *Traditional Undergraduate Catalog*. Information about Master of Arts programs can be found in the *Graduate Catalog*.

GRADUATION REQUIREMENTS

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

- **120 total credits.** These credits consist of courses fulfilling major, minor, and Foundations requirements, as well as electives.
- **A minimum grade-point average (GPA) of 2.0.** The cumulative GPA is calculated on the basis of all courses taken at Trinity. A GPA of 2.00 is also required for all courses within the major, unless otherwise specified by the department. Please refer to the department’s section of the catalog for program requirements.
- **All of the requirements for an academic major and minor.** A minor is not required for students who major in programs that lead to a BS.
- **The Foundations curriculum requirements.** These vary slightly by the type of major.
- **The residency requirement for the adult program.** Students must complete at least 45 hours of the total credits required for graduation at Trinity.
- **Completion of the senior college assessment of student learning outcomes.** These include the major and Foundations learning outcomes.

FOUNDATIONS

Principles

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

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

Foundations Learning Outcomes

The Foundations requirements at Trinity Christian College are rooted in the College mission statement, which states that Trinity Christian College “is to provide biblically informed liberal arts education in the Reformed tradition.” As God’s creation, we were made to know God’s world and serve Him and one another in every area of human culture.
The following six Foundations Learning Outcomes are designed to assess the knowledge, skills, and dispositions students have developed in “foundational studies that address the enduring issues and questions of human experience” and how well they “explore and apply the implications of a Reformed world-and-life view to all areas of learning, living, and working.”

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

Foundations Curriculum

- **Theology**—3 hours in ATHL 103. This course studies the central themes of Scripture, which are foundational to Christian academic work, and examines the major Christian traditions.
- **Philosophy**—3 hours in APHL 104. This course treats foundational questions in a systematic manner and examines Western philosophical perspectives pertaining to God, reality, and humanity.
- **History**—6 hours in American and western civilization history.
- **English**—6 hours in research-based English composition and literature.
- **Mathematics**—3-4 hours in college mathematics. Requirements vary by program.
- **Biology**—3-4 hours in a biological science with a lab.
- **Physical Science**—3-4 hours in chemistry or physics with a lab.
- **Social Science**—3 hours from macroeconomics, lifespan development, introduction to psychology, or general sociology.
- **Fine Arts**—3 hours in fine arts courses selected from art appreciation, music appreciation, aesthetics of film, introduction to theatre, fine arts in education; OR 6 hours from the following:
  - 6 hours in music choir or ensembles
  - 6 hours in art studio
  - 6 hours in theatre
- **Cross-Cultural Studies**—6 hours courses that are not fundamentally western (e.g., world geography, global business) or one of the following options:
  - One year of a foreign language
  - Study abroad
- **Communication**—fulfilled by taking a public speaking course or an alternate course in the major.
- **Capstone**—provides a context to engage in summative reflection upon a Christian worldview from the perspective of a specific discipline or professional program. This requirement is directed toward integration and synthesis of knowledge and perspective acquired through the various learning experiences in Foundations courses and specific majors and programs. The capstone requirement may be met through a specific course or as part of an internship or field education course.
- **Field Education**—provides students with a professional application of their chosen field of study. This vocationally oriented experience enables students to deepen the knowledge, skills, and Christian perspective acquired in their academic field of study.

Foundations Requirements for Transfer Students

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

ACOR Courses

A variety of courses meeting Foundations and other requirements are offered through Adult Programs. Referred to as ACOR courses, these classes are available to classified, enrolled Adult Program students.
MAJORS AND MINORS

General Information

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

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

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

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

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

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

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

Majors
All major programs at Trinity lead to the awarding of the bachelor's degree, normally after four years of study. General requirements for each major include a minimum of 30 credit hours, a capstone experience, a field education course, and either a course or an acceptable alternate experience that satisfies the communications requirement of the Foundations program. At least 12 hours of the major must be completed at Trinity. Specific requirements for each major can be found in the appropriate department section.
Minors

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

An interdisciplinary minor (IDIS) consists of course work from two or more disciplines, creating a new minor that can be counted toward graduation. Interdisciplinary minors have a minimum of 18 hours and at least half of the courses 200-level or higher. If one of these minors is used as a first minor and the student’s first major is 32 credits or less, then all of the courses in the IDIS minor must be distinct from those in the major. If the number of hours in the major is equal to or exceeds 38 credits, then at least 12 hours in the IDIS minor must be distinct from the major. For majors between 32 and 38 credits, 15 distinct hours must be in the minor.

Undergraduate Majors and Minors—Adult Programs

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PROGRAMS OF STUDY AT TRINITY CHRISTIAN COLLEGE

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

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

The mission of the Trinity Christian College business department is to provide, within a Reformed Christian liberal arts context, a comprehensive foundation in business theory and practice to prepare students for their vocation and/or graduate studies. The mission of the business department echoes the mission of Trinity Christian College which states “We strive to offer the highest quality of instruction to prepare students for excellence in further study and careers beyond Trinity.” The business department uses a servant-leadership perspective as it prepares students to be effective leaders and managers within any sphere of business. The business management major will help students grow as ethical and strategic leaders, integrating their own knowledge and experiences with the principals of good management and leadership.

Trinity offers the following business-oriented programs through Adult Programs:
- **Bachelor of Science major** in business management
- **Minors** in business and entrepreneurship

The Bachelor of Science major in business management enables adult students to develop:
1. written, oral, and interpersonal communication skills
2. problem-solving and decision-making skills
3. effective team building skills
4. an ethical approach to decision making
5. self-reliance and leadership skills
6. the ability to be resourceful, innovative, and creative

Students seeking the business management major are required to earn grades of C or better in all ABUS courses in order to graduate.

**MAJOR**

The business management major consists of 41 hours:

Trinity or up to three courses by transfer:
- ABUS 213 Financial Skills for Managers (3)
- ABUS 214 Legal Environment of Business (3)
- ABUS 302 Organizational Behavior (3)
- ABUS 305 Management Planning and Decision-Making (3)
- ABUS 308 Marketing Management (3)
- ABUS 311 Global Business—CCS (3)
- ABUS 361 Human Resource Management (3)
- ABUS 381 Creativity and Innovation in Business (4)
  - Prerequisites: ABUS 305 and 308
- ABUS 383 Negotiation (3)
- ABUS 384 Leadership (3)

Trinity only:
- ABUS 301 Professional Communication (3)
- ABUS 316 Business Ethics and Society (3)
- ABUS 417 Senior Capstone (4)
  - Prerequisites: ABUS 213, 305, 308, and at least seven ABUS courses

Foundations and prerequisites

Trinity or by transfer:
- ACCT 221 Accounting Principles I (Financial) (3)
- ENGL 103 English Composition (3)
- ENGL 104 Literature (3)*
- HIST 103 American History (3)^
- HIST 104 Western Civilization (3)^
- Biological Science, with lab (3)^
- Physical Science (chemistry or physics), with lab (3)^
• ECON 121 Macroeconomics (3)
• MATH 151 Statistics (3)
• Fine Arts (3)*
• Cross-Cultural Studies (3)*
Trinity only:
• ATHL103 Biblical Perspectives (3)
• APHL104 Christian Worldview (3)

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

MINORS

Business minor (18 hours)
The business minor consists of 18 hours of academic preparation in the following courses. At least six hours of a minor must be earned at Trinity.

• ACCT 221 Accounting Principles I (3)*
• BUAD 121 Principles of Management (3)#
• BUAD 131 Principles of Marketing (3)$
• ECON 121 Macroeconomics (3)*
• Two accounting or two business courses at the 200- or 300-level (6)

Entrepreneurship minor (18 hours)
The entrepreneurship minor will complement students’ majors with a foundation in business coursework that will enable them to understand the importance of mission and vision in any organization. The entrepreneurship minor consists of 18 hours of academic preparation. At least six hours of a minor must be earned at Trinity.

• ACCT 221 Accounting Principles I (3)*
• BUAD 121 Principles of Management (3)#
• BUAD 131 Principles of Marketing (3)$
• ABUS/BUAD 381 Creativity and Innovation in Business (3)
• Two from:
  • BUAD 382 The Lean Startup (3)^
  • ABUS/BUAD 383 Negotiations (3)
  • ABUS/BUAD 384 Leadership (3)
  • BUAD 385 Digital Marketing (3)^
  • BUAD 387 Change Management (3)^
  • BUAD 401 Topics in Business (2-4)^

* Can be fulfilled through traditional Trinity undergraduate program or by transfer
# Can be fulfilled through traditional Trinity undergraduate program, by transfer, or ABUS 305 course substitution
$ Can be fulfilled through traditional Trinity undergraduate program, by transfer, or ABUS 308 course substitution
%^ Can be fulfilled through traditional Trinity undergraduate program, by transfer, or ABUS courses
^ Can be fulfilled through traditional Trinity undergraduate program
The Education Unit draws upon a Biblically-based perspective to prepare pre-service teachers to embody Christ-like servant-hood. We prepare teachers to cultivate relational peace, educational equity, and justice for all children and to impact the mind, body, and soul of each student through excellence in teaching. Our pre-service teachers exemplify professionalism and ethical behavior inside and outside of the classroom as they serve with excellence in education.

Trinity offers the following education programs:

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

**Licensure Endorsement Areas**

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

- **Elementary education (1-6)**
- **Middle grades (5-8)** in English, mathematics, science, and social science
- **Special education (Pre-K to Age 21)** Learning Behavior Specialist I
- **Secondary education (9-12)** in biology education, chemistry education, English education, history education, and mathematics education
- **Business education (6-12)**
- **Special programs (K-12)** in art education, music education, physical education, and Spanish education

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

The Adult Education Program is an accelerated program serving adults age 23 and older who have already completed a minimum of 65 semester hours, with a cumulative 2.0 GPA or better, 2.7 minimum GPA in major/minor and who would now like to complete their bachelor’s degree and be licensed to teach in an elementary, secondary, K-12, or special education setting.

This program is also for adults who already have their bachelor’s or master’s degree and want to become licensed to teach. Those students will not earn a degree from Trinity Christian College.

**ELEMENTARY EDUCATION**

The elementary education major leads to the Professional Educator License with elementary endorsement (grades 1-6). The **elementary education** course of study consists of 49 credit hours. The remaining hours, which include Foundations and minor requirements, can be earned through transfer or through Trinity course offerings.

Course of study—Trinity:

- AEDU 202 Fine Arts and P.E. in Education (3)
- AEDU 203 Introduction to Education (3)
- AEDU 209 Technology in Education (3)
- AEDU 216 Introduction to Exceptional Children (3)
- AEDU 303 Educational Psychology (3)
- AEDU 310 Elementary Literacy (3)
- AEDU 312 Middle Grades Literacy (3)
• AEDU 313 Elementary Methods—Language Arts (1.5)
• AEDU 315 Elementary Methods—Math (1.5)
• AEDU 316 Elementary Methods—Social Studies (1.5)
• AEDU 318 Elementary Methods—Science (1.5)
• AEDU 380 General Methods (3)
• AEDU 450 Student Teaching: Elementary (10)
• AEDU 454 Student Teaching Seminar: Contemporary Issues (3)
• ATHL 103 Biblical Perspectives (3)
• APHL 104 Christian Worldview (3)

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

*Can be met with other lit course with AA/AS/BA/BS
*Either history waived with AA/AS. Waived with BA/BS
#Waived with AA/AS/BA/BS

Elementary education majors must either double major in special education or middle grades or choose a minor in one of the following areas. See MINORS for course listings.
• Diverse learners
• Educational technology
• English as a second language/bilingual
• Special education
• Mathematics education
• Science
• Spanish
• Urban studies

MIDDLE GRADES EDUCATION

The middle grades education major leads to the Professional Educator License with middle grades endorsement (grades 5-8). It is offered with the following content area education minors:
• English
• Mathematics
• Science
• Social Science
Majors who desire endorsements in middle grades (5-8) must choose one of the following:

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

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

Course of study—Trinity:

- AEDU 202 Fine Arts and P.E. in Education (3)
- AEDU 203 Introduction to Education (3)
- AEDU 209 Technology in Education (3)
- AEDU 216 Introduction to Exceptional Children (3)
- AEDU 303 Educational Psychology (3)
- AEDU 311 Literacy in the Disciplines (3)
- AEDU 312 Middle Grades Literacy (3)
- AEDU 335 Teaching in the Middle Grades (3)
- Methods course/s *(Students take the Methods course for their relevant content area/s)*
  - AEDU 363 Middle Grades English Language Arts Methods (3)
  - AEDU 365 Middle Grades Mathematics Methods (3)
  - AEDU 366 Middle Grades Social Science Methods (3)
  - AEDU 368 Middle Grades Science Methods (3)
  - AEDU 369 Middle Grades Business Methods (3)
- AEDU 380 General Methods (3)
- AEDU 454 Student Teaching Seminar: Contemporary Issues (3)
- AEDU 459 Student Teaching: Middle Grades (10)
- ATHL 103 Biblical Perspectives (3)
- APHL 104 Christian Worldview (3)

Foundations and middle grades major requirements—Trinity or by transfer:

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

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

SPECIAL EDUCATION

The special education major leads to the Professional Educator License with special education endorsement (Pre-K to Age 21). Students who choose to major in special education must also complete another major leading to a second endorsement (elementary, middle grades, a secondary program, or a K-12 specialist program). Students must complete
the program requirements of both majors. Courses duplicated in the second major are counted for both majors; they are not retaken. Students complete their student teaching internship in one semester with two placements (5 hours each).

The special education course of study consists of 72 credit hours. The remaining hours, which include Foundations and special education requirements, as well as the requirements for the second endorsement, can be earned through transfer or through Trinity course offerings.

Course of study—Trinity:

- AEDU 202 Fine Arts and PE in Education (3)
- AEDU 203 Introduction to Education (3)
- AEDU 209 Technology in Education (3)
- AEDU 216 Introduction to Exceptional Children (3)
- AEDU 303 Educational Psychology (3)
- AEDU 310 Elementary Literacy (3)
- AEDU 311 Literacy in the Disciplines (3)
- AEDU 312 Middle Grades Literacy (3)
- Methods/Content (3-6) (Students take Methods/Content courses per the licensure requirements of the other major)
  - AEDU 313 Elementary Methods—Language Arts (1.5)
  - AEDU 315 Elementary Methods—Math (1.5)
  - AEDU 316 Elementary Methods—Social Studies (1.5)
  - AEDU 318 Elementary Methods—Science (1.5)
  - AEDU 320 Teaching Biology (3)
  - AEDU 321 Teaching Business (3)
  - AEDU 322 Teaching Chemistry (3)
  - AEDU 323 Teaching English (3)
  - AEDU 324 Teaching History (3)
  - AEDU 325 Teaching Mathematics (3)
  - AEDU 326 Teaching Spanish (6)
  - AEDU 327 Teaching Art (6)
  - AEDU 328 Teaching Music (6)
  - AEDU 329 Teaching Physical Education (6)
  - AEDU 363 Middle Grades English Language Arts Methods (3)
  - AEDU 365 Middle Grades Mathematics Methods (3)
  - AEDU 366 Middle Grades Social Science Methods (3)
  - AEDU 368 Middle Grades Science Methods (3)
- ASPED 217 Psychological Diagnosis (3)
- ASPED 319 Remediation of Language and Communication Disorders (3)
- ASPED 324 Teaching Students with High Incidence Disabilities, Age 3-21 (4)
- ASPED 325 Teaching Students with Low Incidence Disabilities, Age 2-21 (4)
- ASPED 330 Communication and Collaboration (3)
- ASPED 380 General Methods for Special Education Teachers (3)
- ASPED 420 Critical Issues in Special Education (3)
- ASPED 450 Student Teaching: Special Education (5)
- AEDU 450 or 455 or 459 Student Teaching: Elementary or Secondary or Middle Grades (5)
- AEDU 454 Student Teaching Seminar: Contemporary Issues (3)
- APHL 104 Christian Worldview (3)
- ATHL 103 Biblical Perspectives (3)

Foundations and middle grades major requirements—Trinity or by transfer:

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

Students may seek the Illinois Professional Educator License with secondary (9-12) endorsement. They may choose one of the following major areas: biology education, chemistry education, English education, history education, and mathematics education.

The secondary education course of study consists of 46 credit hours. The remaining hours, which include Foundations and content area major requirements, can be earned through transfer or through Trinity course offerings.

Course of study—Trinity:
- AEDU 202 Fine Arts and PE in Education (3)
- AEDU 203 Introduction to Education (3)
- AEDU 209 Technology in Education (3)
- AEDU 216 Introduction to Exceptional Children (3)
- AEDU 303 Educational Psychology (3)
- AEDU 311 Literacy in the Disciplines (3)
- AEDU 312 Middle Grades Literacy (3)
- Secondary Methods/Content course (3) (Students take the Methods/Content course for their major)
  o AEDU 320 Teaching Biology
  o AEDU 321 Teaching Business
  o AEDU 322 Teaching Chemistry
  o AEDU 323 Teaching English
  o AEDU 324 Teaching History
  o AEDU 325 Teaching Mathematics
- AEDU 380 General Methods (3)
- AEDU 454 Student Teaching Seminar: Contemporary Issues (3)
- AEDU 455 Student Teaching: Secondary (10)
- APHL 104 Christian Worldview (3)
- ATHL 103 Biblical Perspectives (3)

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

*Waived with AA/AS/BA/BS degree, unless required by content area
^Either history waived with AA/AS, unless required by content area. Waived with BA/BS, unless required by content area.
+Three hours waived with AA/AS. Six hour waived with BA/BS.

Secondary education majors must choose one of the following majors. Each has 36 hours minimum with GPA of 2.7 or higher.

Biology education—Trinity or by transfer:
- BIOL 110 Introduction to Biology (4)
- BIOL 111 A Survey of Plants and Animals (4)
- BIOL 201 Ecology (4)
- BIOL 204 General Microbiology (4)
- BIOL 303 Genetics (4)
• BIOL 306 Cell and Molecular Biology (4)
• One elective biology course at the 200-level or higher (3-4)
• CHEM 103 Fundamentals of Chemistry I (4)
• CHEM 104 Fundamentals of Chemistry II (4)
• CHEM 205 Organic Chemistry I (4)
• CHEM 206 Organic Chemistry II (4)
• GEOL 101 Earth Science (3)
• PHYS 121 General Physics I (4)
• PHYS 122 General Physics II (4)
• MATH 141 Finite Math or MATH 151 Statistics (3)

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

English education—Trinity or by transfer:
• ENGL 103 College English: Composition
• ENGL 104 College English: Introduction to Literature (3)
• ENGL 201 Poetry and Drama (3)
• ENGL 203 Fiction (3)
• ENGL 205 Texts and Contexts: Renaissance to Modern (3)
• ENGL 350 Shakespeare (3)
• ENGL 371 Linguistics (3)
• ENGL 401 Senior Seminar: Major Author (2)
Two apprenticeship courses from:
• ENGL 340 Ancient and Medieval Literatures (3)
• ENGL 341 Renaissance Literatures (3)
• ENGL 343 Transatlantic Literatures I (3)
• ENGL 344 Transatlantic Literatures II (3)
One from:
• ENGL 360 Writing for the Professions (3)
• ENGL 362 The Art of the Essay: Social Issues (3)
• ENGL 364 Poetry Writing (3)
• ENGL 366 Narrative Writing (3)
Two electives from:
• ENGL 352 Children’s Literature (3)
• ENGL 354 Postcolonial Literature (3)—CCS
• ENGL 356 Topics in English (3)
• ENGL 372 The History of Writing Instruction (3)
• One additional apprenticeship course
History education

- HIST 103 American and Western Civilization (3)
- HIST 104 Europe and Western Civilization (3)
- HIST 200 Introduction to Historical Inquiry (3)
- HIST 282 The West and the World in the 20th Century (3)
- HIST 338 Envisioning America: The United States Since 1920 (3)
- HIST 401 Senior Research Seminar: Topics in History (3)
- GEOG 201 World Geography (3)—CCS
- PLSC 201 American Government (3)
- HIST 353 History of Economic Thought (3) or ECON 225 World Poverty and Economic Development (3)

One additional upper-level American history course from:

- HIST 331 American Colonies: 1492—1800 (3)
- HIST 332 The Making and Remaking of America: 1800—1920 (3)

One non-western history course from:

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

One from:

- History electives (3)

Mathematics education

- MATH 111 Analytic Geometry and Calculus I (4)
- MATH 112 Analytic Geometry and Calculus II (4)
- MATH 210 Discrete Structures (3)
- MATH 211 Analytic Geometry and Calculus III (4)
- MATH 301 Linear Algebra (3)
- MATH 302 Abstract Algebra (3)
- MATH 321 Geometry (3)
- MATH 351 Probability and Statistics (3)
- One mathematics electives at the 200-level or higher (3)
- CPSC 111 Elements of Programming I (3)

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

BUSINESS EDUCATION

Students with a business education major are eligible for the Illinois Professional Educator License (PEL) with a grades 6-12 endorsement. The business education program (grades 6-12) consists of 49 credit hours. The remaining hours, which include Foundations and business education major requirements, can be earned through transfer or through Trinity course offerings.

Course of study—Trinity:

- AEDU 202 Fine Arts and PE in Education (3)
- AEDU 203 Introduction to Education (3)
- AEDU 209 Technology in Education (3)
- AEDU 216 Introduction to Exceptional Children (3)
- AEDU 303 Educational Psychology (3)
- AEDU 311 Literacy in the Disciplines (3)
- AEDU 312 Middle Grades Literacy (3)
• AEDU 335 Teaching in the Middle Grades (3)
• AEDU 321 Teaching Business
• AEDU 380 General Methods (3)
• AEDU 454 Student Teaching Seminar: Contemporary Issues (3)
• AEDU 455 Student Teaching: Secondary (5-10) and/or AEDU 459 Student Teaching: Middle(5-10)
• APHL 104 Christian Worldview (3)
• ATHL 103 Biblical Perspectives (3)

Foundations and other requirements—Trinity or by transfer:
• ENGL 103 English Composition (3)
• ENGL 104 Introduction to Literature (3)*
• HIST 103 American History (3) ^
• HIST 104 Western Civilization (3) ^
• BIOL 100 Biological Science, with lab (4) *
• PHYS 101 Physical Science (chemistry or physics), with lab (4)*
• PSYC 123 Lifespan Development (3)
• Cross Cultural Studies (6) *

*Waived with AA/AS/BA/BS degree
*Either history waived with AA/AS. Waived with BA/BS.
+Three hours waived with AA/AS. Six hour waived with BA/BS.

Business education students must complete the following major with GPA of 2.7 or higher.

Business education—Trinity or by transfer:
• ACCT 221 Accounting Principles I (3)
• ACCT 222 Accounting Principles II (3)
• BUAD 121 Principles of Management (3)
• BUAD 131 Principles of Marketing (3)
• BUAD 211 Professional Communication (3)
• BUAD 241 Business Finance (3)
• BUAD 253 Legal Environment of Business (3)
• BUAD 301 Business Ethics and Society (3)
• BUAD 311 Global Business (3)
• BUAD 321 Strategic Management (3)
• BUAD 362 Organizational Behavior (3)
• BUAD 423 Organizational Consulting (3)
• CPSC 260 Business Computing (3) (also fulfills communication requirement)
• ECON 121 Macroeconomics (3)
• ECON 122 Microeconomics (3)
• MATH 141 Finite Mathematics (3) or MATH 111 Analytic Geometry and Calculus I (4) (also fulfills math requirement)

SPECIALIST EDUCATION

The program consists of 48 credit hours. Content areas majors include art education, music education, physical education, and Spanish education.

Course of study—Trinity:
• AEDU 202 Fine Arts and PE in Education (3)
• AEDU 203 Introduction to Education (3)
• AEDU 209 Technology in Education (3)
• AEDU 216 Introduction to Exceptional Children (3)
• AEDU 303 Educational Psychology (3)
• AEDU 311 Secondary Literacy in the Disciplines (3)
• AEDU 312 Middle Grades Literacy (3)
• Methods/Content course (6) (*Students take the Methods/Content course for their major*)
  o AEDU 326 Teaching Spanish
  o AEDU 327 Teaching Art
  o AEDU 328 Teaching Music
  o AEDU 329 Teaching Physical Education
• AEDU 380 General Methods (3)
• AEDU 450 Student Teaching (10)
• AEDU 454 Student Teaching Seminar: Contemporary Issues (3)
• APHL 104 Christian Worldview (3)
• ATHL 103 Biblical Perspectives (3)

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

*Waived with AA/AS/BBA/BS degree, unless required by content area
*Either history waived with AA/AS, unless required by content area. Waived with BA/BS, unless required by content area.
+Three hours waived with AA/AS. Six hour waived with BA/BS.

K-12 specialist education majors must choose one of the following majors. Majors are at least 36 hours and have a minimum GPA of 2.7 or higher.

**K-12 Art Education**—Trinity or by transfer:
- ART 108 Two-Dimensional Design (3)
- ART 111 Beginning Drawing or ART 211 Figure Drawing (3)
- ART 201 Beginning Painting (3)
- ART 203 Beginning Sculpture or Ceramics (3)
- ART 205 Beginning Printmaking or ART 213 Beginning Photography (3)
- ART 209 Digital Media (3)
- ART 420 Senior Seminar (3)
- One 300-level course in the same medium as one of the foundation courses
- ARTH 230 Art History: Art and World Religions (3)—CCS
- ARTH 232 Art History: Renaissance and Rococo, 1400-1760 (3)
- ARTH 234 Art History: Neoclassicism to Surrealism, 1789-1945 (3)
- ARTH 235 Art History: After 1945, Abstract Expressionism to the Present (3)
One from:
- ART 349 Advanced Studio: Drawing (3)
- ART 351 Advanced Studio: Painting (3)
- ART 353 Advanced Studio: Sculpture (3)
- ART 355 Advanced Studio: Printmaking (3)
- ART 359 Advanced Studio: Photography (3)
- ART 360 Topics in Studio Art (3)

**K-12 Music Education**—Trinity or by transfer:
- MUSC 111 Introduction to Music Literature (3)
- MUSC 201 Music Theory I (3)
• MUSC 203 Music Theory II (3)
• MUSC 204 Music Theory III (3)
• MUSC 303 Music Theory IV: Materials of Music (3)
• MUSC 252 World Music (3)—CCS
• MUSC 260 Being a Musician (3) (or other music performance/theory course)
• MUSC 261 Reading and Writing about Music (3) (or other music history course)
• MUSC 331 Introduction to Conducting (3)
• MUSC 360 Music Performance Seminar (3) (or other music performance/theory course)
• MUSC 361 Music History Seminar (3) (or other music history course)
• MUSC 401 Music Capstone Seminar (Topics) (3)
• COMM 232 Audio Production (3) (or other music technology course)
• PHIL 331 Aesthetics (3) (or other philosophy or music course)
• MUSC 199 Class Guitar (1) or by proficiency exam
• MUSC 200 Class Piano (1) or by proficiency exam
• Six hours of private lessons (6)

K-12 Physical Education—Trinity or by transfer:
• PE 110 Lifetime Fitness and Wellness (1)
• PE 130 Individual Sport Skills (2)
• PE 131 Team Sport Skills (2)
• PE 201 Foundations of Physical Education and Sport (3)
• PE 236 Prevention and Treatment of Sports Injuries (3)
• PE 251 Measurement and Evaluation in Physical Education and Health (3)
• PE 271 Motor Learning and Development (3)
• PE 278 Physiology of Physical Activity (3)
• PE 302 Organization and Administration of Physical Education and Athletics (3)
• PE 315 Adaptive Physical Education (3)
• PE 325 Curriculum Design in Physical Education and Health (3)
• PE 330 Societal Issues in Sport and Wellness (3) or upper-level PE elective (3)
• PE 333 Structural Kinesiology (3)
• BIOL 205 Human Anatomy and Physiology I (4)

K-12 Spanish Education—Trinity or by transfer:
• Intermediate Spanish I (3)
• Intermediate Spanish II (3)
• Advanced Writing and Conversation (3)
• Additional advanced-level writing/language course (3)
• Advanced-level Spanish American literature course (3)
• Advanced-level Spanish American history/civilization course (3)
• Advanced-level Spanish peninsular literature course (3)
• Advanced-level peninsular history/civilization (3)
• Advanced Spanish electives to reach 36 hours (300-level and above) (18)

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

Adult education program students may request the Elementary Education Studies Major after completing ACAD 103 and 104 or two semesters of coursework in the elementary course of study. The major is designed for students who have not yet passed the basic skills test or the content area test or for students who have decided they do not want to be teachers.

Program Admission Requirement:
1. A cumulative grade point average of at least 2.5
2. A passing grade in all education courses and major courses
3. A grade point average of at least 2.5 in the professional education courses to date
4. Recommendation from the chair, director, or coordinator

The Elementary Education Studies major consists of 72 hours:
- AEDU 202 Fine Arts and P.E. in Education (3)
- AEDU 203 Introduction to Education (3)
- AEDU 209 Technology in Education (3)
- AEDU 216 Introduction to Exceptional Children (3)
- AEDU 303 Educational Psychology (3)
- AEDU 310 Elementary Literacy (3)
- AEDU 312 Middle Grades Literacy (3)
- AEDU 313 Elementary Methods—Language Arts (1.5)
- AEDU 315 Elementary Methods—Math (1.5)
- AEDU 316 Elementary Methods—Social Science (1.5)
- AEDU 318 Elementary Methods—Science (1.5)
- AEDU 380 Methods for General Educators (3)
- AEDU 410 Service Learning Capstone and Practicum (3)
- APHL 104 Christian Worldview (3)
- ATHL 103 Biblical Perspectives (3)

Required cognates:
- BIOL 100 Introduction to Biological Science (3)
- COMM 101 Fundamentals of Public Speaking (3)
- ENGL 352 Children’s Literature (3)
- GEOG 201 World Geography (3)—CCS
- GEOL 101 Earth Science (3)
- MATH 109 Math Concepts for Teachers I (3)
- MATH 110 Math Concepts for Teachers II (3)
- PHYS 101 Introduction to Physical Science (3)
- PLSC 201 American Government and Politics (3)
- PSYC 123 Life Span Development (3)

One course from:
- COMM 250 Intercultural Communication—CCS (3)
- EDUC/AEDU 340 Cross Cultural/Multicultural Issues in Education (3)
- PHIL 110 Philosophy of Education (3)
- PSYC/APSYC 252 Cross-Cultural Psychology—CCS (3)
- SOC 260 Sociology of Race and Ethnicity (3)
- THEO 242 Cross-Cultural Missions (3)
- THEO 306 Major World Religions (3)

Foundations requirements may be fulfilled at Trinity or by transfer. See Academic Program—Foundations for list of requirements.
MINORS

Diverse learners minor (24-25 hours)
The minor combines the ESL/BE minor and elements of the special education minor. This minor meets the State of Illinois requirements for the English as a Second Language or Bilingual Education endorsement (PreK-12). All ESL/BE minors take required courses together. However, students choose between a bilingual endorsement (language proficiency required) and an ESL endorsement (no language proficiency required) by the type of field experience completed. Students who choose the bilingual endorsement must take the applicable Target Language Proficiency test. The education courses are offered in hybrid format. One course is offered online during the summer only.

- AEDU/EDUC 107 Bilingual Education Field Experience or AEDU/EDUC 108 ESL Education Field Experience, totaling 100 course-embedded hours
- AEDU/EDUC 225 Foundations of Teaching Bilingual Education/ESL (3)
- AEDU/EDUC 340 Cross Cultural/Multicultural Issues in Education (3)
- AEDU/EDUC 341 Methods and Materials of Teaching ESL Students (3)
- AEDU/EDUC 342 Methods and Materials of Teaching Bilingual Students (3)
- AEDU/EDUC 345 Assessment of Bilingual Education/ESL Students (3)
- AEDU 271/ENGL 371 Linguistics (3)
- ASPED/SPED 217 Diagnosis of Exceptional Learners (3)
- ASPED 324 Teaching Students with High Incidence Disabilities or SPED 314 Teaching Students with High Incidence Disabilities Age 3—Grade 5 or SPED 316 Teaching Students with High Incidence Disabilities Grade 6—Age 21 (3)

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

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

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

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

English as a second language/Bilingual education (ESL/BE) minor (21 hours)
Our communities and schools are being transformed by a continually growing number of English language learners. This growing population enriches our communities and also challenges us to recognize the unique needs these students have in order to survive and thrive in our society. The ESL/Bilingual Education coursework focuses on theories of language acquisition, strategies that promote cultural understanding, and teaching practices that meet the needs of English language learners. This minor meets the State of Illinois requirements for the English as a Second Language or Bilingual Education endorsement (PreK-12).

All ESL/BE minors take required courses together. However, students choose between a bilingual education endorsement (language proficiency required) and an ESL endorsement (no language proficiency required) by the type of field experience completed. Students who choose the bilingual endorsement must take the applicable Target Language Proficiency test.
• EDUC 107 Bilingual Education Field Experience or EDUC 108 ESL Education Field Experience, totaling 100 course-embedded hours
• AEDU/EDUC 225 Foundations of Teaching Bilingual Education/ESL (3)
• AEDU/EDUC 340 Cross Cultural/Multicultural Issues in Education (3)
• AEDU/EDUC 341 Methods and Materials of Teaching ESL Students (3)
• AEDU/EDUC 342 Methods and Materials of Teaching Bilingual Students (3)
• AEDU/EDUC 345 Assessment of Bilingual Education/ESL Students (3)
• AEDU 271/ENGL 371 Linguistics (3)
• COMM 250 Intercultural Communication (3)—CCS or PSYC 252 Cross-Cultural Psychology (3)—CCS

Special education minor (23 hours)
The special education minor is designed for elementary, middle grade, secondary, and specialist education majors who want to teach in a general education setting but have a passion to provide support and environments that ensure all students’ educational needs are met.
• PSYC 123 Life Span Development (3)
• AEDU/SPED 216 Introduction to Exceptional Children (3)
• ASPED/SPED 217 Psychological Diagnosis of Exceptional Learners (3)
• ASPED 319 Remediation of Language & Communication Disorders (3)
• ASPED 324 Teaching Students with High Incidence Disabilities (4)
• ASPED 325 Teaching Students with Low Incidence Disabilities (4)
• ASPED 330 Communication and Collaboration in Special Education: Strategies and Methods (3)
• Pass the Learning Behavior Specialist Test for endorsement

CONTENT AREA MINORS

English education minor (27 hours)  Middle Grades
• ENGL 103 College English: Composition (research-based) (3)
• ENGL 104 College English: Introduction to Literature (3)
• ENGL 201 Poetry and Drama (3)
• ENGL 203 Fiction (3)
• ENGL 205 Texts and Contexts: Renaissance to Modern (3)
• ENGL 352 Children’s Literature (3)
• ENGL 375 Advanced Writing or ENGL 376 Creative Writing
One from:
• ENGL 340 Ancient and Medieval Literatures (3)
• ENGL 341 Renaissance Literatures (3)
• ENGL 343 Transatlantic Literatures I (3)
• ENGL 344 Transatlantic Literatures II (3)
• ENGL 350 Shakespeare (3)
• ENGL 354 Postcolonial Literatures (3)—CCS
• One English elective course (3)

Mathematics education minor (25 hours)  Elementary or Middle Grades
• MATH 109 Math Concepts for Teachers I (3)
• MATH 111 Analytic Geometry and Calculus I (4)
• MATH 151 Statistics (3)
• MATH 210 Discrete Structures (3)
• MATH 321 Geometry (3)
• CPSC 111 Introduction to Programming or CPSC 261 Web Architecture and Design (3)
Two courses from:
• MATH 301 Linear Algebra (3)
• MATH 302 Abstract Algebra (3)
- MATH 370 Topics in Advanced Mathematics (3)
- MATH 399 Independent Study (3)

Science minor (20 hours of lab science courses)

- BIOL 100 Introduction to Biological Sciences (3)
- GEOL 101 Earth Science (3)
- PHYS 101 Introduction to Physical Science (3)

At least two from the following:

- BIOL 101 Human Biology (3)
- BIOL 102 Environmental Science (3)
- BIOL 110 Introduction to Biology (4)
- BIOL 111 A Survey of Plants and Animals (4)
- BIOL 204 General Microbiology (4)
- BIOL 205 Human Anatomy and Physiology I (4)
- BIOL 206 Human Anatomy and Physiology II (4)
- CHEM 100 Chemistry in Society (3)
- CHEM 101 General Chemistry (4)
- CHEM 102 Principles of Organic and Biochemistry (4)
- CHEM 103 Fundamentals of Chemistry I (4)
- CHEM 104 Fundamentals of Chemistry II (4)
- PHYS 121 General Physics I (4)
- PHYS 122 General Physics II (4)

Due to course overlap students may not take courses in the following combinations:

- BIOL 100 and (110 or 111)
- BIOL 101 and (205 or 206)
- CHEM 101 and 103
- PHYS 101, if 121 or 122 has already been taken

Science education minor (25 hours)

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

Middle Grades

Social science education minor (27 hours)

- HIST 103 American and Western Civilization (3)
- HIST 104 Europe and Western Civilization (3)
- HIST 200 Introduction to Historical Inquiry (3)
- HIST 282 The West and the World in the 20th Century (3)
- HIST 338 Envisioning America: The United States Since 1920 (3)
- HIST 353 History of Economic Thought or ECON 225 World Poverty and Economic Development (3)—CCS
- GEOG 201 World Geography (3)
- PLSC 201 American Government and Politics (3)

One non-western history course from:

- HIST 261 History of East Asia (3)—CCS
- HIST 281 History of Africa (3)—CCS
- HIST 283 History of the Middle East, 650 to the Present (3)—CCS
- HIST 286 History of Latin American Civilization (3)—CCS
Spanish minor (18 hours)  
- SPAN 201 Intermediate Spanish I (3)  
- SPAN 202 Intermediate Spanish II (3)  
- SPAN 302 Advanced Writing and Conversation (3)  
Three courses from:  
- Advanced-level Spanish electives (9)

Urban Studies (18 hours)  
- HIST/SOC 246 History of the City/Urban Sociology (3)  
- HIST 250 History of Chicago (3)  
- SOC 346 Advanced Urban Sociology: Analysis and Applications (3)  
Three courses from:  
- BIOL 102 Environmental Science (3)  
- CSEM 301 Fine Arts Seminar (Arts in the City) (3)  
- CSEM 305 Diversity and Inequality: Engaging Chicago Cross Culturally (3)  
- CSEM 306 Urban Planning, Development and the Sustainable City (3)  
- MIN 305 Urban Ministry Leadership (3)  
- ECU 250 History, Politics, and Culture of Ecuador (3)  
- GEOG 201 World Geography (3)—CCS  
- PE 330 Societal Issues in Sport and Wellness (3)  
- PLSC/SOC 260 Politics of Race and Ethnicity (3)  
- Other elective options include topics courses that are applicable to the minor when, by the review of the chair of sociology department, they are judged to substantially address urban phenomena and when they are designated as Urban Studies Minor courses in the Registrar’s semester course listings:  
  o COMM 346: Topics in Communications  
  o ENGL 356: Topics in English  
  o PLSC 351: Research in Public Policy  
  o SWK 300: Topics in Social Work

NON-LICENSURE MINORS

Education studies minor (non-licensure) (24 hours)  
The education studies minor is designed for students who are interested in the teaching and learning process but do not want teacher licensure. This minor may be of particular interest to church and ministry leadership majors who may eventually be responsible for education programs; for math, history, or English majors interested in teaching at the college level; and for communication or business majors pursuing careers that may someday involve training coworkers. Students interested in working with children in park districts, non-profits, or after-school programs or as para-professionals will also find this minor helpful for their professional growth. Due to program overlap, students who major in elementary education or special education cannot minor in education studies.

- AEDU/EDUC 203 Introduction to Education (3)  
- AEDU/EDUC 303 Educational Psychology (3)  
- AEDU/EDUC 340 Cross Cultural/Multicultural Issues in Education (3)  
- APSYC/PSYC 123 Life Span Development (3)  
- AEDU/SPED 216 Introduction to Exceptional Children (3)  
Six hours from:  
- AEDU/EDUC 209 Technology in Education (3)  
- AEDU/EDUC 310 Elementary Literacy (3)  
- AEDU/EDUC 311 Literacy in the Disciplines (3)  
- AEDU/EDUC 312 Middle Grades Literacy (3)  
- AEDU/EDUC 335 Teaching in the Middle Grades (3)  
- AEDU/EDUC 410 Service Learning Capstone and Practicum (3)  
- ASPED/SPED 330 Communication and Collaboration in Special Education: Strategies and Methods (3)
Three hours from:
- PHIL 110 Philosophy of Education (3)
- COMM 250 Intercultural Communication (3)—CCS
- APSYC/PSYC 252 Cross-Cultural Psychology (3)—CCS
- SOC 260 Sociology of Race and Ethnicity (3)
- THEO 242 Cross-Cultural Missions (3)—CCS

Special education minor (non-licensure) (20 hours)
This minor is for non-licensure students who desire to learn more about special populations, focus on how they can engage that population in effective ways, and discover ways to connect and include people with special needs appropriately.
- APSYC/PSYC 123 Life Span Development (3)
- ASPED/SPED 216 Introduction to Exceptional Children (3)
- ASPED/SPED 217 Psychological Diagnosis of Exceptional Learners (3)
- ASPED 324 Teaching Students with High Incidence Disabilities, Age 3—Age 21 (4)
- ASPED 325 Teaching Students with Low Incidence Disabilities, Age 3—Age 21 (4)
One of the following:
- APSYC 244 Behavior Analysis and Therapy (3)
- APSYC 322 Psychopathology (3)
- APSYC 353 Brain and Cognition: Human Neuropsychology (3)
- Any ASPED course (3)

EDUCATION GATES FOR LICENSURE

Listed below are the Gates through which all students must pass through as part of the Education Program at Trinity. Your advisor can answer questions you may have about the Gates. Students must achieve at least a C in all Professional Education courses. Students may repeat a Professional Education course only once. Students may repeat only two Professional Education courses.
- AEDU/EDUC 203 Introduction to Education (3)
- AEDU/EDUC 209 Technology in Education (3)
- AEDU/SPED 216 Introduction to Exceptional Children (3)
- AEDU/EDUC 303 Educational Psychology (3)
- AEDU/EDUC 310 Elementary Literacy (3) or AEDU/EDUC 311 Literacy in the Disciplines (3)
- AEDU/EDUC 312 Middle Grades Literacy (3)
- AEDU/EDUC 380 Methods for General Educators (3)
- AEDU/EDUC 454 Student Teaching Seminar: Contemporary Issues (3)

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

<table>
<thead>
<tr>
<th>Gate 1—Admission to the teacher education program</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A cumulative grade point average of at least 3.0</td>
<td>To date</td>
</tr>
<tr>
<td>2. A grade of C (2.0) or above in all education courses, major courses, and in all courses which count toward licensure or endorsement</td>
<td>To date</td>
</tr>
<tr>
<td>3. A grade point average of at least 2.5 in the Professional Education courses: typically AEDU 209, AEDU 203, AEDU 303, and AEDU 216 Students may repeat a Professional Education course only once. Students may retake only two Professional Education courses.</td>
<td>To date</td>
</tr>
<tr>
<td>4. Passing score (set by ISBE) on a test of basic skills—TAP, ACT plus Writing, or SAT plus Writing</td>
<td>At application</td>
</tr>
<tr>
<td>5. Recommendation of the professional education faculty</td>
<td>At application with prior input from professional education faculty</td>
</tr>
</tbody>
</table>
6. Professional Dispositions Assessment  
   a. from non-education faculty, and  
   b. by the student applicant

7. Digital portfolio: a key assignment with rationale for each professional education course completed

8. Criminal Background Check without concerns

<table>
<thead>
<tr>
<th>Gate 2—Admission to the Internship</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Admittance to the Teacher Education Program</td>
<td>One full semester prior to internship</td>
</tr>
<tr>
<td>2. A cumulative grade point average of at least 3.0</td>
<td>To date</td>
</tr>
<tr>
<td>3. A grade point average of at least 2.5 in ENGL 103-104</td>
<td>To date</td>
</tr>
<tr>
<td>4. A grade of C (2.0) or above in all education courses, major courses, and in all courses which count toward licensure or endorsement</td>
<td>To date</td>
</tr>
<tr>
<td>5. A cumulative grade point average of at least 2.5 in the Professional Education courses: AEDU 209, AEDU 203, AEDU 303, AEDU 216, AEDU 310/311, AEDU 312, and AEDU 380.</td>
<td>To date</td>
</tr>
<tr>
<td>Students may repeat a Professional Education course only once. Students may repeat only two Professional Education courses.</td>
<td></td>
</tr>
<tr>
<td>6. Completion of all courses (not including student teaching and seminar)^2</td>
<td>To date</td>
</tr>
<tr>
<td>7. Completion of field experience hours</td>
<td>120 hours</td>
</tr>
<tr>
<td>8. A minimum of one full-time semester of course work (including at least one education course and one course in the candidate's minor or specialization) at Trinity</td>
<td>In program</td>
</tr>
<tr>
<td>9. A grade point average of 2.7 in specialization for K-12, middle, special education, business, and secondary students; a grade point average of 2.7 in elementary core and minor for elementary students.</td>
<td>To date</td>
</tr>
<tr>
<td>10. Recommendation from the chair of the student's area of minor for elementary education candidates or area of specialization for business, secondary, middle, special education, and special (K-12) candidates</td>
<td>At application</td>
</tr>
<tr>
<td>11. Professional Disposition Assessment from education faculty</td>
<td>At application</td>
</tr>
<tr>
<td>With prior input from professional education faculty</td>
<td></td>
</tr>
<tr>
<td>12. Digital portfolio: a key assignment with rationale for each completed professional education course completed at the time of application</td>
<td>In completed education courses to date</td>
</tr>
<tr>
<td>13. Passing score on Illinois Content area test(s)</td>
<td>At least one full semester prior</td>
</tr>
</tbody>
</table>

*Full Admission to the internship occurs just prior to starting the student teaching placement by the Teacher Education Committee.*

<table>
<thead>
<tr>
<th>Gate 3A—Exit from the Internship/Degree Completion</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Successful completion of AEDU 450/455/459/ASPED 450</td>
<td>End of course via cooperating teacher &amp; college supervisor evaluations</td>
</tr>
<tr>
<td>2. Successful completion of AEDU 454</td>
<td>End of course via course grade</td>
</tr>
<tr>
<td>3. Successful completion of all required courses</td>
<td>Transcript</td>
</tr>
</tbody>
</table>

*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.*

<table>
<thead>
<tr>
<th>Gate 3B—Program Completion</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cumulative GPA or at least 3.0</td>
<td>End of program</td>
</tr>
<tr>
<td>2. Major/minor GPA of at least 2.7</td>
<td>End of program</td>
</tr>
<tr>
<td>3. ENGL 103/104 GPA of at least 2.5</td>
<td>End of program</td>
</tr>
<tr>
<td>4. Professional Education courses GPA of at least 2.5</td>
<td>End of program</td>
</tr>
<tr>
<td>5. Successful completion of all coursework</td>
<td>End of program</td>
</tr>
<tr>
<td>Requirement</td>
<td>Deadline</td>
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<tr>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>6. A grade of C (2.0) or above in all education courses, major courses,</td>
<td>End of program</td>
</tr>
<tr>
<td>which count toward licensure or endorsement</td>
<td></td>
</tr>
<tr>
<td>7. Passing scores on</td>
<td>End of program</td>
</tr>
<tr>
<td>a. the Teacher Performance Assessment (edTPA)</td>
<td></td>
</tr>
<tr>
<td>b. the Oral Proficiency Exam (ACTFL for Spanish ed majors)</td>
<td></td>
</tr>
<tr>
<td>8. Completion of digital portfolio</td>
<td>End of program</td>
</tr>
<tr>
<td>9. Submission of requested entitlement documents</td>
<td>End of program</td>
</tr>
</tbody>
</table>

Licensure will occur after confirmation of the above requirements. Official transcripts from all institutions other than Trinity Christian College need to be given both to the Registrar’s office. Trinity Christian College transcripts will be available only after December 31, May 31, and August 31.

### Student Rights

The student who receives notice of denial at any gate may appeal that decision according to the following procedures:

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

### Field Experience

The state of Illinois requires students to complete a number of preclinical experiences, called field experiences, prior to student-teaching. Field experiences at Trinity are linked with multiple education and special education courses. Placements are made by a field experience coordinator. Students experience a variety of settings and grade levels to prepare them for the realities of the teaching profession. Students in each teacher education program must complete 200 hours of field experience prior to novice teaching or student teaching.

### Portfolios

All education majors and minors complete an online portfolio. Students pay a one-time, non-refundable technology fee of $100 in EDUC 209. Transfer students who receive transfer credit for EDUC 209 will also be assessed a fee of $100. Completion of the portfolio is required for licensure.
ENGLISH AS A SECOND LANGUAGE OR BILINGUAL EDUCATION ENDORSEMENT

The ESL or BE (English as a Second Language or Bilingual Education) adult education program is an accelerated program serving licensed teachers or students concurrently enrolled in a teaching license program for undergraduate level work.

PROGRAM REQUIREMENTS

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

For English as a Second Language
- ESL clinical experience equal to 100 clock hours or three months teaching experience with ESL students.
- Credits totaling 18 semester hours through the course of study offered through the adult program.

For Bilingual Education
- Bilingual clinical experience totaling 100 clock hours or three months teaching experience in bilingual programs.
- Successful completion of a language examination in the non-English language to be taught.
- Credits totaling 18 semester hours through the Adult Studies program.

COURSE OF STUDY

The program consists of 18 credit hours.
- AEDU 225 Foundations of Teaching Bilingual Education/ESL (3)
- AEDU 340 Cross Cultural/Multicultural Issues in Education (3)
- AEDU 271 Linguistics (3)
- AEDU 341 Methods and Materials of Teaching ESL Students (3)
- AEDU 342 Methods and Materials of Teaching Bilingual Students (3)
- AEDU 345 Assessment of Bilingual Education/ESL Students (3)
The psychology program assists students in developing the theoretical insight and professional skills that enable them to enter graduate study and to serve in a variety of psychology-related careers and professions. The purpose of the program is to develop students equipped with psychological insight informed by a biblically-based Christian perspective.

As an integral dimension of this purpose, students are introduced to a variety of training experiences in research and practice. In addition, a supervised field education or advanced research practicum experience is required for all psychology majors.

Trinity offers the following psychology-oriented programs through Adult Programs:

- **Bachelor of Science major** in psychology
- **Minor** in psychology

Upon completion of the **Bachelor of Science** major in psychology program, students will:
1. Articulate a Christian perspective on psychology.
2. Identify, recognize and recall basic approaches, methods and concepts from the science of psychology.
3. Develop and demonstrate skills, habits, values, consistent with the scientist-practitioner model of professional formation in psychology.
4. Identify psychological dimensions of human diversity.

**MAJOR**

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

Trinity or up to three courses by transfer:
- APSYC 122 Basic Research Skills (3)
- APSYC 123 Life Span Development (3)
- APSYC 201 Psychology of Personal Growth (3)
- APSYC 211 Basic Helping Skills (3)
- APSYC 222 Statistical Reasoning for the Behavioral Sciences (3)
  - Prerequisite: MATH 151 Statistics
- APSYC 244 Behavior Analysis and Therapy (3)
- APSYC 252 Cross Cultural Psychology (3)
- APSYC 322 Psychopathology (3)
- APSYC 323 Theories of Personality (3)
- APSYC 332 Social Psychology (3)
- APSYC 353 Brain and Cognition: Human Neuropsychology (3)

Trinity only:
- APSYC 358 Capstone (3)
- APSYC 400 Supervised Field Education or APSYC 401 Advanced Research Practicum (4)

Psychology and Foundations requirements

Trinity or by transfer:
- PSYC 121 Introduction to Psychology (3)
  - Prerequisite to program
- MATH 151 Statistics (3)
  - Prerequisite to APSYC 211
- ENGL 103 English Composition (3)
- ENGL 104 Literature (3)*
- HIST 103 American History (3)^
- HIST 104 Western Civilization (3)^
- Fine Arts (3)*
- Biological Science, with lab (3)*
• Physical Science (chemistry or physics), with lab (3)*
• Cross-Cultural Studies (3)*
  Trinity only:
  • ATHL103 Biblical Perspectives (3)
  • APHL104 Christian Worldview (3)

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

MINOR

The psychology minor consists of 18 hours. At least six hours of a minor must be earned at Trinity.

- PSYC 121 Introduction to Psychology (3)*
- APSYC/PSYC 122 Basic Research Skills (3)

One course with developmental or interpersonal emphasis:
- APSYC/PSYC 123 Life Span Development (3)
- PSYC 202 Interpersonal Relations (3)*
- PSYC 226 Psychology of Death and Dying (3)*
- PSYC 242 Human Sexuality (3)*
- PSYC 243 Group Dynamics (3)*
- APSYC/PSYC 252 Cross Cultural Psychology (3)—CCS
- PSYC 263 Industrial & Organizational Psychology (3)*
- PSYC 300 Psychology of Gender (3)*
- APSYC/PSYC 332 Social Psychology (3)

One course with clinical or counseling emphasis:
- APSYC/PSYC 201 Psychology of Personal Growth (3)
- APSYC/PSYC 211 Applied Helping Skills (3)
- APSYC/PSYC 244 Behavior Analysis and Therapy (3)
- PSYC 253 Multicultural Counseling and Psychotherapy (3)—CCS*
- APSYC/PSYC 322 Psychopathology (3)
- APSYC/PSYC 323 Theories of Personality (3)

One course with biological or experimental emphasis:
- PSYC 250 Psychology of Learning and Memory (3)*
- PSYC 251 Cognitive Psychology (3)*
- PSYC 340 Emotion and Motivation (3)*
- PSYC 352 Behavioral Pharmacology (3)*
- APSYC/PSYC 353 Brain and Cognition: Human Neuropsychology (3)
- PSYC 355 Neuroscience and Behavior (3)*

One APSYC/PSYC elective (3)^

* Can be fulfilled through traditional Trinity undergraduate program or by transfer
^Can be fulfilled through traditional Trinity undergraduate program, by transfer, or through APSYC
Course descriptions appear in alphabetical order according to the course code prefixes.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
</table>
| ABUS        | Adult Programs: Business Management              | ABUS 213 Financial Skills for Managers (3)
A study of the financial decision making in the areas of financial statement analysis, risk assessment, leverage, debt financing, equity financing, asset management, and long-term financial planning. Relevant discussion of personal financial management from a Christian perspective will be incorporated when appropriate. *Prerequisites: ACCT 221 and MATH 151.*

ABUS 214 Legal Environment of Business (3)
An introduction to the rapidly changing legal environment of business through: (1) an explanation of the nature and functions of our legal system, (2) an integrated approach to ethics and global issues and (3) a practical group of cases designed to assure that students understand legal issues in a manner that will be useful to them as Christian citizens and employees.

ABUS 301 Professional Communication (3)
The focus of this course will be on providing the adult learners with an opportunity to develop their professional writing skills and professional business presentation techniques and research skills. The primary objective of this course is to provide adult learners with an opportunity to integrate these skills so they will be prepared to meet the demands of their professional career.

ABUS 302 Organizational Behavior (3)
This course is the study of group behavior and how group functioning effects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Adult learners develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals.

ABUS 304 Contemporary Economic Analysis (3)
This course seeks to (1) articulate and apply economic theory in contemporary situations, (2) understand the basic principles and analytical concepts necessary to think intelligently about economic behavior, (3) examine the behavior of consumers, firms, and government in the market economy and evaluate those behaviors in light of the Christian faith, and (4) view economic activity as a means of exercising dominion over God's creation with the goal of being responsible stewards. (Keep in catalog until no longer offered)

ABUS 305 Management Planning and Decision Making (3)
An analysis and application of the management functions of planning, organizing, staffing, leading, directing, and controlling. Incorporated within the presentation of these functions is a discussion of our responsibilities as Christians.

ABUS 308 Marketing Management (3)
An introduction to the marketing decisions faced by marketing and business managers in both business and non-business organizational situations. Emphasis will be placed on the basic understanding of the principles of marketing, marketing research, environmental analysis, competitive analysis, developing marketing strategy and developing effective supporting marketing mix strategies for a product or service. A summary marketing plan will be developed as the course's integrative team project.
ABUS 310 Collection, Analysis, and Interpretation of Quantitative Data (4)
This course offers an introduction to research and addresses adult learners as both consumers and producers of statistical data. The course covers measures of central tendency and variability, sampling, estimation, hypothesis testing, regression, and correlation. The calculations associated with these topics will be found both manually and via Excel. (Keep in catalog until no longer offered)

ABUS 311 Global Business—CCS (3)
This course is designed to provide adult learners with an opportunity to acquire an understanding of how a U.S.-based organization can successfully transact business with its customers, suppliers, vendors and resources providers located in foreign countries. Students will be given the opportunity to explore cultural environments, global politics, economic systems and diversity from an international, regional and global perspective.

ABUS 315 Strategic Management and Decision Making (3)
An examination of the strategic management process using the SWOT analysis format. This course will emphasize long-term planning and strategy formulation for organizational success. Integrating knowledge from all of the previous courses in the Adult Studies program, students will participate and compete individually and as teams in the operations management of a computer simulated business. Decisions will be made in all the functional areas of business operations: marketing, management, finance, accounting, research and development, human relations, and information systems. Prerequisite: Completion of all previously scheduled ABUS courses as intended for the cohort. (Keep in catalog until no longer offered)

ABUS 316 Business Ethics and Society (3)
This course examines theories of ethical behavior, explores their influence on contemporary business practice, and develops a Biblically-based framework within which to address the moral issues inherent in business life.

ABUS 317 Information Technology Management (3)
An analysis of how today’s business enterprises use information technologies and systems to improve management decision-making in order to achieve the goals of the organization. Information systems are a significant tool for attaining operational effectiveness, creating new products and services, and enjoying a competitive advantage in the marketplace. (Keep in catalog until no longer offered)

ABUS 361 Human Resource Management (3)
This course provides an overview of the field of human resource management and the nature of human resource activities in an organization. The course explores the essentials of HR management, key HR legislation, recruitment and selection techniques, the basics of compensation and benefits, training and performance appraisal; diversity in the workplace; HR development; employee and labor relations; and occupational health, safety, and security.

ABUS 381 Creativity and Innovation in Business (4)
This course explores the role of creativity in organizations. Theories and modes of creative thinking are presented. The link between creativity and innovation is explored. The course is experiential in nature and uses individual and group exercises, cases, and techniques by which to investigate the creative process in organizations. Managerial and team roles in fostering a creative environment are discussed. Through this course students will learn their own creative potential and how to manage creativity and innovation in an organizational setting. Prerequisites: ABUS 305 and 308.

ABUS 383 Negotiation (3)
This course is experiential in nature and focuses on enhancing each student’s ability to negotiate effective. This skill building course is designed to help students become more persuasive both personally and professionally. Using lecture, discussion, experiential negotiation assignments, and a major bargaining exercise, the course builds upon failures as well as successes, which enables students to identify their personal negotiations style. Upon completion, students will have the ability to compete successfully in future negotiation situations and to refine tools and techniques learned during the course. Prerequisite: ABUS 305.

ABUS 384 Leadership (4)
This course seeks to revisit, re-evaluate, and hone students’ understanding of the Reformed Christian Worldview as applied in a business leadership position. Using integrative and Biblical readings, various practical models, research findings, and theoretical frameworks of leadership, students will develop a solid foundation for understanding the practice of
effective leadership in organizations. Using cases, guest lectures, and field work, students will increase their self-awareness through self-assessment, others’ feedback, and field work experiences to create a leadership development action plan and hone skills in analyzing and communicating business information to clients, colleagues, and their community.

**ABUS 417 Senior Capstone (4 or 5)**
The course is an experiential learning opportunity showing how founders build startups. Students will talk to customers, partners, and competitors, as they encounter the chaos and uncertainty of how a startup (company or idea within an existing organization) actually works. They will learn how to turn a great idea into a great company and how to use a business model to brainstorm each part of a company and customer development. In addition, students will learn how to write a business plan, pitch to a panel of investors, and learn about hot startup topics that they need to know about such as fundraising, entity formation, and team building. Prerequisites: ABUS 213, 305, 308, and at least seven ABUS courses.

**ACAD 103 Academic Support for Adult Learners (3)**
This course is designed for students who desire a heightened level of support as they return to the rigors of college and academic coursework at Trinity. Focus will be on learning and applying grammar fundamentals for effective writing, organizing writing to suit audience, research writing, proper citation of sources, and writing for different purposes in both academic and professional situations. The course will also provide support for college success including time management, goal setting, communication skills, study skills, and accountability.

**ACAD 104 Math for Basic Skills (3)**
This course provides in-depth instruction and review of topics covered on the math portion of the state and national assessments that allow students to meet the basic skill requirement for an education program. These topics will be chosen from algebra, geometry, probability, and statistics.

**AEDU 202 Fine Arts in Education and Physical Education (3)**
This course examines the educational, communicative, and aesthetic value of dance, music, drama, and art. Students will consider the role fine arts play in reflecting history and culture, and how to promote all students’ abilities to express themselves creatively. Topics include concepts, techniques, materials, cultural dimensions, and interrelationships of the visual arts, music, drama, and dance. This course also examines movement and physical activity as it relates to children.

**AEDU 203 Introduction to Education (3)**
This course is a broad-based introduction to the role of schooling in society and the profession of teaching. It includes an overview of the history of education from pre-literate societies to the present, an examination of various philosophical perspectives or schools of thought, and a discussion of several of the issues facing educators today.

**AEDU 209 Technology in Education (3)**
This course examines the role of technology within the field of education. Topics include integration of productivity and learning; enhancing software; use of imaging, presentation, and telecommunication equipment; evaluation of computer resources; design of student activities that integrate computer resources; and current instructional principles and research through the use of professional journals.

**AEDU 216 Introduction to Exceptional Children (3)**
This course is an introduction to the characteristics of students with special needs and their education. Course topics include learning disabilities, giftedness, mainstreaming, and inclusion.

**AEDU 225 Foundations of Teaching Bilingual/ESL (3)**
This course introduces students to an understanding of the historical, philosophical, socioeconomic, and educational issues that led to the formation of bilingual/ESL educational policies, programs, and services for culturally diverse populations. Current trends, issues, and research for bilingual/ESL classrooms are examined. Aspects of language learning and acquisition theories as they pertain to bilingual/ESL are included. Prerequisite or corequisite: AEDU/EDUC 203.
AEDU 271 Linguistics (3)
Students survey systematic approaches for analyzing language. The course includes a review of standard English gram-
mar, phonology and morphology, and an introduction to the grammar of English dialects. Students write a paper related
to their field of interest.

AEDU 303 Educational Psychology (3)
One main focus of this course is the psychology of learning. Topics include human development, differences in learning
abilities, the impact of culture, and theoretical approaches to the process of learning. Another main focus is the psychol-
ogy of teaching. Topics include understanding motivation, classroom management, creating a conducive learning envi-
ronment, and classroom assessment. These topics are presented from elementary, middle grades, and secondary educa-
tion perspectives.

AEDU 310 Elementary Literacy (3)
Students examine approaches and methods in teaching reading. Course content includes emphasis on reading skills, as-
essment of pupil progress, and classroom organization for the teaching of reading.

AEDU 311 Secondary Literacy in the Disciplines (3)
This course focuses on teaching reading in various subject areas. Students will learn reading strategies specific to each
particular discipline at the 6th - 12th grade levels. The course emphasizes current theory and techniques for the teaching
of disciplinary reading. Students will design lessons and learn to develop skills in improving reading specific to their con-
tent area.

AEDU 312 Middle Grades Literacy (3)
This course focuses on literacy in the middle grades and includes an examination of the middle school movement and
philosophy in the US. Emphasis includes the impact of second language acquisition on literacy for middle grades stu-
dents, media literacy, disciplinary literacy, and assessment as a guide for literacy instruction.

AEDU 313 Elementary English Language Arts Methods (1.5)
This course focuses on Language Arts methodology and content for grades 1 – 6. Emphasis will be on writing instruc-
tion, language tools, media literacy, and the integration of Language Arts throughout the curriculum.

AEDU 315 Elementary Methods – Math (1.5)
This course is a workshop in activities and materials for teaching mathematics at the elementary level. The course com-
pares various approaches of teaching mathematics. The emphasis is upon workshop activities and experiences in teach-
ing specific mathematics concepts.

AEDU 316 Elementary Methods – Social Studies (1.5)
This course helps students understand the place of social studies within the curriculum and to become familiar with its
scope and sequence. Students learn to identify, design, and use a wide variety of concepts, activities, resources, and tech-
niques relevant to elementary and middle school social studies education.

AEDU 318 Elementary Methods – Science (1.5)
This course is a workshop in methods and materials for teaching science at the elementary and middle school levels. It
emphasizes the constructivist teaching and inquiry teaching.

AEDU 320 Teaching Biology (3)
Students obtain experience in preparing and teaching laboratories and in facilities management.

AEDU 321 Teaching Business (3)
Students explore the educational parameters specifically related to teaching business related courses in the high school
environment. Students will be asked to acquire, evaluate, and implement the resources available for a typical business
education course, and to use these resources within a structured educational environment.

AEDU 322 Teaching Chemistry (3)
Students obtain experience in preparing and teaching laboratories and in facilities management.
AEDU 323 Teaching English (3)
Methods and techniques of teaching secondary English.

AEDU 324 Teaching History (3)
In this course, students will consider the importance of history in the secondary curriculum; develop materials to teach American history, Illinois history, and the history of global cultures; and experiment with alternative teaching strategies.

AEDU 325 Teaching Math (3)
This course deals with methods and materials of teaching secondary mathematics. Students study topics such as instructional strategies, objectives and planning, individual difference, problem-solving, content and organization, curriculum trends, teaching aids, evaluating, and professional organizations.

AEDU 326 Teaching Spanish (6)
This course involves study, discussion, and application of theories, methods, and techniques of teaching Spanish in grades K-12. Specific topics include instructional strategies, objectives and planning, content and organization, methods of instruction, curriculum trends, teaching aids, and assessment.

AEDU 327 Teaching Art (6)
This is an art education methods course. The content of this course includes methods and theories of art education for grades K-12, their implications for curriculum design, producing subsequent lesson, unit, and curriculum plans. This course links curriculum planning to budget preparation, ordering, and distributing materials.

AEDU 328 Teaching Music (6)
This course gives an overview of the objectives, content, and methodology of vocal and instrumental music programs in grades K-12. Topics include rehearsal techniques, music selection, music budgets and program administration, and vocal and instrumental methods.

AEDU 329 Teaching PE (6)
This course examines various teaching methods and classroom management in grades K-12.

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

AEDU 340 Cross Cultural/Multicultural Issues in Education (3)
This course focuses on issues in education related to linguistic, cultural, and ethnic diversity within the context of society faced with issues of poverty, discrimination, racism, and sexism. Learning and communication styles and the impact of teacher expectation on student achievement are examined. Effective utilization of the rich resources represented by the home and community is emphasized. Prerequisite: PSYC 121 or PSYC 123/APSYC 123; EDUC/AEDU 203 for education majors and minors.

AEDU 341 Methods and Materials of Teaching ESL Students (3)
This course focuses on relevant topics concerning English as a second language along with the nature and function of language. Methods of teaching, listening, speaking, reading, and writing are presented. ESL materials are critically examined. Prerequisite: AEDU/EDUC 203.

AEDU 342 Methods and Materials of Teaching Bilingual Students (3)
This course presents a variety of program models, methodologies, and strategies appropriate for bilingual students. Methods and materials for teaching various subject matter and for managing multilevel classrooms and curriculum development programs assisting bilingual students is studied. Prerequisite: AEDU/EDUC 203.

AEDU 345 Assessment of Bilingual/ESL Students (3)
This course exposes students to formal and non-formal instruments and methods for testing bilingual/culturally and linguistically diverse individuals, and issues on non-discriminatory testing. It examines a wide selection of assessment techniques, which recognize the impact of environment and society on linguistic and student performance. Prerequisite: AEDU/EDUC 203.
AEDU 363 Middle Grades English Language Arts Methods (3)
This course deals with methods and materials of teaching in grades 5-8. Students study topics such as instructional strategies, objectives and planning, individual difference, problem-solving, content and organization, curriculum trends, teaching aids, evaluating, and professional organizations.

AEDU 365 Middle Grades Mathematics Methods (3)
This course deals with methods and materials of teaching in grades 5-8. Students study topics such as instructional strategies, objectives and planning, individual difference, problem-solving, content and organization, curriculum trends, teaching aids, evaluating, and professional organizations.

AEDU 366 Middle Grades Social Science Methods (3)
In this course, students will consider the importance of history and other social sciences in grades 5-8; develop materials to teach middle grades social studies, especially American history, Illinois history, and the history of global cultures; and experiment with alternative teaching strategies.

AEDU 368 Middle Grades Science Methods (3)
This course focuses on the teaching methods for middle grades and the characteristics of science from a Christian worldview. This course will cover teaching methods pertaining to biology, chemistry, and physics. This course will be based on inquiry, with lecture, discussion, reflection, laboratory, and presentation components. Students will become familiar with standards for middle grades science, will use technology in the classroom and laboratory, will design and conduct experiments, and will plan and teach classroom and laboratory lessons. Students will become acquainted with source materials, laboratory safety practices and good laboratory management.

AEDU 380 General Methods (3)
A study and discussion of theories and techniques of teaching. Specific topics include planning, organizing, methods of instruction, and assessment.

AEDU 410 Service Learning Practicum (3)
This course fulfills the college capstone requirement for the Elementary Education Studies major through the design and implementation of a service learning project. Students will meet with their professor in a seminar to understand and critique service learning, the skills to design a project, and the dispositions for becoming a professional. Students will reflect on their experience as they seek to achieve real objectives for the community and deeper understanding and professional skills for themselves. For education students fulfilling the Elementary Education Studies major, this course serves as both capstone and practicum course; for all other students, the course is an elective with the possibility for field experience hours for their major.

AEDU 450 Student Teaching: Elementary (5-10)
Student teacher interns may choose one 17-week placement or a 7-week placement AND a 10-week placement. During the student teaching internship, the intern gradually assumes the full responsibilities of the cooperating teacher. Student teaching requires a fulltime commitment for the entire semester. Required: Concurrent enrollment in AEDU 454.

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

AEDU 455 Student Teaching: Secondary (5-10)
Student teacher interns may choose one 17-week placement or a 7-week placement AND a 10-week placement. During the student teaching internship, the intern gradually assumes the full responsibilities of the cooperating teacher. Student teaching requires a fulltime commitment for the entire semester. Required: Concurrent enrollment in AEDU 454.

AEDU 459 Student Teaching: Middle Grades (5-10)
Student teacher interns may choose one 17-week placement or a 7-week placement AND a 10-week placement. During the student teaching internship, the intern gradually assumes the full responsibilities of the cooperating teacher. Student teaching requires a fulltime commitment for the entire semester. Required: Concurrent enrollment in AEDU 454.
**APHL 104 Christian Worldview (3)**
This course introduces the adult learner to themselves, the worldviews that have shaped them and an alternative: a Biblical world and life view. This course involves self-examination, a study of worldviews that have dominated Western culture (both past and present) and an introduction to a Biblical framework that answers life's basic questions. Specific applications of this Biblical worldview will be an important part of this course.

**APSYC 122 Basic Research Skills (3)**
The focus of this course is an explanation of the experimental method as a tool for examining causation, and will cover (1) the purpose and use of basic research designs, (2) the role of statistical analysis in research, (3) the use of library resources, both print and computer, for conducting thorough literature reviews, and (4) the rationale for the standard research report format and proper use of the APA writing style. There will also be a unit on the role of graduate studies in the development and training of research skills.

**APSYC 123 Life Span Development (3)**
This course is a study of the developmental characteristics of the human life-cycle from birth to old age and an introduction to the major psychological theories of development.

**APSYC 201 Psychology of Personal Growth (3)**
This investigation of the dynamics of personal functioning and change includes an examination of the relationship between attitudes, emotions, and behaviors. Major approaches to personal growth are studied. Students are required to reflect on their personal history and apply their learning to their own personal growth. Prerequisite: PSYC 121.

**APSYC 211 Basic Helping Skills (3)**
Students study and evaluate the essentials of helping relationships and the behaviors, attitudes, and emotions that promote helping. Students are required to practice the various skills discussed in class, such as attending, empathy, genuineness, and confrontation. Case studies of major psychotherapeutic approaches are also examined. Prerequisite: PSYC 121.

**APSYC 222 Statistical Reasoning for the Behavioral Sciences (3)**
This class will cover statistical concepts and their use in the analysis of data and making causal/functional inferences within behavioral science research. Topics to be covered include: the experimental method, research ethics, variability, characteristics of the normal distribution and standard scores, correlation, statistical inference, hypothesis testing, z scores, t tests, and analysis of variance. The importance of research methodology to clinical and applied areas of psychology will be discussed. Prerequisites: PSYC 121, A/PSYC 122, and MATH 151.

**APSYC 244 Behavior Analysis and Therapy (3)**
Students study and evaluate the assumptions and methods of behavior analysis and behavior modification techniques. Research findings related to the behavior therapies, including techniques based on associative and operant conditioning and more recent “cognitive” or language-based behavioral therapies, will be addressed, and students will be exposed to behaviorally based models of mental and behavioral disorders. Prerequisite: PSYC 121.

**APSYC 252 Cross Cultural Psychology (3)**
This course examines the relationships between culture, personality, and human behavior. Psychological theories and research aimed toward the understanding of human behavior in the context of cultural and ethnic diversity are the primary focus of the course. Special attention will be given to intercultural communication and counseling in the multicultural context. Prerequisite: PSYC 121 or A/PSYC 123.

**APSYC 322 Psychopathology (3)**
Students study the symptoms, causes, and treatments of persons suffering from neurotic or psychotic disorders, paying special attention to the major theories concerning psychopathology and the types of therapy employed. Prerequisite: PSYC 121.
APSYC 323 Theories of Personality (3)
This critical exposition of the personality theories of Freud, Jung, Adler, Horney, Sullivan, Rogers, and others includes a further consideration of the development of a Christian anthropology, especially in relation to personality, psychic disorders, and psychotherapeutic counseling. Prerequisite: PSYC 121.

APSYC 332 Social Psychology (3)
This course considers the nature and the psychology of different social relationships. Such topics as attraction, cooperation, person perception, bargaining, and social influence are investigated. Prerequisite: PSYC 121 or SOC 121.

APSYC 353 Brain & Cognition: Human Neuropsychology (3)
This course will focus on the role of human brain functioning in cognitive and psychological processes. Main topics will include the basic cortical areas of the human brain, how various cognitive functions are currently thought to relate to specific brain regions, and the relationship between damage to the regions and the resulting cognitive, emotional, and behavioral changes. Prerequisite: PSYC 121 or BIOL 101.

APSYC 358 Capstone Course (3)
In this course psychology majors will reflect and articulate an understanding of psychology from the philosophical, ethical and historical aspects of a Christian worldview. Students will prepare a thesis paper which they will present in a public forum. Students will also explore their participation in psychology by identifying, clarifying and planning for their post-college career goals. Prerequisite: Completion of all APSYC program coursework except APSYC 400 or 401.

APSYC 400 Supervised Field Education (4)
Students engage in a paraprofessional work experience in a setting off campus. The setting is determined by the faculty supervisor on the basis of student's career objectives and his or her current level of experience. Application must be made with the Psychology Department before the beginning of the term in which the student intends to register for field experience. Prerequisite: Completion of all APSYC program coursework except APSYC 358.

APSYC 401 Advanced Research Practicum (4)
This course will give students the opportunity to complete supervised quantitative research projects using experimental methodology, correlative techniques, or survey research (or a combination of the three) in order to address theoretical questions that arise from the academic interests of the student. Weekly seminars will focus on issues of scientific theory in areas of student interest, the relationship between the scientific process and Christian worldview, experimental design, research methodology, and proper statistical analysis of collected project data. A research paper or equivalent will be required. Prerequisite: Completion of all APSYC program coursework except APSYC 358.

ASPED SPECIAL EDUCATION

ASPED 217 Psychological Diagnosis (3)
An introduction to the procedures for educational assessment of exceptional children. Emphasis will be placed upon informal assessment, observation, and criterion-referenced tests as well as norm-referenced tests designed for exceptional children.

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

ASPED 324 Teaching Students with High Incidence Disabilities, Age 3-21 (4)
This course is designed to incorporate characteristics of students from age 3 through age 21 with “high incidence” disabilities and methodologies for teaching them. “High incidence” refers to disabilities that occur most often. Included in this category are learning disabilities, mild social/emotional disorders, and mild mental retardation.

ASPED 325 Teaching Students with Low Incidence Disabilities, Age 3-21 (4)
This course is designed to incorporate characteristics of students from age 3 through age 21 with “low incidence” disabilities and methodologies for teaching them. “Low incidence” refers to disabilities that occur least often. Included in
this category are moderate to severe mental impairments, social/emotional disorders, autism, traumatic brain injury, and physical and other health impairments.

**ASPED 330 Communication and Collaboration (3)**
This course explores the interpersonal and collaborative skills necessary for today’s educators in both regular education and special education settings, and for communication between the two disciplines. The course also helps equip students with specific special education methods of instruction. Topics include interpersonal work relationships among school professionals, models and strategies for co-teaching, relationships with parents, principles of effective verbal and nonverbal communication, conflict resolution, differentiation of instruction, accommodations, and modifications.

**ASPED 380 General Methods for Special Education Teachers (3)**
A study and discussion of theories and techniques of methods of instruction at the elementary level, middle grades, and high school level for students of all abilities. Specific topics include planning, organizing, methods of instruction, and assessment.

**ASPED 420 Critical Issues in Special Education (3)**
This course explores current trends and practices in the field of special education, as well as the changing roles and responsibilities of the special educator.

**ASPED 445 Practicum (3)**
Currently licensed teachers will be placed in one low incidence placement or one high incidence placement for a total 7 weeks.

**ASPED 450 Student Teaching: Special Education (5)**
Student teacher interns may choose one 17-week placement or a 7-week placement AND a 10-week placement. During the student teaching internship, the intern gradually assumes the full responsibilities of the cooperating teacher. Student teaching requires a fulltime commitment for the entire semester. Required: Concurrent enrollment in AEDU 454.

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**ATHL THEOLOGY**

**ATHL 103 Biblical Perspectives (3)**
This course explores the Biblical themes (such as: creation, sin, redemption, calling) that shape a Christian worldview. These are treated in the context of a brief survey of the Old and New Testaments. Attention will be given to how these Biblical themes related to practice and public life.
ADMINISTRATION AND FACULTY

BOARD OF TRUSTEES

Bryan Bandstra, B.A., Pella, Iowa, 2015
Marjorie Boerman, '83, CPA, J.D., Lansing, Illinois, 2014
Paul Boice, B.A, Hudsonville, Michigan, 2013
Robert Buikema, J.D., Brookfield, Wisconsin, 2013
Mary Lynn Colosimo, Ph.D., Palos Park, Illinois, 2018
Justin D. Cooper, '72, Ph.D., Dundas, Ontario, Canada, 2016
Henry Doorn, Jr., '81, B.S., Tinley Park, Illinois, 2014
Cindy Bosma Klinger, '92, B.S.N., Noblesville, Indiana, 2015
Kevin L. Koeman, '02, B.A., Holland, Michigan, 2015
Scott E. Kostelyk, '97, B.A., Visalia, California, 2018
Jonathan Marcus, Holland, Michigan, 2014
Aaron Ozinga, '03, B.S., Elmhurst, Illinois, 2016
H. Brian Page, M.B.A., Homewood, Illinois, 2018
Jamie A. Stephenson, '00, B.A., Wadsworth, Illinois, 2018
Cal Tameling, '72, B.A., Elmhurs, Illinois, 2018
Felecia Thompson, D.Min., Chicago, Illinois, 2013
Kevin G. Toren, M.B.A., Ada, Michigan, 2018
Matthew Vander Laan, '97, B.A., Saint John, IN 2017
Steven G. Van Drunen, '86, B.A., Cedar Lake, Indiana, 2013
George J. Vande Werken, M.Div., Pflugerville, Texas, 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)

ACADEMICS

Provost
Aaron J. Kuecker, Ph.D. (2016)

Academic Dean, Director of Foundations

Interim Associate Provost
Karen Dieleman, Ph.D. (2008)

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)

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)

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

Director of Graduate Outreach
Brittany Lee, M.Ed. (2012)

Mentor and Recruiter, Five Year BA/MDiv Program

Department Chairs, Directors, and Coordinators
Chair of Art and Design
Ryan Thompson, M.F.A. (2012)

Chair of Business, Accounting, and Economics

Director of Adult Undergraduate Business
Deborah Windes, Ph.D. (2010)

Operations Manager of Adult Undergraduate Business

Chair of Communication Arts
Craig Mattson
Chair of Criminal Justice  

Director of Education Programs, Teacher Education, and Education Licensure Officer  

Director of Adult Undergraduate Education  

Director of Education Assessment, Innovation, and Traditional Undergraduate Programs  
Kelly Lenarz, M.Ed. (2004)*

Chair of the Graduate Program in Special Education—Learning Behavior Specialist I  
Patti Powell, Ph.D. (2002)

Chair of the Graduate Program in Special Education—Behavior Intervention Specialist  

Chair of the Center for Special Education  

Coordinator of ESL/BE Programs  
Maria Hodapp, M.A. (2017)

Co-chairs of English  
Mark Jones, Ph.D. (2002)  
Erick Sierra, Ph.D. (2010)

Chair of History  

Chair of Mathematics and Computer Science  
Sharon Robbert, Ph.D. (1993)

Chair of Music  

Chair of Nursing  
Tina Decker, DNP (2010)

Chair of Natural Sciences  

Chair of Philosophy  

Chair of Physical Education, Recreation, and Kinesiology  

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

Director of Adult Undergraduate Programs in Psychology  
Jessica Clevering, Ph.D. (2012)

Chair of the Traditional Undergraduate Psychology Program  

Graduate Program Clinical Placement Coordinator  

Chair and Director of the Social Work Program  

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

Chair of Sociology  
Lenore Knight Johnson, Ph.D. (2014)

Chair of Theology  
Benjamin Ribbens, Ph.D. (2013)

Chair of World Languages  
Yeon Mi Lee, Ph.D. (2014)

Off-Campus Programs

Director of Off-Campus Programs  

Associate Director of Marketing and Recruitment (USA) for Semester In Spain  

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  
Mackenzie Huyser, Ph.D. (2000)

Coordinator of Recruitment, Marketing, & College Relations  
Sara Van Gorp, B.A. (2017)

Assistant Director of Student Services & Registrar  
Alexis-Simone Rivers, B.A. (2016)

Coordinator of Internship Placements & Alumni Engagement  

ADMISSIONS, FINANCIAL AID, MARKETING, AND COMMUNICATIONS

Vice President for Enrollment  
Rick Riddering, M.Ed. (2011)

Admissions

Director of Admissions  

Associate Director of Admissions  
Jeanine Mozie, B.A. (2016)

Assistant Director of Admissions  
Brittany Minnesma, B.A. (2014)

Senior Admissions Representative  

Senior Admissions Representative  
Julian Garcia, B.A. (2016)

Admissions Representative  

Visit Coordinator  
Courtney Kalous, B.A. (2017)

Adult Program Manager  
Sandy Aggen, M.B.A. (2005)

Financial Aid

Director of Financial Aid  
Assistant Director of Financial Aid
Sharon Boss, B.A. (2010)
Director of Financial Literacy Development
Financial Aid Specialist
Anmarie Humenik, B.A. (2008)

Marketing and Communications
Director of Marketing and Communications

ADVANCEMENT
Vice President for Advancement
Rick VanDyken, M.A. (2016)
Associate Vice President for Advancement
Dennis Harms, B.A. (2001)
Director of Planned Giving
Ken Boss (2001)
Director of Alumni and Family Engagement
Brad Laninga, B.A. (2016)
Interim Associate Director of Alumni Relations and Family Engagement
Leann VandeKamp (2018)

Director of Advancement Services
Nathan Laning, B.A. (2007)
Director of the Trinity Fund
Advancement Research Manager
Linda Heyboer (2014)
SALT Program Coordinator
Ginny Carpenter, M.A. (2017)
Administrative Assistant for Advancement
Jacquelyn Harris (2018)

FINANCE AND ADMINISTRATION
Vice President for Finance and Administration
James S. Belstra, CPA (2011)
Director of Physical Plant
Tim Timmons (1995)
Assistant Director of Physical Plant
Richard Czajkowski (2014)
Director of Technology Systems
Director of Technology Support

Bookstore Manager
Laura Schutt (2008)
Controller
Michael S. Trochuck, CPA (2008)
Student Accounts Manager
Sandy Norfleet, A.A. (2014)
Senior Accountant
Ashleigh Velasquez, MBA/MSA (2015)
Director of Human Resources
Julia Foust, SPHR (2013)

STUDENT LIFE
Vice President for Student Life and Title IX Coordinator
Associate Vice President for Student Life and Athletics
Dean of Student Engagement
Troy Schemper, M.Ed. (2009)
Dean of Student Life
Kara VanMarion, M.A. (2011)
Director of Campus Safety and Security
Tom Kazen, B.S. (2016)
Director of Multicultural Engagement
Nicole Saint-Victor, B.A. (2013)

Director of Counseling Services
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)
Area Director—Alumni and Tibstra Halls
Hannah Gergets, B.A. (2018)
Area Director—South and West Halls
Becky Dean, B.A. (2018)
Coordinator of Student Services
Athletics
Sports Information Director

Head Baseball Coach
Justin Huismann B.S. (2008)

Head Men’s Basketball Coach

Head Women’s Basketball Coach
Bill DeRuiter, B.A. (2016)

Head Cross Country/Track and Field Coach

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
Amanda Fazzari, M.S. (2018)

Head Men’s Volleyball Coach
Rob Prohaska, M.A. (2017)

Head Women’s Volleyball Coach and Director of Volleyball Operations
FACULTY

Full-Time Faculty
* Trinity Christian College Alumni

Lisa Doot Abinoja (2014), M.A., The University of Chicago
  Assistant Professor of Social Work
Sara Baillie (2014), Ed.D., Gwynedd Mercy University
  Associate 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
Tamara Boll (2018), M.S.N., Olivet Nazarene University
  Assistant Professor of Nursing
Robert A. Boomsma (1984)*, Ph.D., University of Illinois - Chicago
  Professor of Biology
Michael A. Bosscher (2013), Ph.D., The University of Chicago
  Associate Professor of Chemistry
Cynthia R. Bretzlabf-Holstein (2011), D.S.W., St. Catherine University-University of St. Thomas School of Social Work
  Associate 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
Mike Chitavi (2018), D.B.A., University of Wisconsin – Whitewater
  Assistant Professor of Accounting
Jessica B. Clevering (2012), Ph.D., Claremont Graduate University
  Associate Professor of Psychology
Dennis M. Connelly (2009), Ed.D., Loyola University - Chicago
  Associate Professor of Criminal Justice
Kaleb Dean (2017)*, M.Des., University of Illinois – Chicago
  Assistant Professor of Art and Design
Tina M. Decker (2010)*, DNP, Governors State University
  Associate Professor of Nursing
Elizabeth A. DeWitt (2018), Ph.D. University of Michigan
  Assistant Professor of Mathematics
Kyle J. Dieleman (2017), Ph.D., University of Iowa
  Assistant Professor of History
John J. Fry (2003), Ph.D., University of Iowa
  Professor of History
Sarah Gouwens (2014), DNP, Lewis University
  Assistant Professor of Nursing
Patricia Taliefero Griffith (2006), Ed.S. Purdue University - Lafayette
  Assistant Professor of Education
Derrick L. Hassett (2003), Ph.D., Southern Illinois University
  Professor of Psychology
Timothy Hendrickson (2018)*, Ph.D., Northern Illinois University
  Visiting Assistant Professor of English
Maria C. Hodapp (2017), M.A., Wheaton College
  Assistant Professor of Education
Sara K. Hupe (2017), M.S., Aurora University
  Assistant Professor of Physical Education
Mark Jones (2002), Ph.D., Saint Louis University
  Professor of English
Shari Jurgen (2007)*, M.S., University of Illinois - Chicago
  Assistant Professor of Physical Education/Exercise Science
Bethany Keeley-Jonker (2012), Ph.D., University of Georgia
  Associate Professor of Communication Arts
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
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., Iowa State University
  Professor of Mathematics
Autumn L. Mels (2017)*, M.S.N., Chamberlain College of Nursing
  Assistant Professor of Nursing
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
  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
Associate Professor of Theology

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

Ashley Roberts (2018)*, M.S.Ed., Northern Illinois University
Assistant Professor of Psychology

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

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
Associate 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), M.S.N., Lewis 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

Allison M. Tan (2015), Ph.D, Loyola University - Chicago
Assistant Professor of Social Work

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

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

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

Jessica Van Kempen (2017), M.N., Olivet Nazarene University
Assistant Professor of Nursing

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

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

Jon Vander Woude (2010)*, Ph.D. Northwestern University
Professor of Chemistry

John Wightkin (2017), M.B.A., University of Michigan
Assistant Professor of Business

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

José María Navarro (1985), Doctor En Historia, University of 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
Lisa K. Hensey (2005), Ph.D., University of Iowa
Faculty
Director, Student Teaching
Mackenzi Huyser (2000), Ph.D., Andrews University
Professor of Social Work
Michelle McClure (2005), DNP, FNP-BC, Loyola University - New Orleans
Faculty
Director, Nursing Program
Kendra Wright (2013), MSW, University of Illinois Chicago
Faculty
Director, Social Work Program & Strategic Initiatives

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. Kaassens, Ed.D.
Associate Professor of Nursing
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
Burton J. Rozema, Ph.D.
Professor of Classics
Cynthia N. Sander, Ph.D.
Professor of Nursing
Donald Sinnema, Ph.D.
Professor of Theology
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. Voorn, Ph.D.
Professor of Marketing
Mary L. Webster Moore, Ph.D.
Associate Professor of Mathematics Education
Don Woo, M.S.
Assistant Professor of Education

PRESIDENTS

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

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