

A young man with a shaved head, wearing a light blue button-down shirt and dark blue jeans, is sitting on concrete steps. He is smiling and has his hands clasped in his lap. He is wearing a gold watch on his left wrist. The background is a modern building with large windows and columns.

lincoln
christian college
2009-2011

*servant
leadership*

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Chapter 1

Introduction

Servant Leadership

The phrase that best describes a student at Lincoln Christian College is “servant leader.” It’s what we are about. It’s what we do. It’s who we are, and who we want you to be. You find that phrase at the heart of our institutional mission statement: “to nurture and equip Christians...to serve and lead...” You find that phrase at the outset of our College’s goal statement: “to prepare servant leaders...” You find that phrase and those kinds of people everywhere you turn on our campus. We even have a bronze statue, The Divine Servant, prominently placed at the center of our campus in front of our chapel that pictures what we mean by “servant leader.” It shows Christ washing the feet of a disciple. What better picture of servant leadership can there be?

Beyond the picture, however, it is appropriate to ask what we mean by “servant leader”? We have spent some time recently trying to answer that question. We talked to students, staff, faculty, alumni, and constituents from many places. As a result of these conversations, we have arrived at the following definition of “servant leader.” It’s a definition that also encompasses seven images or mental pictures of what we meant by servant leadership.

Servant Leadership at Lincoln

Christian servant leaders are those who humbly follow the call of God, the life of Christ, and the leading of the Holy Spirit to serve others, using their own gifts to meet others’ needs and empower others to serve God and people. Servant leaders are characterized by the following seven images:

<i>Shepherd</i>	Christian servant leaders <i>care for people sacrificially</i> , guiding them and nurturing them as needed out of love and concern.
<i>Shaper</i>	Christian servant leaders <i>influence others appropriately</i> through example and exhortation so that God is honored.
<i>Steward</i>	Christian servant leaders <i>exercise their gifts responsibly</i> in order to help others exercise their God-given gifts.
<i>Strategist</i>	Christian servant leaders <i>mobilize others strategically</i> in ways that help achieve shared vision, values, and goals.
<i>Seer</i>	Christian servant leaders <i>watch the world perceptively</i> to help others make appropriate application of God’s will in changing cultural circumstances.
<i>Synergist</i>	Christian servant leaders <i>work together creatively</i> to energize people to work toward a common goal.
<i>Sage</i>	Christian servant leaders <i>live wisely and share well God’s wisdom</i> so that others will also live wisely and share well God’s wisdom.

Do you see yourself as a servant leader? Do you want to learn more about what we mean by servant leadership? Do you want to follow the model of the Master, Jesus Christ, and learn to lead by loving to serve – by washing the feet of the world in humble service? If so, welcome to Lincoln Christian College. This catalog will help you understand more clearly how you can prepare to be a servant leader.

Our Mission

Lincoln Christian College and Lincoln Christian Seminary is a Christian higher education community whose mission is to *nurture and equip Christians with a Biblical worldview to serve and lead in the church and the world*. The principal means we use to accomplish this mission are teaching, learning, leading, and serving through undergraduate and graduate programs. The goal of the undergraduate College is to *prepare servant leaders who know God's Word, engage God's world, and pursue God's will for their lives*. The College has adopted a set of student learning objectives to further clarify these goals for each student.

Our priority as faculty and staff is the education of our students as part of a lifelong learning process. Educationally, the College identifies itself as a Christian college committed to helping students know the Christ and make Him known. All students take a common core of classes that builds a solid foundation in Biblical studies, in the liberal arts, and in professional practice, for service inside and outside the church. In every program at every level we are committed to excellence in a holistic model of education that helps students develop intellectually, spiritually, socially, and physically. To that end, our faculty and staff strive to serve not only as instructors and scholars, but as role models and mentors.

Undergirding our educational approach is a fundamental commitment to a Biblical worldview. We want our students to look at and live all of life from a distinctively Christian perspective that is derived from Scripture so they can “think with the mind of Christ.” We want them to see everything through the larger Biblical story of creation, fall, and redemption. We also want our students to understand and respect those with other worldviews in order to engage them with integrity and with grace.

As a Christian higher education community, we are committed to Christ and His church, locally and globally. Our religious roots are in the Restoration Movement, a unity movement of independent Christian Churches and Churches of Christ committed to the authority of Scripture. While we have our doctrinal distinctives, we welcome all those who share our common concern for Christ's church and God's world. Located in America's heartland, we have a heart for the world in all its diversity because God does.

As a private, religious school in the Judeo-Christian tradition, we value the dignity and worth of all people in a pluralistic society. We strive to be a Christian community committed to covenantal relationships with ourselves and to collaborative relationships with others in the pursuit of our mission. Our campus culture is characterized by collegiality, compassion, and concern for all. We believe leadership is best done by serving others, based on each person's gifts, passion, and sense of calling. We also believe learning is enhanced by serving, and we view service learning as a hallmark of our campus community.

To help fulfill our mission we have adopted a vision and a set of core values and beliefs, as well as institutional goals. All of our planning, our policies, and our programs are directed toward these ends as we seek to be good stewards of the resources entrusted to us by God and His people.

Our Learning Objectives

In fulfillment of our mission, the faculty of Lincoln Christian College is committed to helping every student:

1. *Know God's Word* by understanding and living the Scriptures with the aid of a biblical worldview, a faithful interpretive community, and a disciplined Christian life. The College's Bible and Theology Field has developed objectives that focus especially on this important learning outcome.
2. *Engage God's world* by interacting critically with multiple disciplines from a biblical worldview perspective and by communicating effectively (through listening, speaking, writing, media, and other means). The

College's General Education Field has developed objectives that focus especially on this important learning outcome.

3. *Pursue God's will* by discovering and using their gifts to minister passionately and compassionately in their chosen vocations, inside and outside the Church, especially in serving an increasingly diverse world. The College's Christian Ministries and Christian Education Ministries Fields have developed objectives that focus especially on this important learning outcome.
4. *Live as lifelong learners* by developing the skills and attitudes needed for lifelong learning, beginning with satisfactory learning experiences while in College. The College academic support and student development programs have developed objectives that focus especially on this important learning outcome.

Please note: The College has developed curricular programs, which are described elsewhere in this catalog, to accomplish the above-named mission and objectives. These programs have been designed in consultation with alumni, supporting constituency, faculty, and administration. The College, however, reserves the right to modify these programs according to the process established by the College. The College cannot guarantee that the objectives of any program will be accomplished by every student in that program. The data in this catalog should not be considered a contract, but rather to serve informational needs only.

Our Philosophy of Education

The purpose of a philosophy of education is to clarify educational concepts, strategies, and outcomes. At Lincoln Christian College and Lincoln Christian Seminary, our particular philosophy of education draws its form and substance from the shared theological values of the campus community. It is these shared values that give rise to the curriculum and its content. It also gives expression to the covenantal character of this educational community and its commitment to our mission, vision, core values, and basic beliefs.

The foundation of our philosophy is the shared belief that truth is revealed by God in the natural world, in the written Word of God, and in the person of Jesus Christ, the Living Word. This revealed truth in all three dimensions is the heart of our curriculum and has for us three key aspects: creational, propositional, and relational.

The *creational* aspect of truth requires a careful examination of the created, natural world and the collective knowledge of humankind throughout history. The *propositional* aspect of truth requires a purposeful process that focuses on the transmission of the truth revealed by God in Scripture through His Holy Spirit. The *relational* aspect of truth requires a deep knowledge of the person of Jesus Christ as "the Truth" that involves not only mental understanding but also personal experience as learner-disciples led by the Holy Spirit within a covenant community.

At the heart of our educational philosophy is the reciprocal relationship between the student and the faculty in the teaching-learning process. Students are valued as learners who are integral to our educational and spiritual community. Central to this process is the recognition and acceptance of the diverse nature of learners and the diverse ways in which they learn. This diversity is reflected by age, gender, race, ethnicity, culture, life experiences, interests, abilities, giftedness, and different learning styles.

The faculty are valued as teachers who do more than teach. Their education, expertise, and experiences are crucial components of the teaching and learning that occurs here, but faculty also serve as role models, mentors, advisors, encouragers, and partners in learning. It is their commitment to lifelong learning, to scholarship, to creativity, to the discovery of new knowledge, and to ongoing development that creates a vibrant learning community.

This community of teachers and learners strives to strengthen the learning partnership in a variety of ways. We employ a variety of educational strategies, both pedagogical and andragogical, to address the diversity of our learners' ages and life experiences. We

promote a variety of settings and opportunities for learning, both formal and informal, focusing on individuals and on groups, located inside and outside the classroom, occurring on-campus and around the world, and involving both scholarship and service, academics and ministry.

At the core of this partnership is the desire to achieve learning outcomes that reach the highest levels in all the learning domains, from memorization to critical application. We want learners who do know basic ideas, interpretations, and information, but can also critically analyze those as needed, synthesizing them in ways that allow for more informed judgments, so that our students can apply them to new situations and practical problems in our increasingly complex and diverse world. Ultimately, we want learner-disciples who continue to grow in all areas of their lives in order to contribute not only to the “common good” but to the Kingdom of God.

Our Focus on Assessment of Learning

Paul tells the Christians at Philippi that his prayer for them is that their love “may abound more and more in knowledge and depth of insight” so that they can “discern what is best” (Philippians 1:9-10). At Lincoln Christian College, we pray that both our love and our learning “may abound more and more in knowledge and depth of insight” so that we all may “discern what is best.” Such depths of insight and abilities to discern are best achieved, we believe, through assessment that leads to improvement. We want to learn how better to learn—for ourselves and our students. Assessment means more than giving course grades and granting diplomas. It is a holistic evaluation of everything we do so that we can do it better. It begins with our mission and works its way through every program, every course, and every student. Every course objective and every course assignment is tied to our mission and learning objectives. Every senior intern develops a “learning covenant” to help assess how well they are meeting our and their objectives in the light of our mission. We understand assessment to be more than simple statistical measurements, but rather to be an ongoing process that is multi-leveled (from freshmen through seniors), multi-layered (faculty, student, and other views), and multi-dimensional (from the intellectual to the spiritual). The heart of assessment for us is our students and the heartbeat is our mission. For more information on our assessment of learning, contact the Office of the Vice President of Academics.

Our Heritage

Lincoln Christian College, one of the largest Bible colleges in the United States, is supported by independent Christian Churches and Churches of Christ. This non-denominational fellowship of more than three million members worldwide has nearly six thousand congregations across the United States and many more than that outside the U.S. Lincoln was founded in 1944, but its religious heritage extends back to the early 19th century, to a nation-wide revival among various Protestant churches often called “the Great Revival.” From that Great Revival came a grass-roots movement among many faith groups led by Thomas Campbell, Alexander Campbell, Barton Stone, and Walter Scott. It was known as the Restoration Movement. The plea of this movement, to which Lincoln subscribes, has three emphases: (1) the authority of the Bible, (2) the unity of God's people, and (3) the Great Commission of Jesus Christ to “go into all the world to make disciples.” (For more on what we believe, see our website at www.lccs.edu.)

Our Campus

The campus of Lincoln Christian College is located in central Illinois in the community of Lincoln, christened by Abraham Lincoln, for whom the town was named. The town, located about halfway between Chicago and St. Louis on I-55, has approximately 15,000 people with many small town amenities. The campus is located on the east edge of Lincoln, along Illinois Route 10, on more than 100 acres. Its buildings include the Administration Building, the Jessie C. Eury Library, the cafeteria, Henderson

Hall, the Earl C Hargrove Chapel, the Laughlin Center (an athletic facility which includes the 1,100-seat Gaston Arena), Restoration Hall (the home of Lincoln Christian Seminary), the Student Center (known as “The Warehouse”), three dormitories, fifty-six student apartments, and various service and maintenance facilities. The grounds also include outdoor athletic facilities for baseball, basketball, softball, and soccer.

Student Life

Students at the College come from literally all over the world, though the vast majority is from Illinois. The College provides a full range of student services, including on-campus housing (for singles and families), athletics (intercollegiate and intramural), exercise facilities, dining facilities, a student union, health services, social activities, and a range of student organizations. For further information, contact the Student Development Office or consult the Student Covenant.

Diversity Statement

Located in America’s heartland, Lincoln Christian College and Lincoln Christian Seminary has a heart for the world in all its diversity because God does. We desire diversity for the educational value that it provides to our Christian higher education community as we seek unity amidst diversity. We want a learning environment that engages men and women of various ages, cultures, nationalities, races, abilities, exceptionalities, and socio-economic backgrounds who support our mission and core values.

The Lincoln Lectures

Lincoln Christian College and Lincoln Christian Seminary fulfill its mission of “nurturing and equipping Christians” in a variety of ways – inside and outside the classroom. One of the “outside-the-classroom” ways is through annual lectureships on our campus. The Lincoln Lectures provide a forum for bringing to campus a wide range of noted scholars, teachers, preachers, and others who are major influencers “in the church and the world.” These free lectures are for the benefit of our own students and faculty and staff, as well as for the general public. Currently, Lincoln offers two lecture series each year: a Fall Lectureship and a Spring Lectureship.

The Fall Lectureship is called the James D. Strauss Worldview Lectureship in honor of a retired professor of theology and philosophy. Past lecturers for this series have included such notable thinkers as Leland Ryken, William Lane Craig, Terry Mattingly, Michael Behe, James Sire, Nancy Pearcey, J.P. Moreland, Ben Witherington, and David Gushee. This lectureship is typically held the first or second Tuesday and Wednesday in October.

The Spring Lectureship now rotates every other year between two different lecture series: the Seminary Lectureship and the John M. Webb Lectureship on Preaching (named in honor of a long-term Academic Dean and Professor of Preaching at Lincoln Christian College). The Seminary Lectureship typically features scholars from the various disciplines represented in our Seminary, including such outstanding people as Eugene Peterson, Walter Kaiser, Thomas Oden, Ted Ward, Robert Clinton, Kenneth Gangel, Raymond Bakke, Robert Webber, Paul Maier, and Diane Langberg. The Webb Lectureship on Preaching features preachers and professors of preaching who reinforce our school’s long commitment to the ministry of preaching. Past Webb lectures include Fred Craddock, William Willimon, James Earl Massey, Calvin Miller, Eugene Lowry, Haddon Robinson, Thomas Long, Michael Dudit, Robert Smith, Jr. and in 2009 Joe Webb and John D. Webb, the sons of John M. Webb, for whom the lectureship is named. The 2009 lectures celebrated the 25th anniversary of this significant series on preaching.

The Library

The Jessie C. Eury Library staff is dedicated to every student being able to locate, evaluate, and communicate information—empowering them to be lifelong learners. In that regard, the Library’s website (www.lccs.edu/library) is a key tool in our students’ pursuit of academic success and lifelong learning. It provides access to information about the Library’s resources and services on and off campus. Our Library is one of the largest Bible college libraries in the country, housing almost 140,000 volumes with computer access to more than 32 million volumes in Illinois libraries and more than one billion volumes worldwide. It subscribes to nearly 9,000 periodicals, including over 8,500 in full text, and includes a Media Services collection of about 35,000 media resources. The Library is equipped with wireless internet access, and laptops are available for check out in the Library only.

The Bookstore

The Bookstore, known as “Mr. Books,” is the campus retail facility that serves the College and Seminary communities. Students may purchase required and recommended textbooks, supplies, College-related clothing, and other items. The Bookstore offers a wide selection of popular Christian books as well as scholarly and theological titles. Special orders are welcome. When classes are in session, the store hours are 9:00 a.m. to 6:00 p.m. Monday through Thursday, 9:00 a.m. to 5:00 p.m. Friday. Its website is www.lccsbooks.com. The Bookstore is a member of the National Association of College Stores, Christian Booksellers Association, and Association of Theological Booksellers.

Campus Security Report

As required by federal guidelines, Lincoln Christian College makes available an annual security report that includes statistics for the previous three years concerning any reported crimes. Those guidelines require the report to include any crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the College, and on public property within or immediately adjacent and accessible from the campus. The report also includes institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. This report may be accessed at www.lccs.edu by clicking on “About Us” or by contacting the Office of The President.

Graduation and Placement Report

As required by federal and accreditation guidelines, the College publishes in its catalog its most recent graduation and placement rates. Our most recent graduation rate is 53%, above the national average of 47% for Bible colleges. The graduation rate for Bible colleges is typically lower than comparable private colleges, since many students come to Bible college “for a year or so” to deepen their faith without any intention of graduating. Our most recent placement rate is 96%, meaning that 96% of those graduates had found a ministry or other position in an area related to their undergraduate major at the time of graduation. No comparative statistics are available for Bible colleges.

Our Accreditation

- Lincoln Christian College and Lincoln Christian Seminary holds accredited status at the certificate, Associate of Arts, Bachelor of Arts, and Bachelor of Science level with the Commission on Accreditation of the Association for Biblical Higher Education, 5575 S. Semoran Blvd., Suite 26, Orlando, FL 32822-1781; phone: 407-207-0808; (www.abhe.org).
- Accredited by The Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504 (312-263-0456; www.ncahigherlearningcommission.org).
- Approved by the State Approving Agency, Department of Veterans' Affairs, for the training of veterans.
- Authorized under federal law to enroll non-immigrant alien students.

Chapter 2

Academic Programs

Degree Programs

The College offers programs leading to the Bachelor of Arts degree (see pages 11-27), the Bachelor of Science degree (see pages 28-33), and the Associate of Arts degree (see pages 34-38), as well as a few certificate programs (see pages 39-40). The Bachelor of Arts degree is offered in thirteen areas and can typically be completed in four years. The Bachelor of Science degree is offered in a “3 + 2” joint arrangement with several area colleges and universities in the areas of teacher education and communication. It typically takes five years and results in two baccalaureate degrees: one from Lincoln and one from the consortium school. The College, however, now offers a “2+2” program in Elementary Education with Greenville College. All four years are offered on the Lincoln campus. The Associate of Arts degree is offered in three areas and can be completed in two or two and a half years. Certificate programs usually take one year.

The Major

Every student at Lincoln has a dual major in Bible and their chosen area of service. Our basic focus is on servant-leadership ministry, and we believe that such ministry occurs in many ways, inside and outside the Church. Consequently, students choose from a variety of majors or specializations that they believe best suits their gifts. At Lincoln, we have the following majors or specializations:

Bible*	Intercultural Studies
Biblical Exposition	Philosophy
Business Administration	Preaching Ministry
Children’s Ministry	Psychology
Christian Spiritual Formation	Teacher Education**
Communication**	Worship Ministry
Early Childhood	Youth Ministry
Education*	Youth/Preaching Ministry
General Ministry	
General Studies	

* Available only in the Associate of Arts degree

** Available only in the consortium Bachelor of Science degree

The College also offers a certificate in Teaching English to Speakers of Other Languages (TESOL). Some of these majors or specializations have additional requirements beyond the general admissions requirements; contact the program director for further information.

Two Majors or Specializations

Students who wish to complete one degree with two majors or specializations may do so by completing one as it is outlined in the following pages and then adding the necessary courses to meet the requirements of the second. Dual majors should expect to complete the internship requirements in both majors. This may be done only with the approval of the Registrar or faculty adviser.

Two Degrees

Students who wish to complete two bachelor's degrees (in different majors or specializations) must complete a minimum of 30 semester hours beyond the first degree. These students should expect to complete the internship requirements in both degrees. The Registrar’s approval is required.

Program Requirements

The following pages contain a brief description of the requirements of each of the academic programs offered by the College, many of which can be taken with an “honors” emphasis (see page 57 and 87).* The academic programs described in this chapter are listed in the following order:

BACHELOR OF ARTS DEGREE PROGRAMS (130 hours)

Biblical Exposition	Philosophy
Business Administration	Preaching Ministry
Children’s Ministry	Psychology
Christian Spiritual Formation	Worship Ministry
General Ministry	Youth Ministry
General Studies	Youth/Preaching Ministry
Intercultural Studies	

BACHELOR OF SCIENCE DEGREE PROGRAMS

Communication (150 hours)
Teacher Education

ASSOCIATE OF ARTS DEGREE PROGRAMS (65 hours)

Bible
Early Childhood (Day Care Focus)
Education: for UTEP (80 hours)

CERTIFICATE PROGRAMS (15-30 hours)

Certificate of Christian Service
Certificate in Teaching English to Speakers of Other Languages

* Suggested course sequences are available through advisors and the website at www.lccs.edu.

The Common Core for Bachelor of Arts Programs

The following courses are common to all the Bachelor of Arts programs of 130 hours with a few minor exceptions.

1. BIBLE AND THEOLOGY CORE	41
BI 111 Introduction to the Bible	3
BI 114 Principles of Bible Study I	3
BI 364 Principles of Bible Study II	2
BI 411 Senior Seminar in Bible	2
BL 243, 244 Elementary Greek I, II **	6
NT 141, 245 Life of Christ I, II	6
NT 242 Acts	2
NT 340 Introduction to Pauline Epistles	2
OT 222 Pentateuch ***	3
OT 332, 420 Hebrew History and Literature I, II ***	6
TH 160 Basic Christian Beliefs	3
TH 361 Essentials of Theology	3
 2. GENERAL EDUCATION CORE	 37
ID 101-302 Interdisciplinary Studies	15
ID Elective in Interdisciplinary Studies	3
HI 341 History of the Restoration Movement	3
LA 111 Introduction to Written Composition	3
LA 113 Introduction to Speech	3
PE 191 Physical Fitness (two ½-hour semesters)	1
SC 155 Biology and Society, SC 157 Chemistry & Society, or MA 197 Math for Life	3
<i>Choose two from the following courses*:</i>	6
SS 164 Introduction to Sociology	
SS 171 Principles of Psychology	
SS 260 Cultural Anthropology	
SS 268 Non-Western Religions	
 3. CHRISTIAN MINISTRIES CORE	 9
CM 100, 101 Service Learning, Chapel (each semester)	0
CM 152 Introduction to the Purpose of the Church	3
CM 215 Discipleship in a Postmodern World	2
CM 232 Teaching and Learning in the Church or CM 242 Leading and Learning in Small Groups	2
CM 303 Christian Character and Leadership	2
 TOTAL HOURS IN THE 130-HOUR B.A. COMMON CORE:	 <u>87</u>

* Psychology students must take SS 171. Intercultural Studies students must take SS 260 and SS 268.

** Psychology, Business Administration and Children's Ministry majors may substitute any 6 hours in Bible and Theology for Greek; Worship Ministry majors take WM 383 Biblical Theology of Worship in lieu of Elementary Greek (reducing their core from 41 to 38 hours).

*** Students may substitute 3 hours of Hebrew (BL 321) for any one of these courses.

B.A. in Biblical Exposition

The Biblical Exposition program is a four-year, 130-hour program that not only provides a solid foundation in General Education and Christian Ministries, but also provides a 67-hour major in Bible and Theology. It is designed for students seeking entry-level positions in the teaching ministry of the Church, as well as for those pursuing a ministry of advanced Biblical scholarship through graduate studies in seminary, especially Lincoln Christian Seminary. For further information, please contact the Associate Dean of Bible and Theology, Neal Windham, at nwindham@lccs.edu.

Program Objectives:

Upon graduation, students will:

1. Develop skills necessary to enter the teaching/preaching ministry.
2. Demonstrate basic theological competencies for the teaching/preaching ministry.
3. Demonstrate appropriate language competencies in Greek and Hebrew.
4. Show evidence of valid methods and approaches for studying God's Word.
5. Be prepared to enter masters-level academic study.
6. Develop an attitude of servant leadership and a commitment to lifelong learning.

1. BIBLE AND THEOLOGY CORE (see page 11) Biblical Exposition majors must take BI 412	41
2. GENERAL EDUCATION CORE (see page 11)	37
3. CHRISTIAN MINISTRIES CORE (see page 11) Biblical Exposition majors must take CM 232	9
4. BIBLICAL EXPOSITION REQUIREMENTS	38
BL 341 Advanced Greek I	3
BL 342 Advanced Greek II	2
BL 443 Advanced New Testament Exegesis	3
BL 321 Elementary Hebrew I	3
BL 322 Elementary Hebrew II	3
CM 438 Expository Teaching	3
PR 212 Homiletics	3
CM 400 Orientation to Internship	0
CM 401 Internship	6
<i>Select 4 courses from these 5 elective areas:</i>	12
(no more than one course from each area unless advisor approved)	
General Bible Elective	
Old Testament Elective	
New Testament Elective	
Theology Elective	
Historical Theology Elective	
5. OPEN ELECTIVES in any field	5
TOTAL:	130

B.A. in Business Administration

The Business Administration program prepares students for entry-level positions in the business world. Distinctives of the program include smaller classes, real-world projects, and an applied/skill-based approach to learning. Current graduates are serving in manufacturing, small businesses, corporate offices, sales, non-profits, and church/parachurch organizations. Students will develop the business skills, work ethic, and character required to succeed in business today. The emphasis is on integrating Christian faith and business. For further information, please contact the program director, Eric Teoro, at eteoro@lccs.edu.

Program Objectives:

Upon graduation, students will:

1. Possess the knowledge, skills, and abilities required of business professionals.
2. Possess a work ethic and character reflecting the nature of servant leadership; graduates will recognize the importance and value of initiative, hard work, teamwork, critical thinking, discipline, and humility.
3. Possess an ethical framework in which to conduct business.
4. Possess a theology/philosophy of work that recognizes the place and value of business in God's created order, and will work toward redeeming business structures.

For a fuller description of the above objectives, please refer to the Business Administration program handbook.

Program Requirements:

1. All students are expected to adhere to the guidelines listed in the Business Administration Program handbook.	
2. Besides the usual College admission requirements, Business Administration majors also must pass an interview during their freshman year to be admitted to the program; transfer students must pass an interview during their first semester of coursework.	
3. Must maintain a minimum of a 3.0 GPA in the major coursework (courses with an AD designation).	
1. BIBLE AND THEOLOGY CORE (see page 11)	41
Business Administration majors may substitute any 6 hours in Bible and Theology for Elementary Greek I, II	
2. GENERAL EDUCATION CORE (see page 11)	37
3. CHRISTIAN MINISTRIES CORE (see page 11)	9
4. BUSINESS ADMINISTRATION REQUIREMENTS	39
AD 260 Principles of Accounting	3
AD 292 Business Communication	3
AD 298 Business Math and Excel	3
AD 360 Principles of Finance	3
AD 370 Principles of Marketing	3
AD 380 Organizational Behavior	3
AD 381 Human Resource Management	3
AD 480 Principles of Management	3
AD 488 Operations Management	3
AD 497 Principles of Macroeconomics	3
AD 400 Orientation to Internship	0
AD 401 Internship	3
Business Administration electives (Choose two 400 level business courses):	6
5. OPEN ELECTIVES in any field	4
TOTAL:	130

B.A. in Children’s Ministry

The Children’s Ministry program aims to produce theological, academically, and spiritually grounded church leaders with specialized ministerial skills with children (birth through 6th grade). In this program, students are encouraged to develop Christ-like character by deepening their personal relationship with Christ in order to prepare for their ministry as well as to be equipped with pedagogical skills that qualify them as a teaching model in church’s educational ministry within the local churches, church-related institutions, and parachurch organizations through coursework, field experiences, and a student internship. For more information contact the program director, Dr. Mariana Hwang, at mhwang@lccs.edu. Other programs related to children are listed on pages 26, 29-35, and 37.

Program Objectives:

Upon graduation, students will:

1. Develop various ministry models of children’s Christian formation.
2. Design and lead church and parachurch educational ministries for children.
3. Understand the basics of family systems, structures, needs, and their implications for the design of children’s ministry programs in order to empower parents and families for the Christian formation of their children.
4. Demonstrate leadership and educational administrative skills, such as developing church education curricula, planning and organizing educational programs, and training and equipping volunteers.

Ministry (Career) Opportunities:

Advanced higher education, director of Christian education (Children’s Ministry), teacher and administrator in Christian schools, leader or staff member in parachurch organizations, cross-cultural missions, urban ministry, family ministry, children’s Christian camping, evangelistic ministry, curriculum developer, events and training and equipping Sunday school teachers and volunteers

Program Requirements:

All students are expected to adhere to the guidelines listed in the Children’s Ministry Program handbook.

1. BIBLE AND THEOLOGY CORE (see page 11)	41
Children’s Ministry majors may substitute any 6 hours in Bible and Theology for Elementary Greek	
2. GENERAL EDUCATION CORE (see page 11)	37
3. CHRISTIAN MINISTRIES CORE (see page 11)	9
Children’s Ministry majors take CM 232	
4. CHILDREN’S MINISTRY REQUIREMENTS*	43
CE 131 Technology Seminar	0
CE 231 Worship and the Arts for Children’s Ministry	2
CE 244 Ministry for Elementary Children and Families	2
CE 348 Junior Children’s Ministry Field Experience	0
CE 431 Adm. and Leadership in Children’s Ministry	2
CE 442 Ministry to Children in Crisis	2
ED 448 Colloquy	0
ED 450 Christian Educator Symposium	0

2. ACADEMIC PROGRAMS

EC 134 Introduction to Early Childhood Education	3
EC 137 Health, Safety, and Nutrition for Young Child	2
EC 231 Teaching Pre-Primary Curriculum	3
EC 234 Child, Family, and Community Education	3
EC 237 Survey of the Exceptional Child	3
EC 238 Child Growth and Development	3
EC 245 Language Arts	3
EC 246 Org. & Admin. for Early Childhood Directors	2
EC 249 Sophomore Field Experience	0
CM 400-401 Orientation and Internship	12

TOTAL:

130 (131)**

*A minimum of 85 hours of field experiences is required to allow the student to observe, teach, and reflect on educational settings under the supervision of a professional. These minimum 85 hours are allocated as follows: 5 hours in EC 134 and 10 hours each in EC 231, EC 237, EC 238, EC 245, EC 249 and CE 348.

**EC 031 Phonics in Review is a 1 credit hour requirement for this major that is also offered as a proficiency as well.

B.A. in Christian Spiritual Formation

The Christian Spiritual Formation program aims to produce theologically, academically, and spiritually grounded church leaders for focusing on small group ministries of various age groups, including membership development, assimilation, mentoring, counseling, discipleship, and Christian education. In this program, students are encouraged to develop Christ-like character by deepening their personal relationship with Christ in order to prepare for their ministry, as well as to be equipped with pedagogical skills that qualify them as a teaching model in church's educational ministry within the local churches, church-related institutions and parachurch organizations through course work, field experiences, and a student internship. For further information please contact the program director, Dr. Mariana Hwang, at mhwang@lccs.edu.

Program Objectives:

Upon graduation, students will:

1. Demonstrate the necessary spiritual and personal dispositions and administrative skills to lead a spiritual formation ministry in the local church or parachurch setting.
2. Develop and design various small group ministry models of Christian Spiritual Formation.
3. Lead small-groups as well as train small group leaders to develop leadership in order for them to play a vital role in the membership development and their assimilation and involvement processes within the church; and be able to provide mentoring, counseling, and discipleship training for the church members.

Ministry (Career) Opportunities:

Advanced higher education, small group ministries and teaching, urban ministry, family ministry, campus ministry, leader or staff member in parachurch organization, cross-cultural missions, Christian camping, evangelistic ministry, local church ministry, children's ministry, youth ministry, spiritual director (mentoring and discipleship)

Program Requirements:

All students are expected to adhere to the guidelines listed in the Christian Spiritual Formation Program handbook.

1. BIBLE AND THEOLOGY CORE (see page 11)	41
2. GENERAL EDUCATION CORE (see page 11)	37
3. CHRISTIAN MINISTRIES CORE (see page 11)	9
Students must take CM 232	
4. CHRISTIAN SPIRITUAL FORMATION REQUIREMENTS	38
CE 341 Educational Administration in the Church	2
CM 242 Leading and Learning in Small Groups	2
SF 241 Mentoring and Discipleship	2
SF 260 Christian Spirituality	3
SF 340 Human Development and Ministry	3
SF 341 Spiritual Formation Strategies	2
SF 351 Spiritual Retreat	1
SF 438 History of Christian Spiritual Formation Edu.	3
SF 443 The Church as a Learning Community	2
CM 400-401 Internship	12
Christian Education, Christian Ministry, or Spiritual Formation electives	6
5. OPEN ELECTIVES in any field	<u>5</u>
TOTAL:	130

B.A. in General Ministry

The General Ministry degree program is designed for those whose ministry interests and career goals are more general than our more specialized degree programs permit. Students in this program may have several areas of interest they wish to pursue, including areas not currently covered in our curriculum, which they can do through approved transfer courses. Students still need to choose an area of focus, which then becomes the basis for a required internship. For more information, contact Dean Diefendorf, at kdiefendorf@lccs.edu.

Program Objectives:

Upon graduation, students will:

1. Know God's Word by successfully completing the core requirements in Bible and Theology listed below.
2. Engage God's world by successfully completing the core requirements in General Education listed below.
3. Pursue God's will for their lives by successfully completing the core requirements in Christian Ministries listed below.
4. Serve in one or more areas of ministry consistent with the courses taken in the General Ministry requirements listed below.

1. BIBLE AND THEOLOGY CORE (see page 11)	41	
2. GENERAL EDUCATION CORE (see page 11)	37	
3. CHRISTIAN MINISTRIES CORE (see page 11)	9	
4. GENERAL MINISTRY REQUIREMENTS *	43	
Area of focus (must be approved by faculty adviser)	12	
CM 400-401 Internship	12	
Other areas **	19	
TOTAL:		130

* Students must work with a faculty advisor in choosing courses to meet their General Ministry Requirements, including an area of focus. The only focus areas permissible among the College's current majors are these: Christian Spiritual Formation, Intercultural Studies, Preaching, and Psychology. Other focus areas can include a variety of areas met through transfer courses from other accredited schools, such as drama, art, foreign language, or any other courses approved by the faculty advisor that are consistent with the student's ministry interests and career goals. The internship must be in the area of focus.

** Students may take any or all of these 19 hours in Bible and Theology with approval of their advisor.

B.A. in General Studies

The General Studies program is designed to educate students who are interested in pursuing an area of study in General Education which is not available in other degree programs. Students will select an emphasis based on their area of General Education interest while they pursue their studies within the context of a Christian worldview. Graduates are encouraged to view this degree as preparatory to advanced study at the master's and doctoral level. This program should be especially useful for transfer students. For further information on this program, please contact the program advisor, Dr. Christopher Simpson, at csimpson@lccs.edu.

Program Objectives:

Upon graduation, students will:

1. Have studied a discipline from the General Education field (e.g. history, literature, anthropology, etc.) in more depth than other majors allow.
2. Have obtained the skills and mindsets relevant to their chosen discipline.
3. Be able to analyze their chosen discipline, and the world at large, through the lens of a Christian worldview.

1. BIBLE AND THEOLOGY CORE (see page 11)	41
2. CHRISTIAN MINISTRIES CORE (see page 11)	9
3. GENERAL EDUCATION CORE (see page 11) Students must take SC 155 and SS 268.	37
4. GENERAL EDUCATION	19
CM 400 Orientation to Internship	0
CM 401 Internship	3
LA 210 Advanced Composition	3
MA 295 Statistics	3
SC 251 & SC 252 Microbiology (lecture & lab)	4
OR SC 258 Physical Science (lecture & lab)	
<i>Choose two courses from the following in two different disciplines:</i>	6
HI 141 American History	
PS 376 Social Psychology	
SS 164 Introduction to Sociology	
SS 171 Principles of Psychology	
SS 249 Lifespan Developmental Psychology	
SS 260 Cultural Anthropology	
SS 263 Citizens and Government	
SS 362 Principles of Economics	
5. OPEN ELECTIVES in any field	24
TOTAL:	<u>130</u>

B.A. in Intercultural Studies

The Intercultural Studies program is designed to prepare students for entry-level intercultural ministry, both domestic and foreign, by equipping students with the knowledge and skills to proclaim the good news of Jesus Christ and become a sign of the Kingdom of God among all peoples.

The B.A. degree in Intercultural Studies is designed to prepare students for both traditional missionary service (e.g. evangelism, preaching, teaching, church planting, and leadership training) as well as holistic non-traditional missionary roles. Mission teams today need expertise from a large variety of disciplines and vocational areas. These areas include Education, Teaching English, Business Administration, Computer Skills, Media, Health Care, Mechanics, Relief and Development, Engineering, Children's Ministry, Youth Ministry, Athletics, Agriculture, etc. Students also have the option of choosing a semester-long internship (12 credit hours) or a two-month summer internship (4 credit hours).

Program Objectives:

Upon graduation, students will:

1. Minister cross-culturally with missions principles that are biblically based in ways consistent with what is taught in IC 251 Biblical and Historical Foundations for Missions.
2. Minister cross-culturally in the current era, standing on the shoulders of the missionaries of history, having learned valuable lessons from them in ways consistent with what is taught in IC 251 Biblical and Historical Foundations for Missions.
3. Minister cross-culturally through learning new cultures and languages and by communicating the good news of Jesus Christ in ways consistent with what is taught in IC 367 Language, Communication, and Culture.
4. Minister cross-culturally through creative methods and strategies in ways consistent with what is taught in IC 368 Missions in the 21st Century.
5. Minister cross-culturally having been prepared for the emotional stresses of living and working in other cultures long-term in ways consistent with IC 460 Preparation for Cross-Cultural Ministry.
6. Minister cross-culturally by learning from direct field experiences and working with veteran missionaries in ways consistent with their internship.
7. Minister cross-culturally with skills learned in a specific focus area in ways consistent with what is taught in the courses of their guided electives.

Program Requirements:

All students are expected to adhere to the guidelines listed in the Intercultural Studies Program handbook.

1. BIBLE AND THEOLOGY REQUIREMENTS	41
2. GENERAL EDUCATION CORE (see page 11) IC majors must take SS 260 and SS 268, not SS 164 or SS 171	37
3. CHRISTIAN MINISTRIES CORE	9
4. INTERCULTURAL STUDIES REQUIREMENTS	12
IC 251 Biblical/Historical Foundations for Missions	3
IC 367 Language, Communication, and Culture*	3
IC 368 Missions in 21st Century	3
IC 460 Preparation for Cross-Cultural Ministry	3

5. INTERNSHIP REQUIREMENTS	12 hours or 4 hours
CM 400 Orientation to Internship	
CM 401 Internship	
6. GUIDED ELECTIVES**	19 hours or 27 hours
Students with 12 hour internship will have 19 focus hours.	
Students with 4 hour internship will have 27 focus hours.	
TOTAL:	<u>130</u>

* IC 367 should be taken **before** the internship.

** *Guided electives are courses that can be taken on-campus or off. Courses on campus are available in areas such as TESOL, Youth/Preaching Ministry, Children's Ministry, Urban Ministry, Bible Translation, Business as Mission, International Youth Ministry, Psychology, Philosophy, Biblical Exposition, etc. Courses may also be taken at other accredited colleges as long as the courses are consistent with LCC's mission and are intended for intercultural ministry (e.g. courses in agriculture, nursing, mechanics, engineering, computer science, communication, creative arts, relief and development, athletics, etc.). Off-campus courses may be taken before, during, or after completion of the program at Lincoln. All guided elective courses must be approved by the Intercultural Studies program director. Students should refer to the Intercultural Studies Program Handbook for guidance in selecting a specific focus area for guided electives.*

B.A. in Philosophy

The philosophy program is designed to provide students with an understanding and appreciation of the fundamental issues of philosophy, primarily in the Western philosophical tradition. It will lead students to think critically and creatively about the classic problems of philosophy within the context of a Christian worldview. The program should prepare graduates to enter a variety of academic and professional programs at the master's and doctoral levels. For further information, please contact the program advisor, Dr. Christopher Simpson, at csimpson@lccs.edu.

Program Objectives:

Upon graduation, students will:

1. Have a basic knowledge of the major thinkers and texts in the history of Western philosophy.
2. Understand the fundamental topics and issues in philosophy, especially those that are germane to Christian thought.
3. Be skilled in the critical analysis of philosophical ideas and arguments.
4. Be able to think and present their own ideas in a creative and constructive manner.
5. Have developed as a disposition a love of wisdom that is at once critical and humble – and so consonant with a Christian way of life.

1. BIBLE AND THEOLOGY CORE (see page 11)	41
2. GENERAL EDUCATION CORE (see page 11)	37*
3. CHRISTIAN MINISTRIES CORE (see page 11)	9
4. PHILOSOPHY MAJOR	33
PH 201 Logic	3
PH 202 Ancient Philosophy	3
PH 203 Medieval Philosophy	3
PH 301 Modern Philosophy	3
PH 302 Contemporary Philosophy	3
PH 314 Metaphysics and Epistemology	3
PH 482 Ethics	3
PH 487 Philosophy of Religion	3
PH 400 Orientation to Internship	0
PH 401 Internship	3
Philosophy Electives (choose from the following)	6
PH 499 Readings in Philosophy	
ID 316, 318, or 320**	
4. OPEN ELECTIVES	10
TOTAL:	<u>130</u>

*Within the General Education Core, the equivalent of an additional 9 hours of courses with a strong philosophical component. These include ID 101 and one of the “philosophical” ID electives. In addition, within the ID 201-302 Interdisciplinary historical sequence there is a three semester hour equivalent in the history of philosophy, as philosophy is one of the disciplines included.

**One or more of these classes can be taken *in addition to* the required ID elective in the General Education Core.

B.A. in Preaching Ministry

The Preaching Ministry major is designed to prepare students for entry-level, servant leadership positions in the church as preaching ministers, associate ministers, campus ministers, and so forth. The focus is on understanding both the message to be preached and the messenger who preaches it. Graduates are encouraged to pursue further education through our Seminary, especially the Master of Divinity degree. For further information on the College's preaching program, contact the program director, Dr. LC Sutton, at lsutton@lccs.edu. The College also offers a program that combines preaching and youth ministry studies (see page 27).

Program Objectives:

Upon graduation, students will:

1. Teach and preach from the Bible in ways consistent with what is taught in PR 212 Homiletics.
2. Teach and preach through the Bible in ways consistent with what is taught in PR 310 Expository Preaching.
3. Teach and preach like preachers of the Bible in ways consistent with what is taught in PR 320 The Preacher's Inner Life.
4. Teach and preach the Bible with a life of Christian character in ways consistent with what is taught in PR 423 Theology of Ministry and PR 330 Crucial Issues in Ministry.
5. Find meaningful places of ministry during college and after graduation.

1. BIBLE AND THEOLOGY REQUIREMENTS	49
Bible and Theology Core (see page 11)	41
BL 341, 342 Advanced Greek I, II	5
BL 443 Advanced New Testament Exegesis	3
2. GENERAL EDUCATION CORE (see page 11)	37
3. CHRISTIAN MINISTRIES CORE (see page 11)	9
4. PREACHING MINISTRY REQUIREMENTS	30
PR 212 Homiletics	3
PR 310 Expository Preaching	3
PR 320 The Preacher's Inner Life	3
PR 330 Crucial Issues in Ministry	3
PR 410 Advanced Preaching Lab	2
PR 423 Theology of Ministry	2
CM Ministry Elective (consult advisor)	2
CM 400-401 Internship	12
4. OPEN ELECTIVES in any field	5
TOTAL:	<u>130</u>

B.A. in Psychology

The Psychology program prepares persons for future employment in church, parachurch, and other community-based settings. Graduates are equipped to work with individuals and families in entry-level positions such as inner city ministries, children's and group homes, social service agencies, crisis pregnancy centers, and benevolent and care ministries in the church. Students interested in pursuing full-time positions as counselors, therapists or psychologists receive adequate training in this focus to be able to continue into graduate programs in counseling or psychology. For further information on this program, contact the associate dean, Dr. Karen Estep, at kestep@lccs.edu.

Program Objectives:

Upon graduation, students will:

1. Demonstrate Christ-likeness in their attitudes, thinking, and behavior, marked by empathic understanding, genuine concern, compassionate caring and respect for diversity.
2. Demonstrate spiritual and emotional maturity characterized by honesty and integrity in all their practices, appropriateness in all their relationships, and responsibility in their administration of services.
3. Intervene effectively, competently, and professionally with the populations they will serve commensurate with accepted practices in their chosen fields.
4. Demonstrate the ability to work collaboratively with colleagues, community members, and agencies, to provide quality care and programming for various members of society.

Program Requirements:

Students who desire to graduate from the Psychology program must meet these requirements.

1. All students are required to establish and maintain a minimum cumulative 2.5 grade point average.	
2. In order for any psychology course to count toward graduation a minimum 2.5 grade point must be achieved for that course.	
3. Each student will meet all of the disposition requirements in order to qualify for graduation with a psychology major.	
1. BIBLE AND THEOLOGY CORE (see page 11)	41
Psychology majors may substitute any 6 hours in Bible and Theology for BL 243-244	
2. GENERAL EDUCATION CORE (see page 11)	37
Psychology majors must take SS 171 (not SS 164, SS 260, SS 268), and SC 251 and MA 295 (not SC 155, SC 157, MA 197)	
3. CHRISTIAN MINISTRIES CORE (see page 11)	7*
4. PSYCHOLOGY REQUIREMENTS	42
PS 230 Skills of the Helping Professional	3
PS 235 Marriage and the Family	3
PS 249 Lifespan Developmental Psychology	3
PS 289 Personality Theory	3
PS 308 Abnormal Psychology	3
PS 365 Psychology and Religion	3
PS 371 Research Methods	3
PS 380 Physiological Psychology	3
PS 376 Social Psychology	3
Psychology Electives	9
PS 400 Orientation to Internship	0
PS 401 Internship	6
5. OPEN ELECTIVES in any field	3
TOTAL:	130

* Psychology majors do not need to take CM 232 or CM 242.

B.A. in Worship Ministry

The Worship Ministry degree is focused on preparing leaders theologically, pastorally, and artistically for the local church in the area of worship. We believe that the local church is a vital part of the Kingdom of God and deserves the best of our resources and leadership. We want to give students the tools to know what the Bible says about worship, know how the church has dealt with worship change in the past, know what the church of today needs in worship, and know how to express all of these things in culturally dynamic ways. For further information contact the program director, Jeff Colleen, at jcolleen@lccs.edu or visit us at music.lccs.edu.

Program Objectives:

Upon graduation, students will have obtained the following skills:

1. Personal Musicianship Skills: Mastery of at least one personal discipline (vocal, keyboard, guitar, etc.) and the ability to be conversant in all disciplines.
2. Musical Literacy Skills: Mastery of the language of music notation, score reading, chart reading, sight-reading, aural training and arranging techniques.
3. Group Rehearsal Skills: Ability to prepare and execute plans for weekly choir, vocal team and worship band rehearsals.
4. Worship Leading Skills: A working knowledge and understanding of Biblical worship principles, and various models of worship planning and design, in order to effectively apply these principles through of pastoral leadership appropriate to unique congregational and cultural contexts.
5. Production and Technology Skills: A working knowledge of music notation software, basic audio and MIDI production, and sound system basics.
6. Administrative Skills: Long-range planning, budget preparation, facility/equipment scheduling and maintenance, copyright issues, music product resources, seasonal event project management, and people management.

Program Requirements:

All students are expected to adhere to the guidelines listed in the Worship Ministry Program handbook (worship.lccs.edu).

- | | |
|--|----|
| 1. BIBLE AND THEOLOGY CORE (see page 11) | 38 |
| Worship Ministry majors take WM 383 Biblical Theology of Worship in lieu of 6 hours of Elementary Greek (reducing the core by 3 hours) | |
| 2. GENERAL EDUCATION CORE (see page 11) | 34 |
| Take one (not two) of the following: SS 164, SS 171, SS 260, or SS 268, which reduces the core by 3 hours | |
| 3. CHRISTIAN MINISTRIES CORE (see page 11) | 7 |
| Omit CM 232/242 (reducing the core from 9 hours to 7) | |
| 4. WORSHIP MINISTRY REQUIREMENTS | 46 |
| WM 170-180 Applied Lessons* | 7 |
| WM 181, 182 Musicianship Skills I, II | 6 |
| WM 185 Technology for Musicians | 2 |
| WM 189, 273 Keyboard Skills I, II | 2 |
| WM 190 Chapel Worship Team** | 0 |
| WM 276, 277 Arranging I, II | 4 |
| WM 281-284 (choose 3 of the 4 below; see advisor)*** | 3 |
| WM 281 Vocal Basics for Ensembles (1) | |
| WM 282 Keyboard Basics for Ensembles (1)**** | |
| WM 283 Guitar Basics for Ensembles (1)**** | |

2. ACADEMIC PROGRAMS

WM 284 Percussion Basics for Ensembles (1)****	2
WM 285 Programming and Design for Worship Technology/Production Elective	2
(WM 373, WM 374, WM 393, or WM 396)	2
WM 381 Vocal Ensemble Rehearsals	2
WM 382 Worship Band Rehearsals	2
WM 384 Practicum in Worship Design	0
WM 386 History and Literature of Music I	2
WM 388 History and Literature of Music II	2
Worship Ministry Elective	
(WM 380, 387, 389, 392, or 394)	2
WM 400 Capstone in Worship Ministry Leadership	2
WM 401 Orientation to Worship Ministry Internship	0
WM 402 Internship in Worship Ministry	6

5. OPEN ELECTIVES in any field $\frac{5}{130}$
TOTAL: **130**

Note: Besides the usual College admissions requirements, Worship Ministry majors also must pass an interview/audition and several musical aptitude/theory tests to be admitted to the program. For more information see worship.lccs.edu.

*Students must complete an applied emphasis in one of the following: voice, piano, guitar (including bass guitar), percussion, organ, or wind instrument in consultation and permission of the Worship Ministry faculty upon completion of an audition.

**All Worship Ministry Majors must enroll in WM 190 every semester except the semester of WM 401 Internship in Worship Ministry.

***The Basics for Ensemble Sequence is defined as follows:

- For students with an applied emphasis in voice: WM 282, WM 283, WM 284
- For students with an applied emphasis in piano: WM 281, WM 283, WM 284
- For students with an applied emphasis in guitar: WM 281, WM 282, WM 284
- For students with an applied emphasis in percussion: WM 281, WM 282, WM 283
- For students with an applied emphasis in organ: WM 281, MW 283, WM 284
- For students with an applied emphasis in wind instrument: WM 281, WM 283, WM 284

****Students may proficiency out of WM 282, WM 283 or WM 284 by following the procedures for internal proficiencies found on page 89.

B.A. in Youth Ministry

The Youth Ministry program prepares students for service in the church as youth ministers (birth to college age), in focused student ministries (e.g., junior high ministry), and as associate ministers working with youth. It also prepares students to serve youth in church-related organizations, as well as in campus ministry, urban and international settings, and related areas. Students are trained with a family ministry and an empowering-teams ministry mindset. For further information contact the program director, Rondel Ramsey, at r Ramsey@lccs.edu. The College also offers a combined Youth and Preaching Ministry (see page 27).

Program Objectives:

Upon graduation, students will:

1. Have a Christ-like character and God-honoring work ethic that is consistent with godly and biblical standards.
2. Articulate and implement a well-developed, biblical, and relevant philosophy of ministry for youth and their families.
3. Demonstrate the skills necessary to develop, lead, and empower a team in the implementation of a disciple-making youth ministry.
4. Identify, counsel, and appropriately respond with a biblical worldview to major teen and cultural issues.

Program Requirements:

All students are expected to adhere to the guidelines listed in the Youth Ministry Program handbook. In addition, all majors must maintain a minimum of a 2.5 GPA in the major coursework (i.e., courses with an YM and PR designation).

1. BIBLE AND THEOLOGY REQUIREMENTS	49
Bible and Theology Core (see page 11)	41
BL 341, 342 Advanced Greek I, II	5
BL 443 Advanced New Testament Exegesis	3
<i>Note: Youth Ministry majors – with the permission of the Program Director – may substitute BL 341-342 and BL 443 with 6 hours of Bible and Theology electives and 2 additional hours of Youth Ministry courses (see list of choices below). Transfer students <u>may</u> instead substitute other transfer courses for these hours.</i>	
2. GENERAL EDUCATION CORE (see page 11)	37
3. CHRISTIAN MINISTRIES CORE (see page 11)	9
Youth Ministry majors must take CM 232, not CM 242	
4. YOUTH MINISTRY REQUIREMENTS	30
PR 212 Homiletics	3
YM 111 Youth Ministry Orienteering	0
YM 211 Foundations for Youth Ministry	3
YM 325 Relational Dynamics for Youth Ministry	3
YM 327 Social Issues for Youth and Family Ministry	3
YM 480 Mathetes: Advanced Youth Ministry	3
CM 400-401 Internship	12
Choose three hours from these courses:	3
[Some majors may choose 5 hours; see note above]	
PR 310 Expository Preaching (3)	
PS 230 Skills of the Helping Professional (3)	
YM 328 Ministry to Urban Children and Youth (3)	
YM 329 Ministry to International Children and Youth (3)	

- YM 330 Crucial Issues in Youth Ministry (1-2)
 YM 332 Children's Ministry for Youth Minister (1)
 YM 373 Live Production Techniques for Worship (2)
 YM 374 Visual Media for Worship (2)
 YM 399 Special Issues in Youth Ministries (1-4)
 YM 410 Ministry to the College Campus (3)
 YM 432 Cultural Exegesis for Youth Ministry (2)
 YM 453 Not-for-profit Organizations (3)
 Christian Ministries or Bible and Theology Electives
 (electives other than these must be approved by the program director)

5. OPEN ELECTIVES in any field		<u>5</u>
TOTAL:		130

B.A. in Youth and Preaching Ministry

The combined Youth and Preaching Ministry program prepares students for service in the church as youth ministers or associate ministers working with youth who also desire more preparation in preaching. It also prepares preachers who desire more preparation in youth ministry. For further information contact one of the program's co-directors, LC Sutton (lsutton@lccs.edu) or Rondel Ramsey (r Ramsey@lccs.edu). The College also offers separate programs in preaching (see page 22) and in youth ministry (see page 26).

1. BIBLE AND THEOLOGY REQUIREMENTS		49
Bible and Theology Core (see page 11)	41	
BL 341, 342 Advanced Greek I, II	5	
BL 443 Advanced New Testament Exegesis	3	
2. GENERAL EDUCATION CORE (see page 11)		37
3. CHRISTIAN MINISTRIES CORE (see page 11)		9
Youth/Preaching Ministry majors must take CM232, not CM242		
4. YOUTH/PREACHING MINISTRY REQUIREMENTS		30
PR 212 Homiletics	3	
PR 310 Expository Preaching	3	
PR 320 The Preacher's Inner Life	3	
YM 111 Youth Ministry Orienteering	0	
YM 211 Foundations for Youth Ministry	3	
YM 325 Relational Dynamics for Youth Ministry	3	
YM 327 Social Issues for Youth and Family Ministry	3	
CM 400-401 Internship	12	
5. OPEN ELECTIVES		5
TOTAL		<u>130</u>

B.S. in Communication
(Joint Program with University of Illinois at Springfield)

This joint program in Communication prepares Christian servant leaders as professionals in the field of communication, including both mass media systems and interpersonal/organizational communication systems. Graduates of this program will understand general communication theory and technology, but will also specialize in a particular area of communication. Career options may be found in the church, parachurch, or professional worlds in such areas as journalism, broadcasting, video production, graphic design, and other areas related to the communication field. This joint program totals 150 hours, takes approximately five years to complete (three at LCC and two at UIS), and results in two bachelor's degrees: a Bachelor of Science in Bible from LCC and a Bachelor of Arts in Communication from UIS. Students must apply to and be accepted by UIS (which can be done during the first year at LCC), as well as meet all of the requirements of LCC and UIS, in order to continue in the program. This joint program with UIS has four basic components, the first three of which are typically taken during the first three years. For further information, contact the program director, Tom Sowers, at tsowers@lccs.edu.

Program Objectives:

1. Students will complete successfully the program requirements at LCC.
2. Students will be prepared to enter and do well in the communications program at UIS.
3. Students will demonstrate the attitudes and values characteristic of a Christian servant leader in this profession.

1. BIBLE AND THEOLOGY (completed at LCC)	33	
BI 111 Introduction to the Bible	3	
BI 114 Principles of Bible Study I	3	
BI 364 Principles of Bible Study II	2	
NT 141, 245 Life of Christ I, II	6	
NT 242 Acts: A History of the Early Church	2	
NT 340 Pauline Epistles	2	
OT 222 Pentateuch	3	
OT 332, 420 Hebrew History and Literature I, II	6	
TH 160 Basic Christian Beliefs	3	
TH 361 Essentials of Theology	3	
2. GENERAL EDUCATION (completed at LCC)	46	
ID 101-302 Interdisciplinary Studies	15	
LA 111 Intro to Written Composition	3	
LA 113 Intro to Speech	3	
LA 210 Advanced Composition	3	
HI 341 History of Restoration Movement	3	
MA 197 Math for Life or MA 295 Statistics	3	
SC 155 Biology and Society	3	
SC 251, 252 Microbiology (with lab)	4	
SS 164 Sociology or SS 171 Principles of Psychology	3	
SS 263 Citizens and Government	3	
SS 260 Anthropology or SS 268 Non-Western Religions	3	
3. CHRISTIAN MINISTRIES (completed at LCC)	20	
CM 100, 101 Service Learning/Chapel	0	
CM 152 Introduction to the Purpose of the Church	3	
CM 215 Discipleship in a Postmodern World	2	
CM 303 Christian Character and Leadership	2	
CM 404 Supervised Ministry Experience	4	
CM 448 Communication Colloquy	0	
Electives in Christian Ministries	9	
4. COMMUNICATION MAJOR (completed at UIS; see UIS catalog and advisor)	<u>51</u>	
TOTAL AT LCC:	<u>99</u>	
TOTAL FOR DEGREE:	<u>150</u>	

B.S. in Teacher Education (consortium programs)

As part of its mission to prepare Christian teachers, Lincoln Christian College offers teacher education consortium programs (TECP) in a joint arrangement with three nearby colleges and universities. Depending upon the major selected, the programs involve approximately three years of work at Lincoln and two years at the consortium school, though our consoritial program with Greenville College involves only four years. Courses at Lincoln focus primarily upon Bible, theology, and general education; while courses at the consortium school focus on professional education. All of these programs result in a Bachelor of Science in Bible from Lincoln and a second baccalaureate from the consortium school. For further information contact Barbara Messner, TECP Coordinator at bmessner@lccs.edu.

Program Objectives:

Upon graduation, students will:

1. Exemplify the appropriate professional attitude/disposition and values for teaching so ALL students can learn.
2. Develop essential content knowledge and professional knowledge in the field of education according to their area of certification.
3. Develop and acquire the necessary professional skills, modeling the appropriate life style and dedication to service as a Christian teacher with a Biblical worldview.

Program Requirements:

1. All students are required to register for ED 448 Christian Educator Colloquy each fall semester and register for and attend ED 450 Christian Educator Symposium each spring semester. This includes all off campus consortium students.
2. Attend annual information meetings held at the consortium school.
3. During the first semester of the sophomore year, complete the forms for application to the program and be interviewed and approved by the TECP faculty/advisors.
4. Establish and maintain a minimum 2.7 grade point average (3.2 is required by some of the certification programs).
5. All students are expected to adhere to the guidelines listed in the Teacher Education Program handbook.

TECP with Illinois State University

The joint Teacher Education Program with Illinois State University results in a Bachelor of Science degree from ISU and Illinois teacher certification, as well as a Bachelor of Science in Bible from LCC. The choices of majors at ISU include Early Childhood, Elementary, Junior High, Secondary 6-12 (in areas such as Biological Science, Chemistry, English, French, German, Health, History, Home Economics, Math, P.E., Spanish, Speech, etc.), Special Education, and Special K-12 (art or music). Graduates from this program are prepared to teach in Christian or public elementary or secondary schools and to be leaders within the church.

TECP with the University of Illinois at Springfield

The joint program with the University of Illinois at Springfield (UIS) results in a Bachelor of Science in Psychology from UIS and Illinois teacher certification in Elementary or Secondary education, as well as a Bachelor of Science in Bible from Lincoln. At UIS students may choose to major in Psychology and minor in Elementary Education or major in Social Sciences, English, Science or Mathematics and minor in Secondary Education. Graduates from this program are prepared to teach in Christian or public elementary or secondary schools to work for public or private social service agencies and to be leaders within the church.

TECP with Greenville College

The College also has a joint program with Greenville College, a church-related private college in Greenville, Illinois. It results in a bachelor's degree from Greenville College and Illinois teacher certification, as well as a Bachelor of Science in Bible from LCC. Professional options include Elementary Education, Secondary Education, and Special K-12 Education.

AAE/UTEP with Greenville College

A unique consortium is also offered through Greenville College on LCC's campus. This program involves four years of coursework to complete an A.A. in Education from LCC and a B.S. in Elementary Education from Greenville, as part of our cooperative undergraduate Teacher Education program.

Important Note for TECP Majors:

Admission to the consortium school of your choice is dependent on meeting minimum grade point requirements, early application and fulfilling all prerequisite requirements. TECP majors should consult with their TECP faculty advisor or the TECP coordinator when arranging their course schedules to make sure they continue to meet all program requirements, since this program is subject to change at any time.

B.S. in Teacher Education

(Consortium Program with Illinois State University; see page 29)

1. BIBLE AND THEOLOGY		29 [30]*
BI 111 Introduction to the Bible	3	
BI 114, 364 Principles of Bible Study I, II	5	
HI 242 Acts: A History of the Early Church	3	
NT 141, 245 Life of Christ I, II	6	
OT 332, 420 Hebrew History and Literature I, II	6	
TH 160 Basic Christian Beliefs	3	
HI 469 or 470 History of Christian Theology I or II	3	
2. GENERAL EDUCATION		58+
ID 101-302 Interdisciplinary Studies	15	
ID Elective in Interdisciplinary Studies	3	
LA 111 Introduction to Written Composition	3	
LA 113 Introduction to Speech	3	
HI 141 American History	3	
HI 341 History of the Restoration Movement	3	
MA 295 Statistics	3	
MA 190 Problem Solving in Math**	3	
SC 155 Biology & Society		
or SC 157 Chemistry & Society	3	
SC 251 Microbiology (lecture only)	3	
SC 258 Physical Science (lecture and lab)	4	
SS 171 Principles of Psychology	3	
SS 263 Citizens and Government	3	
SS 260 Introduction to Cultural Anthropology	3	
SS 268 Non-Western Religions	3	
3. CHRISTIAN MINISTRIES		16
CM 099 AIM: A Christ-Centered Life	0	
CM 100, 101 Service Learning/Chapel	0	
CM 152 Introduction to the Purpose of the Church	3	
CM 215 Discipleship in a Postmodern World	2	
CM 303 Christian Character and Leadership	2	
ED 237 Survey of the Exceptional Child	3	
ED 344 Faith, Schools, and Society	3	
ED 448 Colloquy	0	
ED 450 Christian Educator Symposium	0	
ED 238 Child Growth and Development	3	
TOTAL AT LCC:		100+ or -

* 1 hour of theology from ID 101 makes the actual total 30 hours.

** Elementary Education majors need to take MAT 130 at ISU instead of MA 190.

+ Elementary education and junior high majors must also take SC 156 Biology and Society Independent Study (1 hour) and SC 252 Microbiology Lab (1 hour), thereby adding 2 hours to their total.

NOTE: **Elementary majors at ISU** must take Microbiology lab (1) and Biology Independent Study (1) at LCC for a total of 105 hours. **Secondary majors at ISU** must take ED 343 in place of ED 237 and ED 238 for a total of 100 hours. **Special Education majors at ISU** must take ED 343 and ED 238.

B.S. in Teacher Education
(Consortium Program with U of I at Springfield; see page 29)

1. BIBLE AND THEOLOGY		29 [30]*
BI 111 Introduction to the Bible	3	
BI 114, 364 Principles of Bible Study I, II	5	
HI 242 Acts: A History of the Early Church	3	
NT 141, 245 Life of Christ I, II	6	
OT 332, 420 Hebrew History and Literature I, II	6	
TH 160 Basic Christian Beliefs	3	
HI 469/470 History of Christian Theology I or II	3	
2. GENERAL EDUCATION		46+
ID 101-302 Interdisciplinary Studies	15	
ID Elective in Interdisciplinary Studies	3	
LA 111 Introduction to Written Composition	3	
LA 113 Introduction to Speech	3	
HI 141 American History or		
SS 263 Citizens and Government	3	
HI 341 History of the Restoration Movement	3	
MA 190 Problem Solving in Math+	3	
SC 155 Biology & Society ++		
or SC 157 Chemistry & Society	3	
SC 258 Physical Science and lab++ or		
SC 251/252 Microbiology and Lab	4	
SS 171 Principles of Psychology	3	
SS 260 Introduction to Cultural Anthropology	3	
3. CHRISTIAN MINISTRIES		19 [22]
CM 099 AIM: A Christ-Centered Life	0	
CM 100, 101 Service Learning, Chapel	0	
CM 152 Intro to Purpose of the Church	3	
CM 215 Discipleship in a Postmodern World	2	
CM 303 Christian Character and Leadership	2	
ED 237 Survey of the Exceptional Child	3	
ED 343 Educational Psychology	3	
ED 344 Faith, Schools, and Society	3	
ED 249 Lifespan Developmental Psych. or		
PS 230 Skills of the Helping Professional or		
PS 235 Marriage and Family**	3	
ED 448 Colloquy	0	
ED 450 Christian Educator Symposium	0	
ED 238 Child, Growth, & Development**	[3]	
 TOTAL AT LCC:		94+

* 1 hour of theology from ID 101 makes the actual total 30 hours.

** Required only for Elementary majors.

+ UIS majors must also take a college math course at UIS, LCC (or elsewhere), as well as fulfill required hours in the Engaged Citizenship Common Experience at UIS.

++ 7 hours of science are required: one course in a biological science and one course in a physical science.

NOTE: This program will change in the near future as UIS implements a major in Elementary Education.

B.S. in Teacher Education
(Consortium Program with Greenville College; see page 29)

1. BIBLE AND THEOLOGY			29 [30]**
BI 111 Introduction to the Bible		3	
BI 114, 364 Principles of Bible Study I, II		5	
HI 242 Acts: A History of the Early Church		3	
NT 141, 245 Life of Christ I, II		6	
OT 332, 420 Hebrew History and Literature I, II		6	
TH 160 Basic Christian Beliefs		3	
HI 469/470 History of Christian Theology I or II		3	
2. GENERAL EDUCATION			54
ID 101-302 Interdisciplinary Studies		15	
Elective in Interdisciplinary Studies		3	
LA 111 Introduction to Written Composition		3	
LA 113 Introduction to Speech		3	
HI 141 American History*		3	
HI 341 History of the Restoration Movement		3	
MA 190 Problem Solving in Math		3	
PE 191 Physical Fitness		1	
SC 258 Physical Science (lecture and lab)		4	
SC 251/252 Microbiology (lecture and lab)		4	
SS 164 Introduction to Sociology		3	
SS 171 Principles of Psychology		3	
SS 263 Citizens and Government		3	
SS 260 Introduction to Cultural Anthropology		3	
3. CHRISTIAN MINISTRIES			16
CM 099 AIM: A Christ-Centered Life		0	
CM 100, 101 Service Learning/Chapel		0	
CM 152 Intro to the Purpose of the Church		3	
CM 215 Discipleship in a Postmodern World		2	
CM 303 Christian Character and Leadership		2	
ED 237 Survey of the Exceptional Child		3	
ED 343 Educational Psychology		3	
ED 344 Faith, Schools, and Society		3	
ED 448 Colloquy		0	
ED 450 Christian Educator Symposium		0	
TOTAL AT LCC:			99

* Proficiency exam is available for this course (see page 89).

** 1 hour of theology from ID 101 makes the actual total 30 hours.

A.A. in Education

The Associate of Arts in Education at Lincoln Christian College combined with the Undergraduate Teacher Education Partnership (UTEP) at Greenville College results in a degree focused in Elementary Education. Upon completion of the A.A. in Education, students work with Greenville College to complete the entire program (four years) on the LCC campus. Students enroll in the Associate of Arts in Education degree with the intention of completing the *Undergraduate Teacher Education Partnership* with Greenville College in Elementary Education. To transfer into the Greenville program from the A.A. program, students must maintain a 2.7 overall cumulative GPA and 2.75 for Teacher Education courses as well as pass the Illinois Test of Basic Skills (ITBS). Students will also complete the additional requirements necessary for the Association of Christian Schools International Professional Teacher's Certification, which will be available to them at the time of their graduation from Greenville. Students completing both the A.A. and the UTEP programs will receive State of Illinois professional teaching certification (03) for teaching Elementary Education grades K-9.

Program Objectives:

Upon graduation, students will:

1. Exemplifying the appropriate professional attitude/disposition and values for teaching so ALL students can learn.
2. Develop essential content knowledge and professional knowledge in the field of education according to their area of certification.
3. Develop and acquire the necessary professional skills, model the appropriate life style and dedication to service as a Christian teacher with a Biblical Worldview.

Program Requirements:

All students are expected to adhere to the guidelines listed in the Education Program handbook.

1. BIBLE AND THEOLOGY		18
BI 111 Introduction to the Bible	3	
BI 114 Principles of Bible Study I	3	
NT141, 245 Life of Christ I, II	6	
HI 242 Acts	3	
TH 160 Basic Christian Beliefs	3	
2. GENERAL EDUCATION		40
ID 101 Introduction to World Views	3	
ID 201 Ancient Civilizations	3	
ID 202 From Early Church to the Medieval World	3	
HI 141 American History	3	
HI 341 History of the Restoration Movement	3	
LA 111 Introduction to Written Composition	3	
LA 113 Introduction to Speech	3	
LA 210 Advanced Composition	3	
MA 295 Statistics	3	
SC 155 Biology & Society and SC 258 Physical Science		
OR SC 157 Chemistry & Society and		
SC 251/252 Microbiology (lecture & lab)	7	
SS 223 World Human Geography	3	
SS 263 Citizens and Government	3	

A.A. in Bible

The Associate of Arts in Bible is a two-year degree program designed for students who expect to serve in church leadership but probably not in a paid position (e.g. as a Bible teacher, elder, youth sponsor, worship leader, or church planting team member). For further information contact the program director, Dr. Walt Zorn, at wzorn@lccs.edu.

1. BIBLE AND THEOLOGY	24
BI 111 Introduction to the Bible	3
BI 114 Principles of Bible Study I	3
BI 364 Principles of Bible Study II	2
NT 141, 245 Life of Christ I, II	6
NT 242 Acts	2
NT 340 Introduction to Pauline Epistles	2
OT 222 Pentateuch	3
TH 160 Basic Christian Beliefs	3
2. GENERAL EDUCATION	24
ID 101, 201, 202 Interdisciplinary Studies	9
HI 341 History of the Restoration Movement	3
LA 111 Introduction to Written Composition	3
LA 113 Introduction to Speech	3
SS 164 Sociology or SS 171 Principles of Psychology	3
SS 260 Anthropology or SS 268 Non-Western Religions	3
3. CHRISTIAN MINISTRIES	9
CM 100 Service Learning (each semester)	0
CM 101 Chapel (each semester)	0
CM 152 Introduction to the Purpose of the Church	3
CM 215 Discipleship in a Postmodern World	2
CM 232 Teaching and Learning in the Church or	2
CM 242 Leading and Learning in Small Groups	
CM 303 Christian Character and Leadership	2
4. OPEN ELECTIVES in any field	8
TOTAL	65

A.A. in Early Childhood (Day Care Focus)

This two-year program will prepare the graduates to work in private or public day care and preschool settings. A student may also choose the option of preparing to serve as a day care teacher, director, meeting DCFS requirements for private administration of day care homes. For more information, contact the program director, Karen Estep, at kestep@lccs.edu. Graduates of this program may apply for provisional Early Education Certification through the Association of Christian Schools International. Additional requirements and a fee are required for full certification.

Program Objectives:

Upon graduation, students will:

1. Demonstrate appropriate application of content knowledge throughout diverse field experiences.
2. Evaluate and create learning materials appropriate for teaching children, birth to kindergarten, in the church and in child care settings.
3. Develop the skills to promote effective and appropriate support for the spiritual formation of and learning by all children, birth to kindergarten, using differentiated instruction, integration of technology, and developmentally and culturally appropriate practice for diverse settings.
4. Demonstrate an appropriate disposition to work with all children, families, colleagues, administration, and the community as a whole so that all students learn.

Program Requirements:

All students are expected to adhere to the guidelines listed in the Early Childhood Program handbook.

1. BIBLE AND THEOLOGY	17
BI 111 Introduction to the Bible	3
BI 114 Principles of Bible Study I	3
NT 141, 245 Life of Christ I, II	6
NT 242 Acts	2
TH 160 Basic Christian Beliefs	3
2. GENERAL EDUCATION	19
ID 101 Introduction to World Views	3
ID 201 Ancient Civilizations	3
HI 341 History of the Restoration Movement	3
LA 111 Introduction to Written Composition	3
LA 113 Introduction to Speech	3
PE 191 Physical Fitness	1
SS 164 Sociology or SS 171 Principles of Psychology	3
3. CHRISTIAN MINISTRIES	7
CM 099 AIM: A Christ-Centered Life	0
CM 100, 101 Service Learning, Chapel	0
CM 152 Introduction to the Purpose of the Church	3
CM 232 Teaching and Learning in the Church	2
CM 303 Christian Character and Leadership	2

4. EARLY CHILDHOOD		22
CE 131 Technology Seminar	0	
ED 450 Christian Educator Symposium	0	
ED 448 Colloquy	0	
EC 134 Introduction to Early Childhood Education*	3	
EC 137 Health, Safety, and Nutrition for the Young Child	2	
EC 231 Teaching Pre-Primary Curriculum*	3	
EC 234 Child, Family, and Community Education	3	
EC 237 Survey of the Exceptional Child*	3	
EC 238 Child Growth and Development*	3	
EC 245 Language Arts	3	
EC 246 Org/Admin for Early Childhood Directors*	2	
EC 249 Sophomore Field Experience	0	
		<hr/>
	TOTAL	65 (66)**

* A minimum of 110 hours of field experiences is required to enable students to observe, teach, and reflect on educational settings under the supervision of a professional.

** Additional requirement: EC 031 Phonics in Review (1 credit hour) or phonics proficiency exam and Zaner-Bloser Handwriting correspondence test.

Certificate in Christian Service

This certificate program is for students interested in college work, but who are not academically qualified for a degree program (see page 100). Eligible students include those whose ACT composite scores and high school rank are below the 25th and above the 15th percentile. This program is intended to help such students serve more effectively in the local church. Along with other admission requirements, an interview with the Director of the Academic Resource Center, Jan Rutledge, is required. She may also be contacted at jrutledg@lccs.edu for further details. Enrollment is limited. Students must maintain a minimum grade point average of 1.0 and pass LA 010 Preparatory English I and LA 019 Study Skills I to continue.

1. BIBLE AND THEOLOGY		9
BI 111 Introduction to the Bible	3	
NT 141 or 245 Life of Christ I or II	3	
TH 160 Basic Christian Beliefs	3	
2. CHRISTIAN MINISTRIES		5
CM 100, 101 Service Learning and Chapel	0	
CM 152 Introduction to the Purpose of the Church	3	
CM 303 Christian Character and Leadership	2	
3. GENERAL EDUCATION		11
LA 010, 011 Preparatory English I, II	6	
LA 019, 020 Study Skills I, II	5	
TOTAL		25

Certificate in Teaching English to Speakers of Other Languages (TESOL)

The certificate program in TESOL is an 18-28 semester hour program designed to prepare Christians to teach English to those whose primary language is not English. The emphasis is upon how this preparation can be used in cross-cultural settings to advance God's Kingdom. Students may choose one of two tracks. TESOL courses (see list on page 56) are offered in non-traditional format (e.g. evening courses, intensive courses in January or June, Web-based courses on the Internet, or as independent study courses). Students wishing to complete a TESOL certificate must apply to and be accepted as a student at the College. For more information contact the program director, Miriam Windham, at mwindham@lccs.edu.

Program Objectives:

1. Teach ESL/EFL in ways consistent with methods and theories taught in ES 324, ES 325, and ES 400.
2. Teach and interact with ESL/EFL students in ways appropriate for and considerate of their cultures in accordance with what is taught in ES 323.
3. Assess and evaluate ESL/EFL students' needs and progress in ways consistent with what is taught in ES 322 and ES 326.
4. Find meaningful places of service during college/seminary and after graduation.

Track One: Academic Certificate (18 hours)

This track is the standard TESOL program in the U. S., intended for students who, along with a bachelor's degree in another discipline, desire to teach outside the public school system. Students may teach in public schools and universities outside the U.S. as well as in many U.S. settings. This track requires ES 324, ES 325, and ES 400, plus three of the five remaining TESOL courses (which must be approved by the TESOL Certificate program director), for a total of 18 hours. This track works well in the Intercultural Studies elective area.

Track Two: Teacher Certification (18 hours)

This track is intended for school teachers who already have state certification (elementary or secondary) but wish to add a secondary endorsement. This track requires all TESOL courses except ES 321 and ES 327 for 15 hours, plus 3 semester hours of practicum (100 clock hours, of which 50 must be in a public school setting). Students in this track are responsible for applying to the State Board of Education for their TESOL certification upon completion.

NOTE: Transfer students must take at least two of the TESOL courses at LCC to qualify for the TESOL certificate.

Semester Program at Focus on the Family

Lincoln Christian College has entered into a formal relationship with James Dobson's Focus on the Family organization to provide a semester of study focusing on the challenges facing today's families. This partnership allows qualified students to attend the Focus on the Family Institute in Colorado Springs and receive 15 hours of credit toward a degree program at the College. For more information, contact Dean Diefendorf at kdiefendorf@lccs.edu or 217-732-3168 ext: 2254.

Chapter 3

Course Descriptions

The Curriculum

The foundation of our curriculum may be found in Mark 3:14, “*and Jesus chose twelve that they might be with Him so that He might send them out...*” We want to help you explore what it means to “be chosen,” to hear Christ’s call to servant leadership. We want to help you “be with” Christ, to learn from Him and from us relationally, devotionally, mentally, and in other ways. And we want to help you discover what it means to “be sent,” to be a servant leader prepared for the world—in all its complexity and diversity—through ministry inside and outside the Church. Our curricular offerings are divided into four fields.

Bible and Theology Field

The Bible and Theology Field helps students acquire a working knowledge of the Old and New Testaments, a reasonable confidence in their ability to interpret and apply the message of Scripture, and a genuine desire to use this knowledge and ability to grow personally, worship corporately, and witness globally. Students who complete the common core in Bible and Theology will:

1. Know the messages of the Old and New Testaments and their leading theological emphases (especially as they relate to our religious heritage).
2. Understand and appreciate the culturally and linguistically diverse worlds in which the Word of God was revealed.
3. Learn how the Church has interpreted the Bible throughout the ages and how to interpret the Bible for today’s world.
4. Present Scripture in a faithful, clear, and culturally relevant manner, both in the Church and in the world.
5. Know how the Bible sets forth a theistic worldview as the true, distinctive, and livable way of understanding reality.
6. Live a Biblical worldview consistently.

General Education Field

The General Education Field helps students understand nature, societies, and themselves; develop a sensitive awareness of a world influenced by complex ideas; critically evaluate their world from a Biblical perspective; and appropriately communicate Christian truth. Students who complete the common core in General Education will:

1. Develop a consistent and comprehensive Christian worldview and use it to analyze their own and other cultures, both past and present.
2. Compare and contrast the ideas, philosophies, and histories of the Western and non-Western worlds.
3. Describe the history and significant contributions of Western society, especially in the context of the development of the Christian church and non-Christian worldviews.
4. Demonstrate a holistic and critical awareness of self and their Christian role in society.
5. Communicate effectively in writing and speaking and in evaluating the communication of others.
6. Demonstrate knowledge of scientific and mathematical concepts about God’s creation through analysis and application.

Christian Ministries Field

The Christian Ministries Field partners with students to pursue God's will in their chosen vocations, inside and outside the church, in an increasingly diverse world. This field, along with the other fields at Lincoln Christian College, also assists students to think theologically about all of life. The field regularly addresses issues of planning, programming, and personnel in order to better serve its academic programs and further the College's mission. The Christian Ministries faculty are committed to serving as scholar/servants and as role model/mentors in order to develop students' character and skills for servant leadership. This field includes a variety of programs/majors, each of which has its own objectives.

Christian Education Ministries Field

The Christian Education Ministries Field helps students develop the character and skills necessary for servant leadership in educational or care-based settings. This Field is closely aligned with the Christian Ministries Field, but with a distinct focus on education and the helping professions. This field includes a variety of programs/majors, each of which has its own objectives.

Course Numbering

All the courses listed in this chapter are arranged in order by course number, which includes a two-letter prefix that indicates subject area (see first list below) and a three-number suffix that indicates course level (see second list below). Each course description ends with a number in parenthesis that indicates how many credits the course is worth. The College operates on a semester basis, with one credit typically equaling one hour of instruction per week for 15 weeks.

Course prefixes:

AD	Business Administration	ID	Interdisciplinary Studies
AR	Art	LA	Language and Communication
BI	General Bible	MA	Mathematics
BL	Biblical Languages	NT	New Testament
CE	Christian Education	OT	Old Testament
CM	Christian Ministries	PE	Physical Education
DS	Deaf Studies	PH	Philosophy
EC	Early Childhood	PR	Preaching Ministry
ED	Education	PS	Psychology
EN	English	SC	Science
ES	Teaching English to Speakers of Other Languages	SF	Spiritual Formation
HI	History	SS	Social Science
HO	Honors	TH	Theology
IC	Intercultural Studies	WM	Worship Ministry
		YM	Youth Ministry

Course suffixes:

000	Any level (ordinarily non-transferable)
100	Freshman courses
200	Sophomore courses
300	Junior courses
400	Senior courses

Note: A number of general education courses have been accepted for transfer credit as part of the Illinois Articulation Initiative (IAI). The specific IAI codes for these courses are listed below for each of those courses. For more information, see page 101 or visit the iTransfer web site at www.itransfer.org.

Business Administration

AD 260 Principles of Accounting. An introduction to financial and managerial accounting, including an examination of basic accounting concepts, financial statements, the accounting cycle, cost-volume-profit relationships, budgeting, planning and control, cost concepts, and ethics. Prerequisite: AD 298. (3)

AD 292 Business Communication. An introduction to the skills needed in managerial writing and speaking. The course covers writing strategies for routine, bad news, and persuasive messages in the form of letters, memos, e-mail messages, and employment correspondence (resumes, letters of application, and follow-up letters). Prerequisite: word processing proficiency. (3)

AD 295 Statistics. An examination of descriptive and inferential statistics, including frequency distributions, estimation, hypothesis testing, t-tests, nonparametric procedures, ANOVA, correlation, regression, and sampling, with an emphasis on reasoning, problem solving, and utilizing statistics within a team-based research project. Same as MA 295. (3)

AD 298 Business Math and Excel. A study of math concepts and applications used by business students. The course will begin with a review of the fundamental principles of arithmetic and percentages and includes an introduction to spreadsheets. Additional topics may include payroll, bank records, time value of money, discounts, markup, inventory, depreciation, and stocks and bonds. (3)

AD 360 Principles of Finance. An examination of financial statements and ratios, time value of money, valuation, work capital management, capital budgeting, risk analysis, cost of capital, capital structure, dividend policy, and ethics. Prerequisite: AD 298. (3)

AD 370 Principles of Marketing. An examination of customer driven marketing, situational analysis and strategy, segmentation, targeting, positioning, buyer behavior, product development, pricing, distribution, promotion, brand management, and ethics. Includes a team-based marketing plan and brand campaign project. (3)

AD 380 Organizational Behavior. An examination of individual behavior and group, social, and organizational processes. Topics include managing diversity, organizational culture, self-concept, personality, values, attitudes, job satisfaction, motivation, social perception, decision making, group dynamics, teams, conflict, communication, politics, leadership, and managing stress and change. Includes a team-based OB training project. (3)

AD 381 Human Resource Management. An examination of employment law, job analysis, staffing, training, performance appraisal, compensation, discipline, unions, strategy and planning, and ethics. Includes a team-based HRM training project. (3)

AD 399 Special Topics in Business or Business Seminar. An in-depth study of various business topics. Topics could include Personal Finance, Economic Justice, Operations Management, Project Management, Sales, International Business, and Public Relations. (1-4) May be repeated.

AD 400 Orientation to Internship. An introduction to the internship experience and requirements. Topics include searching for an internship, resumes, interviews, learning covenants, and site and student requirements. To be taken during the junior year. (0)

AD 401 Business Administration Internship. A senior-level, semester-long (150 hours) supervised internship conducted in a business setting. The internship can be completed with a for-profit or not-for-profit organization. Internships are individually structured according to student career pursuits and the needs of the site organization. (3)

AD 453 Not-for-Profit Organizations. An examination of starting and operating a not-for-profit. Topics include strategic planning, program development, volunteers, staff, and board relations, marketing and public relations, budgeting, grantsmanship, major gift programs, special events, and direct fundraising. Same as YM 453. (3)

AD 471 Marketing Research. An examination of research processes, data collection, data interpretation and analytical analysis, and summary reporting. Includes a team-based marketing research project. Prerequisite: AD 370. (3)

AD 472 Integrated Marketing Communication and Advertising. An examination of brand strategy, management, measurement, advertising, promotions, public relations, and direct marketing. Includes a team-based IMC and advertising project. Prerequisite: AD 370. (3)

AD 473 Buyer Behavior and CRM. An examination of consumer and business buyer decision making, determinants of buyer behavior, influencing buyer behavior, customer service, and customer relationship management. Includes a team-based CRM project. Prerequisite: AD 370. (3)

AD 480 Principles of Management. An examination of planning, organizing, staffing, leading, controlling, decision making, project management, and ethics. Includes a team-based management project. (3)

AD 481 Staffing. An examination of staff planning models and strategies, legal compliance, job analysis, rewards, recruitment, measurement, selection, decision making, staffing system management, and retention management. Prerequisite: AD 381. (3)

AD 482 Training. An examination of needs assessment, learning theories, program design, transfer of training, training methods and evaluation, e-learning and technology, employee development, and career management. Prerequisite: AD 381. (3)

AD 483 Compensation. An examination of pay and benefits strategies, models, planning, job analysis and performance review, unions, legal compliance, and budgeting. Prerequisite: AD 381. (3)

AD 484 Entrepreneurship – Starting a Small Business. An examination of small business entrepreneurship activities including business opportunity screening and start-up, legal structure, operational, strategic, marketing, and financial analysis, and business plan development. Prerequisites: AD 360 and AD 370. (3)

AD 485 Business Ethics. An examination of ethical issues facing contemporary business. Topics include economic distribution, the nature of capitalism, corporate responsibility, personnel policies, work conditions, bribery, job discrimination, product safety, advertising, and the environment. Course includes an overview of philosophical and theological approaches to ethics with an emphasis on self-appropriation and decision making. (3)

AD 486 New Media for Organizations. A hands-on course in organizational communication using social media tools such as blogs, podcasts, and other collaborative technologies (wikis and discussion boards). Students will learn about the software and hardware tools available to create social media. Effective uses of these media for marketing, public relations, and entrepreneurial opportunities will be explored. Prerequisites: AD 292 and AD 370. (3)

AD 488 Operations Management. An examination of the processes utilized by organizations in the production of goods and services. Topics include operations strategy, measurement of operations performance, process selection, design, and analysis, facility and work design, capacity management, forecasting and demand planning, managing inventories, resource management, operational scheduling and sequencing, queuing, lean operating systems, project management, and quality management and control. (3)

AD 489 Business Strategy. The course integrates the major business disciplines with an emphasis on decision making. Includes and examination of organizational theory, mission and vision, environmental, organizational, and competitive analyses, strategy development, implementation, and measurement. (3)

AD 497 Principles of Macroeconomics. An examination of supply and demand, the market structure, inflation, unemployment, economic growth and GDP, fiscal and monetary policy, interest rates, and international trade. Includes treatment of current economic issues and history of economic thought. Same as SS 362. (3)

Art

AR 101 Drawing I. An introduction to the fundamental concepts and techniques of drawing, using a variety of media and including drawing from observation and invention, leading to an interpretive and evaluative approach to drawing. This course will emphasize the development of creative thinking and visual expression in a Christian context. (3)

AR 110 Introductory Photography. An introductory class into the practice of photography focusing on technique, composition, style and post processing. Students will learn how to handle a camera and how to process the image in Photoshop or Photoshop Elements. Students will have to provide a fully manual camera, either film or

digital, to complete assignments for the class. (If the student has a question about the camera, please contact the instructor. If film is used, the student will assume the cost of processing.) (3)

AR 201 Illustration and Design. An introduction to basic painting and illustration techniques in a variety of media. The class will also explore the visual design needs of Christian organizations and publications for communicating, teaching, and evangelism. Prerequisite: AR 101 or permission of instructor. (3)

General Bible

BI 111 Introduction to the Bible. An introduction to the message of the Bible as it is developed in the Old and New Testaments. Proficiency available. (3)

BI 114 Principles of Bible Study I. A survey of resources, principles, and methods of Bible study, with special attention to the authority of Scripture and interpreting and applying the messages of the New and Old Testaments. (3)

BI 364 Principles of Bible Study II. An investigation of the thought and methods underlying contemporary approaches to interpreting the Bible. Prerequisite: BI 114. (2)

BI 391 Archaeological Fieldwork. This course is an investigation into the practices of archaeology and the history of the Near East. Using the multifaceted tools of the discipline of archaeology, students will acquire knowledge of archaeological theory and practice in the region. Students will be expected to accompany the instructor to an active archaeological dig and to willingly participate in the required activities. Students will also do preparatory reading and research, attend required lectures, and participate in weekend excursions to other sites in the region. Please note that this class requires the ability to complete strenuous activity in hot weather. (3)

BI 393 History and Literature of the Second Temple Period. A study of the history and literature of the Intertestamental Period with particular emphasis given to connections between the Old and New Testaments as well as to developments which aid in the understanding of the writings of the New Testament. Students will be familiarized with political, social, and cultural issues related to understanding this historical period through the use of primary and secondary readings and through a focused and guided research project. (3)

BI 399 Special Issues in Bible. Directed study in Bible for the student who desires to pursue a topic of study not covered in the regular curriculum. Juniors and seniors only. (1-3)

BI 401 Research/Readings in Bible and Theology. Supervised research and/or readings as approved by a member of the Bible and Theology faculty. (1-3)

BI 411, 412 Senior Seminar in Bible. A senior course designed to draw together the various courses and experiences that students have had which relate to Bible study and preparation to communicate the Biblical truth. The 412 course is for those with two years of Greek. (2)

Biblical Languages

BL 243 Elementary Greek I. An introduction to the basic elements of New Testament Greek, with special emphasis upon grammatical forms, functions, and vocabulary as they relate to a better understanding of the New Testament. (3)

BL 244 Elementary Greek II. An introduction to the basic elements of New Testament Greek, with special emphasis upon grammatical forms, functions, and vocabulary as they relate to a better understanding of the New Testament. Prerequisite: BL 243. (3)

BL 321 Elementary Hebrew I. A study of elementary Hebrew grammar, syntax, and vocabulary, with emphasis upon the attainment of skill in reading from the Hebrew Bible. BL 521 may be used in place of any of the OT courses required in the common core (see page 11). (3)

BL 322 Elementary Hebrew II. A study of elementary Hebrew grammar, syntax, and vocabulary, with emphasis upon the attainment of skill in reading from the Hebrew Bible. BL 521 may be used in place of any of the OT courses required in the common core (see page 12). Prerequisite: BL 321. (3)

BL 341 Advanced Greek I. A course which reviews and expands upon forms, syntax, and vocabulary by means of daily translations from the New Testament and advanced grammar studies. Prerequisite: BL 243, 244. (3)

BL 342 Advanced Greek II. A course which reviews and expands upon forms, syntax, and vocabulary by means of daily translations from the New Testament and advanced grammar studies. Prerequisite: BL 243, 244, 341. (2)

BL 443 Advanced New Testament Exegesis. A course designed to teach the student how to use the historical- grammatical approach in exegeting the Greek New Testament with a view to making contemporary application. Prerequisite: BL 341, 342. (3)

Christian Education

CE 131 Technology Seminar. An introduction to LiveText web based portfolios and to the Educational Technology Competencies requirements for the Associate of Arts in Early Childhood and the Bachelor of Arts in Children's Ministry. This course is optional for TECP program majors. (0)

CE 136 Introduction to Children's Ministry. An overview of the ministry goals, values, laws, methods, practices, and practical resources used to minister to children (birth through third grade) and their families – both in the church and in the community. Includes 5 hours of field experiences. (3)

CE 231 Worship and the Arts for Children's Ministry. A study of the organization, structure, and implementation of structured and personal worship for children. Emphasis will be placed on worship through the study of scripture, music, prayer, giving, puppets and drama, art and movement, and service. (3)

CE 244 Ministry for Elementary Children and Families. A study of the use of curriculum, teaching methods, and techniques for effective ministry to all children in ministry settings at the elementary (K-6) level. Includes 10 hours of field experiences. (2)

CE 336 Education of Adults. A description of the principles, methods, and materials used in a Christian education ministry to adults. Prerequisite: CM 232. (3)

CE 341 Educational Administration in the Church. An overview of the leading, organizing, planning, staffing, and evaluating of educational ministries in congregations. Models of administration will be discussed with a related in-class practicum experience. (2)

CE 348 Junior Field Experience. Students will spend 40 hours in the field visiting with key churches and their Children's ministers to begin the process of networking with Children's Ministers and become aware of available resources by visiting multiple churches with active children's ministry programs. (0)

CE 431 Administration and Leadership in Children's Ministry. A course focusing on the planning, leadership, organization, and delegation of children's ministry in the local church. Attention will also be given to recruitment and training of children's teachers and leaders. (2)

CE 436 Childhood Spirituality. A theological and philosophical study of childhood spirituality. (3)

CE 442 Ministry to Children in Crisis. A survey of the spiritual, emotional, social, intellectual, and physical needs of children aged 2-12 as they respond to various personal and family crises. Includes introductory-level ministry models, methods, and resources for ministering to children facing crises. Prerequisite: junior status. Same as PS 442. (2)

CE 449 Marriage Enrichment. A course designed to lead a married couple to personal enrichment with each other and to equip the couple to be able to enrich the marriages of others. Same as PS 449. (3)

Christian Ministries

CM 099 AIM: Developing a Christ-Centered Life. This course, required of all new students, introduces Lincoln Christian College, the Bible College experience, and strategies for making effective decisions for life, for school, and for service. The course is framed by the "X-GPS Life Mapping System," which helps students to identify and to develop their Christ-centered Gifts, Passions and Sense of Calling. Class fee applies. (0)

CM 100 Service Learning. The college's Service Learning program is designed to involve students in supervised Christian service activities on a weekly basis. These activities (ranging from volunteer work to preaching and teaching) are chosen and evaluated by each student's program director and by the Service Learning Coordinator. During each spring semester, all full-time students participate in a week of volunteer

ministry. The program culminates in a senior-level internship, described below under CM 400-402. Further details about the Service Learning program are provided in the freshman-level course, CM 099 AIM: Developing a Christ-Centered Life and on the website (www.lccs.edu). Every semester. Not required for students on internships. (0)

CM 101 Chapel. All students taking 12 or more semester hours must enroll in and attend weekly Chapel and Spiritual Formation Group meetings. Every Semester. (0)

CM 152 Introduction to the Purpose of the Church. An introduction to the nature of the church and the ministry of its members, with special attention given to the role of the church in world evangelism. (3)

CM 215 Discipleship in a Postmodern World. A course preparing students for life-long, holistic Christian discipleship that is expressed in all areas of the students' lives with the effect of bearing witness to God's redemption of all things (home, Church, social, academic, professional and civic arenas) through Christ. Prerequisite: BI 114. (2)

CM 217 Interpersonal Communication. An introduction to the basic principles of communication which exist in face-to-face, interpersonal situations. Theories and applications will be explored as they relate to this most common of all communication settings. Special focus will be given to self-awareness, audience awareness, listening, message development and presentation, managing relationships, and decision-making. Prerequisite: LA 113, or demonstrated proficiency in LA 113. Same as LA 217. (3)

CM 232 Teaching and Learning in the Church. An introduction to learning theories and teaching strategies, especially in the church. (2; plus 0-credit lab)

CM 242 Leading and Learning in Small Groups. A course emphasizing the skills necessary for organizing and guiding small groups in the church. (2; plus 0-credit lab)

CM 302 Personal Finance. A practical course in personal money management informed by an emphasis on sound stewardship. Topics will include budgeting cash flow planning, debt avoidance/management, borrowing (mortgages, consumer loans, etc.), saving and investing, insurance, emergency planning, retirement planning, tax planning, and giving. Special additional topics such as ministerial finance needs may be covered as well. Prerequisites: Junior class standing (or instructor approval). (3)

CM 303 Christian Character and Leadership. A course designed to take the student through an exegetical study of I and II Timothy and Titus. Emphasis will be placed on the basic issues of Christian character development and leadership skills that arise out of the text. Prerequisite: CM 152. (2)

CM 314 Methods of Evangelism. A course enabling the student to plan and carry out an effective program of evangelism in the local church. (2)

CM 399 Special Issues in Christian Ministries. Directed study in the field of Christian Ministries for the student who desires to pursue a topic of study not covered in the regular curriculum. Juniors and seniors only. (1-3)

CM 400 Internship in Christian Ministries: Orientation. An introduction to and preparation for the internship experience and life-related skills for all juniors two semesters prior to the planned Internship. (0)

CM 401 Internship in Christian Ministries: Experience. A senior-level supervised internship experience with an approved mentor in an approved setting, within the student's degree program or focus, evaluated according to the requirements in individually written learning covenants. Prerequisites: CM 152, CM 303, CM 400, and Internship Director and the student's faculty mentor. (3-12)

CM 404 Supervised Ministry Experience. These experiences (typically requiring at least 200 hours) will focus on one's chosen area of ministry and will be formally evaluated through a Learning Covenant. Consent of advisor and director of SME is required prior to enrolling. (4)

CM 438 Expository Teaching. A study and practicum on advanced teaching methods based on exegetical and literary principles in the Old and New Testaments. (3)

CM 439 Discussion Group Leadership. Upperclassmen who serve as small group discussion leaders in various courses may receive 1 hour of Open Elective credit. Prior approval for this credit must be given by the Registrar or Academic Dean. (1)

CM 448 Communication Colloquy. All Communication Consortium majors including those attending University of Illinois must enroll in Communication Colloquy every semester until graduation. To fulfill the requirements for colloquy, students must register for the course through the LCC student portal, contact the Communication Program Advisor to update all contact information, and submit sample work for inclusion in a student portfolio. All students will receive a pass/no pass grade. Failure of this course will result in dismissal from the communication program. (0)

Deaf Studies

DS 131 American Sign Language I. A course for students with no prior or minimal skills and knowledge of American Sign Language (ASL), the sign language used by deaf people. It will include skill development in finger spelling and ASL, and will examine historical and cultural aspects of the deaf and their language. (3, plus 0-credit lab)

DS 132 American Sign Language II. A course which will enable students to continue the development of their expressive, receptive, and conversational signing skills. It will also include a closer study of the grammatical structure of American Sign Language and of deaf culture. Prerequisite: DS 131 American Sign Language I or permission of instructor. (3, plus 0-credit lab)

DS 200 Advanced Deaf Studies. Students interested in additional Deaf Studies may enroll in advanced programs elsewhere (e.g. in Deaf Ministry, Interpreter Preparation, or Deaf Education) and transfer those credits here. The degree programs with this option are the Intercultural Studies program (under "passport skills") and the General Ministry programs (under electives). The Deaf Ministry option is available through Deaf Missions of Council

Bluffs, IA, which offers an extension program there every other spring semester for up to 16 hours of college credit. For more details, contact the Registrar. (2-16)

Early Childhood

EC 031 Phonics in Review. A course designed to ground teacher candidates with knowledge and skills in the foundations of phonics, enabling them to understand the relationship between letters and sounds fundamental to learning to read, becoming faster readers, and building the skills necessary to master reading and spelling at levels beyond the primary grades. Proficiency exam is available. (1)

EC 131 Technology Seminar. All education candidates (AA in Early Childhood, BA in Early Childhood Education, and BA in Children's Ministry) should take this course in the spring of their freshman year. The course introduces the portfolio requirements for individual program requirements using College LiveText web based portfolios and serves as a resource to help students reach required educational and professional technology competencies. Passing this course is a prerequisite to enrolling in sophomore level professional education courses for the above listed programs. (0)

EC 134 Introduction to Early Childhood Education. An overview of the goals, values, laws, methods, practices, and practical resources used for young children (birth through third grade) and their families in the school, church, and community. Includes 15 hours of field experiences. (3)

EC 137 Health, Safety, and Nutrition for the Young Child. In accordance with national and state guidelines, this course combines basic information and theory, as well as practical applications, resources and care-giving skills for children, families, and staff in maintaining a healthy environment. Fall online course. (2)

EC 138 Learning, Environments, and Assessment. A study of how young children learn, their environmental surroundings, and formal/informal assessment techniques for K-3 grade, including strategies on how to work with families. Emphasis is placed on planning for instructions and assessment, guidance and management, and effective use of the learning environment. Includes 15 hours of field experiences. (3)

EC 139 Educational and Instructional Technology. Applies technology to educational concepts and develops technology skills for instructional and assessment purposes. Prerequisite: LA 111 Introduction to Written Composition or consent of instructor. (3)

EC 231 Teaching Pre-Primary Curriculum. Principles and practices of planning, teaching, and evaluating birth to kindergarten programs. Emphasizes the role of play, the project approach, resources and strategies for teaching, student management and assessment. Prerequisites: completion of EC 134, EC 238, the handwriting course (see program handbook), and a passing score on the Phonics proficiency test or successful completion of EC 031 prior to enrollment. Co-requisite: registered in EC 237, EC 245, and EC 249. (3)

EC 232 Teaching Primary Curriculum. A study of techniques and methodologies of teaching and assessment for language arts, mathematics, science, and social studies at the primary level. (3)

EC 233 Teaching Math. Emphasizes understanding mathematical principles, teaching strategies, materials, assessment, and organizational plans related to the development of a mathematics curriculum. Includes 15 hours of field experiences. (3)

EC 234 Child, Family, and Community Education. A course that explores the interrelatedness between families and communities with an emphasis on cultural and ability diversity and its impact on the early childhood education process. Includes the study of strategies for facilitating effective relationships between parents and community resources and agencies. (3)

EC 237 Survey of the Exceptional Child. An introduction to the characteristics of exceptional learners and their educational rights and processes, which will include learners with disabilities as well as students who possess giftedness. Classroom practices and interventions as well as training the early childhood education professional in observation skills necessary to understand child development, classroom dynamics, and appropriate practices for all children. The roles of professional educator, classroom behavior manager, assessment team member, instructional planner, and collaborator are emphasized. Also addressed are legal and ethical issues, and family and diversity issues. 30 hours of field experience required. Same as ED 237. (3)

EC 238 Child Growth and Development. A practical examination of the physical, social, emotional, intellectual, and spiritual formation and growth of children from conception through adolescence. This course includes fifteen (15) hours of field experiences for observation and reflection in addition to listed class times. Same as ED 238. (3)

EC 239 Language Acquisition, Cognition, and Brain. A study of language acquisition theory and processes, stages of language development, and verbal and non-verbal communication. Emphasis is placed on language differences and diversity, as well as current brain research and its implications. (2)

EC 244 Instructional Media. A survey of the various media used in instruction, with the primary focus on the production of economical educational media, including puppets, folder games, bulletin boards, overhead transparencies, posters, and multi-media presentations. (3)

EC 245 Language Arts. A study about theory and practice in literacy development and the role that speech and language acquisition, children's literature and early exposure to print and social interaction play in long-term literacy skills. Prerequisites: completion of EC 134, EC 238, the handwriting correspondence requirement (see program handbook), and a passing score on the Phonics proficiency test or successful completion of EC 031 prior to enrollment. Co-requisite: registered in EC 231, EC 237, and EC 249. (3)

EC 246 Organization and Administration for Early Childhood Directors. An in-depth examination of the Biblical, legal, and administration functions for directing early childhood programs. Includes 10 hours of field experiences. (2)

EC 249 Sophomore Field Experience. Preprimary clinical placement which involves observation, planning and collaboration with the field mentor, teaching, and reflection. 60 Clock hours are required in assigned locations within both a Public School Early

Childhood Center with At-Risk students and Church Children's Ministry. Prerequisites: completion of EC 134 and EC 238. Infant/Child CPR and First Aid Certification. TB test and background check. Co-requisite: registered in EC 231, EC 237, and EC 245. (0)

EC 250 Educational Media and Technology. This course is a survey of the various technology and media used in instruction and assessment. The course will develop technology skills including a survey of assistive technology, database and website construction, multimedia projects and electronic portfolios, as well as media skills including bulletin boards, puppets, multimedia tools and the operation and maintenance of multimedia equipment. (3)

EC 334 Care of Infants and Toddlers. A course examining the spiritual, social, emotional, language, and motor development of infants and toddlers. Family assessment and involvement will also be examined. Includes 10 hours of field experiences. (3)

EC 335 History and Philosophy of Early Childhood Education. An analysis and synthesis of the historical foundations, theories, and teaching philosophies in Early Childhood Education, including current professional issues and trends. (3)

EC 336 Teaching Reading. A survey of methods and assessment tools used for teaching reading, with an emphasis on the young child in the primary grades. Includes 15 hours of field experiences. (2)

EC 338 Educational Media and Technology. This course is a survey of the various technology and media used in instruction and assessment. The course will develop technology skills including a survey of assistive technology, database and website construction, multimedia projects and electronic portfolios, as well as media skills including bulletin boards, puppets, multimedia tools and the operation and maintenance of multimedia equipment. (3)

EC 349 Junior Field Experience. Course description in development. See Christian Education Associate Dean for more information. (0)

EC 434 International Field Experience. An intense two-week international teaching experience including extensive cross-cultural research prior to the experience, cultural and classroom observation, and teaching at least two lessons in an educational setting, as well as reflections on the experience. (3)

Education

ED 141 Introduction to Educational Practice. This course prepares the candidate for admission to Teacher Education. Course content includes developing an understanding of the Lincoln Christian College Teacher Education Program, a survey of the legal, social and ethical issues involved in public school education, an introduction to LiveText and program portfolio development, and a correlation of psychological principles to varied learning styles and milieus. This course includes *70 hours of field experience* in a diverse setting within the public school system, which will be dually meeting the requirements for Week of E3. The course is designed to give students an opportunity to determine whether to persist in the Teacher Education Program. (3)

ED 221 Cultural Awareness in the Classroom. Through this course, students will explore race and poverty issues, as well as the hidden rules of economic class and characteristics of generational poverty that impact the classroom environment and instruction. Students will search for effective strategies better meeting the needs of underserved populations. Students will be able to give P-12 students the skills needed within the broader culture, while also preserving the integrity of their culture. *This course includes forty hours (40) of field experience* within the public school system that serves a high minority and low socioeconomic population. The field experience will dually meet the requirements for Week of E3. (3)

ED 222 Adolescent Development. This course acquaints students with the major themes, theories, and theorists in the field of Developmental Psychology and their application to adolescence. It focuses on the traditional years of human development for early, middle, and late adolescence as influenced by various milieu (family, peers, school, church, work) in the areas of cognitive, emotional, social, physical development, and spiritual formation. The course content and teaching style are intended to assist students in building a broad knowledge base of human development that will facilitate future learning and knowledge application. Same as PS 222. (3)

ED 223 Children's Literature. A course that considers the selection and evaluation of children's literature, focusing especially on recent material, current trends, controversies, and problems for children birth through age thirteen. (2)

ED 237 Survey of the Exceptional Child. An introduction to the characteristics of exceptional learners and their educational rights and processes, which will include learners with disabilities as well as students who possess giftedness. Classroom practices and interventions as well as training the education professional in appropriate observation skills will be emphasized. 30 hours of field experience required. Same as EC 237. Co-requisite: registered in EC 231, EC 245, and EC 249. (3)

ED 238 Child Growth and Development. A practical examination of the physical, social, emotional, intellectual, and spiritual formation and growth of children from conception through adolescence. This course includes fifteen (15) hours of field experiences for observation and reflection in addition to listed class times. Same as EC 238. (3)

ED 249 Lifespan Developmental Psychology. An investigation of the growth and development of persons, examining the developmental theories of Erikson, Piaget, Kohlberg, Maslow, and others from a Christian perspective. Prerequisite: SS 171 Principles of Psychology. Same as PS 249 and SS 249. IAI Code S6 902. (3)

ED 343 Educational Psychology. A course surveying the principles involved in learning and teaching, including learning theories, student development characteristics, learning styles, objectives, and classroom management. Teacher Education majors earn 10 hours practicum. Same as PS 343. (3)

ED 344 Faith, Schools, and Society. An examination of the distinctive role of Christian educators in schools and society, including an inquiry into educational policies and practices which affect Christian teachers. (3)

ED 448 01 Colloquy. All Teacher Education Early Childhood and Children's Ministry majors taking 12 or more semester hours at Lincoln Christian College must enroll in Colloquy. To receive a pass, candidates must attend the Fall Welcome Party and complete a Teacher Education Information Update. Pass/No Pass. Every Fall semester. (0)

ED 448 02 Colloquy. All Teacher Education Consortium candidates attending a consortium school must enroll in Colloquy. To receive a pass, candidates must complete a Teacher Education Information Update. Pass/No Pass. Every Fall semester. (0)

ED 450 Symposium. A seminar designed to promote dialogue, to challenge, and to encourage students in the Teacher Education Early Childhood and Children's Ministry programs in their personal and professional goals, study and worldview. Participation is required each year until graduation for all majors including off-campus consortium candidates. Grading for the Christian Educator Symposium is a pass/no pass based on seminar registration and attendance. Every spring semester. (0)

Teaching English to Speakers of Other Languages (TESOL)

ES/EN 321 History and Development of the English Language. An examination of the development of the English language from the Old English period to the present, with attention to operational structures of contemporary English. Limited to juniors and seniors. (3)

ES/EN 322 Introduction to Linguistics. A study of the aims and methods of linguistics, including the nature and functions of language (phonology, morphology, syntax, dialectology), and the relationship of language to culture. (3)

ES 323 Cross-Cultural Aspects in TESOL. A course emphasizing the relationship between language, culture, and cultural awareness in the learning and teaching of English as a second language. (3)

ES 324 TESOL: Theoretical Foundations. An examination of theories of first and second language acquisition, with an emphasis on cognitive, affective, and cultural factors in teaching English as a second language. (3)

ES/EN 325 TESOL: Methods and Materials. A study of the methodologies and materials for teaching English as a second language. Central to the course will be the evaluation of materials for achieving various skill levels and instructional goals. (3)

ES 326 Assessment and Testing in English as a Second Language. A study of issues and methods of assessing oral and written proficiency in English as a second language. (3)

ES/EN 327 Teaching ESL Grammar. A course focusing on the content, methodology, and resources for teaching ESL grammar, particularly communicative grammar. Researches different areas of grammar as well as different teaching techniques and activities designed to facilitate the acquisition of English grammar. (3)

ES 400 TESOL Practicum. Observation, case studies, and experience in tutoring, instructional assistance, and/or direct instruction in English as a second language. Instructor approval required. (3-4)

History

HI 141 American History. A study of the political, social, religious, constitutional, and intellectual development (e.g. literature, fine arts, film, science, etc.) of the American people from the colonial settlement of the eastern seaboard until the present. Proficiency exam available. IAI Code S2 900. (3)

HI 242 Acts: A History of the Early Church. An introduction to the historical book of Acts, focusing on its history, theology, and sociology, as well as key people and events in the early church, with special attention given to historical issues and themes. A history-related research paper is required. Same as NT 242. (3)

HI 341 History of the Restoration Movement. An introduction to the history of the movement begun in America in the late eighteenth century to promote world evangelism by practicing unity in the Church based upon the restoration of Biblical authority and of the essential elements of New Testament Christianity. (3)

HI 399 Readings in History. A study of specific historical periods or problems with attention given to primary source and historiographical texts. (1-3)

HI 469 History of Christian Theology I. An historical introduction to the relevant primary sources, examining the most important persons, issues, and events in the history of theology from the Apostolic Fathers to the Eve of the Reformation. Same as TH 469 (3)

HI 470 History of Christian Theology II. An historical introduction to the relevant primary sources, examining the most important persons, issues, and events in the history of theology from the Reformation to 19th century theological thought. Same as TH 470. (3)

Honors

HO 399 Honors Seminar. Students admitted to the Honors Program (see page 98) complete 5 semester hours of honors seminars and projects under the supervision of their faculty mentor. Prerequisite: admission to the Honors program and consent of faculty mentor. This course may be repeated. (1-5)

Intercultural Studies

IC 251 Biblical and Historical Foundations for Missions. An exploration of God's working among mankind to bring all nations to salvation, focusing on the Old and New Testaments and the history of the expansion of Christianity. Special attention is given to creating cross-cultural ministry strategies based on Biblical principles and insights from both contemporary and historical missions. (3)

IC 253 Introduction to Bible Translation. Exposure to the basic skills and challenges needed in Bible translation ministry. Credit is awarded based on participation in the Pioneer Missions Institute offered each summer by Pioneer Bible Translators. (3)

IC 267 Spiritual Conflict. A basic introduction to the Biblical and historical view of spiritual conflict with an emphasis on how repentance, the will, spiritual disciplines and sin affect people. Special note will be taken on practical steps to take in regard to personal life as well as how this affects mission experience and practice. (2)

IC 316 Introduction to Relief and Development. An introductory course on the current practice and theology of working against poverty. Special emphasis will be given to a theological exploration of the nature of wealth, poverty, power and work. Practical work in systems, “best practices” and holism will be expected. (2)

IC 328 Ministry to Urban Children and Youth. A course designed to help equip students for youth ministry in the inner cities of North America. This class will look at the unique challenges and skills in ministering to children and youth of the inner city. Students will also look at holistic youth ministry models through reading, research, and field interviews. Same as YM 328. (3)

IC 329 Ministry to International Children and Youth. A course designed to help equip students for youth ministry in two areas: long-term youth ministry in a foreign culture and campus ministry to international students. Same as YM 329. (3)

IC 355 Independent Study in Intercultural Issues. An in-depth discussion of one or more cross-cultural issues not already examined in an existing course. (1-4)

IC 356 Introduction to Islam. A survey of key elements in the life of Islam (beliefs, practices, institutions) will be viewed from a Biblical perspective with the aim of preparing Christians for ministry to Muslims. Special attention will be given to the role of Muhammad, the Quran, diversity within Islam, Islamic values, thought, social structure and theology in view of the helps and hindrance to evangelism presented by each. Implications for cross-cultural communication of the Gospel will be analyzed. (3)

IC 260 Introduction to Cultural Anthropology. An introduction to the study of culture, studying the interrelationships between individuals and societies, and the natural, ideational, social, economic, legal, temporal, and spatial contexts in which they live. The course stresses implications of anthropology insights for Christian and education professionals. Same as SS 260. IAI Code S1 901N. (3)

IC 367 Language, Communication, and Culture. A course which equips the student with the skill and knowledge to learn another language in the context of relationships and ministry. Provides on-site practice in actual language learning through interaction with a foreign language and mentor, as well as introductory principles with practical applications for cross-cultural communication. (3)

IC 368 Missions in the 21st Century. An examination of the Biblical, historical, and practical aspects of bivocational missions (“tent-making”) in modern missions. Special attention will be given to the necessity of tent-making, the equipping of kingdom

professionals, opportunities for service abroad, and challenges which are uniquely part of bivocational cross-cultural ministry. (3)

IC 454 Leadership in a Cross-Cultural Context. An overview of leadership from a Biblical and Cross-cultural perspective. This course will set up healthy categories for learning about leadership in other cultural situations. There will be a strong research component and a final practicum. Special emphasis will be given on the character of this kind of leader. Pre-requisite: IC 367. (3)

IC 460 Preparation for Cross-Cultural Ministry. A course designed to deal with practical issues related to the entire life cycle of the missionary. Areas of focus include partnership development, culture shock, team dynamics, over-coming stress, family concerns, personal spiritual life, and re-entry issues. (3)

IC 268 Non-Western Religions. A survey of the religious and cultural ideas and practices of non-Western religions, with attention given to Animism, Hinduism, Buddhism, Confucianism, Taoism, Shintoism, and Islam. Juniors and seniors only. Same as SS 268. IAI Code H5 904N. (3)

Interdisciplinary Studies

Many of the required hours in General Education are taken in Interdisciplinary Studies (IDS), which helps students discern relationships among various disciplines, discover worldviews expressed within these disciplines, and evaluate these disciplines from a Christian perspective. It provides an integral part of a student's Christian education, regardless of his or her vocational goals. The IDS sequence consists of five semesters of required courses (ID 101-302) for a total of 15 semester hours, plus a 3-hour elective. Each of the five required IDS classes is taught by a team of instructors with academic specializations in different disciplines.

Several subjects often taught in other colleges as separate (and unrelated) courses are included in the IDS program. These include history, philosophy, literature, and theology. When particularly pertinent, the courses also give attention to the history of art, science, music, and film.

IDS Core Courses

ID 101 An Introduction to Worldviews. This course is the foundational class for the interdisciplinary studies (IDS) courses that are required for a bachelor's degree at Lincoln Christian College. Students are introduced to a variety of philosophical and religious worldviews in a historical context and are led to recognize their significance and influence in history and in contemporary popular culture. Attention is also given to the basic principles of logic and critical reasoning and to the nature of a Christian worldview. (3)

ID 201 Ancient Civilizations. This course surveys and integrates key ideas and developments in history, philosophy, literature, theology, politics, visual art and architecture in the Ancient Near East, Hellenic Greece, Hellenistic Greece and Rome. A significant focus of the class is critical thinking and critical writing. Prerequisites: ID 101 and LA 111. IAI Code HF 900. (3)

ID 202 From Early Church to the Medieval World. This course surveys and integrates key ideas and development in history, political theory, philosophy, theology, literature, and fine arts from the nascent Christian Church through the Late Middle Ages. Special attention is given to the growth and development of the church, its relationship to and its increasing influence over politics, society, and economic developments. A significant focus of the class is critical thinking and critical writing. Prerequisites: ID 101 and LA 111. IAI Code HF 901. (3)

ID 301 The Emerging Modern World. This course surveys and integrates key ideas and developments in history, philosophy, theology, science, music, literature, and the arts beginning with the Renaissance and the Reformation through the 19th century. Key eras discussed are the Renaissance, the Reformation, the origin of modern science, the Enlightenment, and Romanticism. A significant focus of the class is critical thinking and critical writing. Prerequisites: ID 101 and LA 111. (3)

ID 302 The Modern and Postmodern World. This course surveys and integrates key ideas and developments in history, philosophy, theology, science, technology, music, art and literature from the middle of the nineteenth century to the present. Special attention is given to an analysis contemporary culture from a Christian worldview perspective. Prerequisites: ID 101 and LA 111. (3)

IDS Elective Courses

ID 303 European Study Tour. This course surveys and integrates key ideas and developments in history, philosophy, literature, theology, politics, visual art, music and architecture in ancient, medieval, Renaissance and Reformation Europe. The course unifies classroom preparation and on site learning for a substantive educational experience. Permission of instructor is required. May be substituted for ID 201, 202 or 301, depending on countries visited and civilizations studied. Prerequisites: ID 101, LA 111 and Junior standing. (3)

ID 310 Rome and the Early Church. This course will explore the impact that Rome had on the church, and the impact that the church had on Rome through a study of the intertwined development of Rome and the early church. As an interdisciplinary studies course, we will consider developments in visual art, architecture, history, church history, literature and theology. Prerequisites: ID 101, LA 111 and Junior standing. (3)

ID 311 Conversations in American Poetry. This course surveys the landscape of poetry in English (primarily American) from European Romanticism to Postmodernism. In doing so, we will examine the ways in which poets both participate in and complicate these broad cultural movements. The latter half of the semester will be devoted to examining pairs of poets from different eras in order to trace the on-going “conversations” that persist about the self, the other, the world, and the divine. Disciplines covered in this course include literature, theology/religion, history, and philosophy. Prerequisites: ID 101, LA 111 and Junior standing. (3)

ID 313 The Crusades. The course surveys the history of the Christian religious wars waged in Palestine and Europe after 1095. Issues considered include crusade as an expression of the “Age of Faith,” the reactions of Christians and non-Christians to crusade, the artistic expressions of crusade and the theological implications of the

crusading movement. The course will explore the implications of crusade for the contemporary Middle East. As an interdisciplinary studies course we will consider history, literature, visual art, theology/religious studies, church history and music. Prerequisites: ID 101, LA 111 and Junior standing. (3)

ID 314 Women in Literature. This course traces the historical development of American feminism as a movement from the Seneca Falls Convention in 1848 to the present day, including such significant issues raised by the movement as political rights, domestic roles, beauty and objectification, definitions of the “feminine,” connections between language, gender, and identity, and the nexus of ethnicity and gender by interpreting historical documents, novels, short stories, poems, and some visual art. Christian responses to feminism will be explored in an attempt to help students craft their own position. Disciplines covered in this course include history, literature, philosophy, theology/religion, and possibly visual art. Prerequisites: ID 101, LA 111 and Junior standing. (3)

ID 316 Christianity and Science: Their Modern History and Relationship. This course offers an interdisciplinary analysis of the interactions of science, theology, and philosophy in the context of modern history. Topics discussed include the historical relationships between science and Christianity; the historical conflicts between Darwinism and creationism (e.g. 19th-century Darwinism, the 1920s Scopes’ trial, current issues in teaching evolution/ creationism in the public classroom); developments in contemporary philosophy of science and their implications for Christian theology; and the theological implications of modern cosmology (e.g. Big Bang theory) and origin of life studies. Prerequisites: ID 101, LA 111 and Junior standing. (3)

ID 317 Ethics in Philosophy, History, and Society. This course offers an interdisciplinary analysis of the nature of ethics and its application to a variety of historical situations and social issues. Optional ethical theories will be considered (e.g. Relativism, Egoism, Utilitarianism, Kant, Virtue Ethics, Situation Ethics, Natural Law Ethics, various forms of Theological Absolutism), and these theories will then be applied to notable situations in history and to some contemporary social problems. Prerequisites: ID 101, LA 111 and Junior standing. (3)

ID 318 Kierkegaard. This course examines the life, thought and writings of the nineteenth century Danish philosopher/theologian/author Søren Kierkegaard and his work within the philosophical, theological, social and literary contexts of nineteenth century Europe and Golden Age Denmark. This course also looks at the relevance of Kierkegaard’s thought and writings in the present postmodern (philosophical, theological, social and literary) context(s). We will look at topics in Kierkegaard’s thought such as: the nature of human existence, the nature of communication, the nature of a person’s relation to God, the relation between faith and reason, the relation between ethics and religion, Christology, and what it means to be a Christian. Prerequisites: ID 101, LA 111 and Junior standing. (3)

ID 319 Literature of the English Renaissance: Shakespeare, Marlowe, Donne, and More. This course surveys the literature of the English Renaissance, including works by Christopher Marlowe, John Donne, Sir Thomas More, and William Shakespeare. Literary works in sixteenth- and early seventeenth-century England were not created in isolation from other currents in the social, cultural, and religious world. Thus our

exploration of Renaissance literature will be closely tied to the life and times of its authors, with particular focus on Tudor and Stuart England and the Reformation. Prerequisites: ID 101, LA 111 and Junior standing. (3)

ID 320 Theology and Postmodernity. This course examines some of the possible relationships that Christian theology can have with postmodern thought. While looking at some of the basics of postmodern thought and some basic interdisciplinary streams of postmodernity (such as literary and social theory), we will focus primarily on various attempts by contemporary theologians/philosophers to appropriate and interact with this kind of postmodern thought. This class is a more in depth examination of the question of if (and if so what kind of) postmodern thought can be responsibly appropriated for use in Christian theology. As such, it contributes toward addressing the perennial issue of the proper relation between secular thought or philosophy (Athens or Paris) and Christian theology (Jerusalem or Grand Rapids). Prerequisites: ID 101, LA 111 and Junior standing. (3)

ID 321 The American Civil War. This course will integrate and survey the causes, course and consequences of the American Civil War from both the Northern and Southern perspectives. Primary issues will include the political and social causes of the war, the military course of the war and the impact that the war had on the development of the United States through Reconstruction. As an interdisciplinary studies course we will consider Civil War politics, music, medicine, military developments, literature and theology of both North and South. Prerequisites: ID 101, LA 111 and Junior Standing. (3)

ID 322 Lewis and Tolkien: Faith, Fiction, and Fantasy. This course surveys the literature of C.S. Lewis and J.R.R. Tolkien, particularly their theological, fictional, and critical writings in the context of their life and work, including historical background (Medieval studies, 1910s-1960s, the impact WWI and WWII, and their membership in the Inklings), biographical readings, contemporary fiction and criticism, and recent adaptations of their work to film. The course will also explore modern implications between a Christian worldview and the arts (literature, music, film, etc.). Prerequisites: LA 111, ID 101 and Junior standing. (3)

Language and Communication

Note: The courses below numbered LA 010-LA 020 may not be used to count toward a degree and are generally non-transferable.

LA 010, 011 Preparatory English I, II. A review course designed to help students gain proficiency in the use of the English language. Two semesters. (3, 3)

LA 015, 016 Academic Resource Center Lab. Students assigned to the Academic Resource Center (ARC) Lab will work with the ARC director to write an individualized study contract, establishing learning goals coordinated with the student's course assignments. It may include peer tutoring, study groups, computer-assisted tutorials, seminars, etc. Students who receive a grade of No Pass in ARC must repeat the course during the following semester, even if they have a satisfactory grade point average and are not on academic probation. (1-2)

LA 019 Study Skills I. A course for students lacking the basic study skills needed for success in college, such as note-taking, organizing, listening, and vocabulary-building. (3)

LA 020 Study Skills II. A course designed to help students develop reading and analysis skills necessary for success in the college setting, with emphasis on college-level reading. (2)

LA 111 Introduction to Written Composition. This course emphasizes those facets of composition necessary for effective college writing including information literacy, critical thinking, rhetorical awareness, and principles of revision both global (audience, purpose, structure, genre) and local (style, grammar, mechanics). IAI Code C1 900R. (3)

LA 113 Introduction to Speech. A study and practice of basic principles involved in discovering, arranging, delivering, and evaluating ideas in speech situations. Proficiency exam available. IAI Code C2 900. (3)

LA 210 Advanced Composition. A course emphasizing critical skills in reading, thinking, and writing, and focusing on rhetorical effectiveness in a variety of genres, paying close attention to the ways that readers, writers, and texts interact. This course provides opportunities for personal, academic, and public writing. Pre-requisite: LA 111 (3)

LA 211, 212 Modern Languages. A study of the fundamentals of various modern languages, including vocabulary, basic grammar, and conversational/reading skills. Depending upon personnel available, individual sections will be offered in such languages as Spanish, German, French, and Swahili. (2-3)

LA 217 Interpersonal Communication. An introduction to the basic principles of communication which exist in face-to-face, interpersonal situations. Theories and applications will be explored as they relate to this most common of all communication settings. Special focus will be given to self-awareness, audience awareness, listening, message development and presentation, managing relationships, and decision-making. Prerequisite: LA 113, or demonstrated proficiency in LA 113. Same as CM 217. (3)

Mathematics

MA 190 Problem Solving in Math. A course focused on developing skills in mathematics and reasoning through problem solving, discovery, and communication. (3)

MA 197 Math for Life. A course focusing on mathematical reasoning and the solving of real-life problems, rather than on routine skills and appreciation. Topics to be studied will be chosen from management science, statistics, coding, social choice and decision making, geometrical ideas, modeling, graph theory, logic/set theory, finance, and problem-solving strategies. (3)

MA 295 Statistics. An examination of descriptive and inferential statistics, including frequency distributions, estimation, hypothesis testing, t-tests, nonparametric procedures, ANOVA, correlation, regression, and sampling, with an emphasis on reasoning, problem solving, and utilizing statistics within a team-based research project. Same as AD 295. (3)

New Testament

NT 141 Life of Christ I. An examination of the life and teachings of Christ from His birth to His later Judean ministry. (3)

NT 240 The Gospel of John. An exegetical study of the book. (3)

NT 242 Acts. A chronological, biographical, exegetical, and theological survey of the book of Acts, with special attention to the role of the Holy Spirit and willing human servants in the establishment and growth of the earliest Christian communities. (2)

NT 245 Life of Christ II. A course giving students a working knowledge of the person and work of Christ from the later Judean ministry to the Ascension. (3)

NT 340 Introduction to Pauline Epistles. An introduction to the letters of the apostle Paul, with attention to their theological relevance to the church. (2)

NT 343 Romans. An exegetical and expositional study of Paul's Epistle to the Romans, including an investigation into the setting in which the epistle was written and a section-by-section analysis of its contents. (3)

NT 344 I Corinthians. An exegetical study of the book of I Corinthians. (3)

NT 345 II Corinthians. An exegetical study of the book of II Corinthians. (3)

NT 346 Galatians. An exegetical study of the book of Galatians. (2)

NT 347 Ephesians. An exegetical study of the book of Ephesians. (2)

NT 348 Philippians. An exegetical study of the book of Philippians. (2)

NT 349 Colossians and Philemon. An exegetical study of the books of Colossians and Philemon. (2)

NT 350 I and II Thessalonians. An exegetical study of the books of I and II Thessalonians. (2)

NT 351 I and II Timothy, Titus. An exegetical study of the books of I and II Timothy and Titus. (2)

NT 353 James. An exegetical study of the book of James. (2)

NT 354 I and II Peter. An exegetical study of the books of I and II Peter. (2)

NT 355 Johannine Epistles. An exegetical study of the Epistles of John. (2)

NT 356 Revelation. An exegetical study of the book of Revelation. (3)

Old Testament

OT 222 Pentateuch. An overview of the history, theology, and literary features of the first five books of the Hebrew Bible, often called the Law of Moses. (3)

OT 321 Deuteronomy. An introduction to the form and function of the book of Deuteronomy, its importance in relationship to ancient Israel, and its influence in modern appraisals of Hebrew historical and prophetic literature. The message and meaning of Deuteronomy is analyzed as a covenant renewal treaty. (3)

OT 324 Psalms. A study of the nature and significance of Hebrew poetry, the purpose and function of the Psalms in ancient Israel, through church history to modern times. It will include an analysis of the content, theological emphases, and personal/church applications of the Psalter. (3)

OT 326 Isaiah. An introduction to the message and meaning of the book of Isaiah with attention given to its historical background and theological content. Special attention will be given to the messianic passages as they relate to the New Testament and the preaching of the Church. (3)

OT 327 Jeremiah. This course is designed for students of the English Bible, focusing attention on the prophet and his message. Special thematic attention is given to covenant, idolatry, and personal doubt. Historical and archaeological studies benefit the course. (3)

OT 329 Daniel and Ezekiel. An exegetical course covering the two prophetic books of Daniel and Ezekiel, giving special attention to the genres of eschatological and apocalyptic literature. (3)

OT 332 Hebrew History and Literature I. An overview of Hebrew history from the conquest of Canaan to the division of the Israelite nation, including a brief study of the wisdom and poetic literature of the Hebrew Bible. (3)

OT 420 Hebrew History and Literature II. An overview of Hebrew history from the division of the Israelite nation to the return from Babylonian exile and restoration of the Judean state, including a brief study of the historical context and content of each of the literary prophets (Isaiah-Malachi). (3)

Physical Education

PE 191 Physical Fitness. A course designed to motivate students to whole-life wellness through instruction and participation in individual and group exercise and instruction in mental and physical health. (1/2 each for two semester – *may be taken for 1 hour in a given semester with instructor approval*; military veterans may be exempted but transcripting fee required; maximum of 2 hours of physical fitness toward a degree)

Philosophy

PH 201 Introduction to Logic. An introduction to critical reasoning and the nature of informal and formal logic. Attention is given to argument analysis, inductive and deductive fallacies, translation into formal logic, categorical syllogisms, propositional logic, the use of logic diagrams and truth-tables, and a general orientation to predicate logic. Examples will incorporate material from Christian theology and biblical hermeneutics. (3)

PH 202 Ancient Philosophy. A tutorial-style course in which the student will read and come to understand the primary texts and the central questions in the ancient western (largely Greek) philosophical tradition. Readings will include (but are not limited to) selected works of Plato and Aristotle. Prerequisite: LA 111. (3)

PH 203 Medieval Philosophy. A tutorial-style course in which the student will read and come to understand the primary texts and the central questions in the medieval western (largely Christian) philosophical tradition. Readings will include (but are not limited to) selected works of Augustine and Thomas Aquinas. Prerequisite: LA 111. (3)

PH 301 Modern Philosophy. A tutorial-style course in which the student will read and come to understand the primary texts and the central questions in the modern philosophical tradition. Readings range may include (but are not limited to) the works of Descartes, Spinoza, Locke, Hume, Kant, Hegel and Nietzsche. Prerequisite: LA 111. (3)

PH 302 Contemporary Philosophy. A tutorial-style course in which the student will read and come to understand the primary texts and the central questions in philosophy in the 20th century. Readings range may include (but are not limited to) works by Peirce, Husserl, Heidegger, Sartre, Wittgenstein, Searle, Levinas, Derrida and Deleuze. Prerequisite: LA 111. (3)

PH 314 Metaphysics and Epistemology. This course examines the basic issues and major positions in the fields of metaphysics – which asks about the nature of reality, of being, of the world – and epistemology – which asks how we come to know what is real, what is true. Prerequisite: LA 111. (3)

PH 400 Orientation to Internship. An introduction to the semester-long internship experience; required of all juniors planning a semester-long senior internship experience. (0)

PH 401 Internship. A senior-level, supervised internship experience in philosophical research, writing and/or teaching. Prerequisites: PH 400 and approval of one's faculty mentor and the Internship Director. (3)

PH 482 Ethics. A survey and critical examination of various philosophical and theological approaches to ethics. Attention is typically given to Relativism, Egoism, Behaviorism, Utilitarianism, Situation Ethics, Natural Law Ethics, Virtue Ethics, Kantian Ethics, Divine Command Ethics, and different versions of theological absolutism (e.g. Unqualified, Qualified, and Graded Absolutism). Application is also given to representative contemporary moral issues. Prerequisite: LA 111. Same as TH 472. (3)

PH 487 Philosophy of Religion. An examination of some classic problems in the philosophy of religion (e.g. the relationship between reason and belief and between science and religion, God's existence, the problem of evil, miracles). Consideration is also given to comparative religious positions and to the claims and criticisms of Christianity on the identity of Christ, the nature of divine revelation, and the reliability of scripture. This course functions as a capstone for the philosophy program. Prerequisite: LA 111. (3)

PH 499 Readings in Philosophy. Faculty guided individual study of primary and secondary texts in a given period in the history of philosophy or on a specific thinker or topic. (1-3)

Preaching Ministry

PR 212 Homiletics. A course providing the theological basis for preaching and the basic techniques necessary for sermon construction and delivery. Pre-requisite: LA 111. (3)

PR 310 Expository Preaching. A course providing the resources necessary for accurate and relevant expository preaching, including the interpretation of Biblical passages from the various genres of Scripture. Prerequisite: PR 212. (3)

PR 318 Rural and Small Town Ministry. An introduction to ministry in the rural and small-town context, including an exploration of the traditional rural culture and the developing "rurban" culture. The nature of pastoral, evangelistic, and leadership ministry is examined in light of recent demographic changes. (2)

PR 320 The Preacher's Inner Life. An examination of the theological basis, unique challenges, and practical helps for the life-long spiritual growth of the preacher. The course is not a "how-to" course, but rather a course shaped around an exegetical study of Mark's Gospel with emphasis placed on Jesus' inner life. Special emphasis is also placed on the preacher's reading. (3)

PR 330 Crucial Issues in Ministry. A discussion of crucial issues in pastoral ministry. (3)

PR 410 Advanced Preaching Lab. A course designed to sharpen the student's ability to develop and deliver a sermon. Attention will be given to evaluating personal style and developing an extended preaching plan. Prerequisite: PR 212 and PR 310. (2)

PR 423 Theology of Ministry. A course developing a theology of ministry and its application within the local congregation. (2)

Psychology

PS 222 Adolescent Development. This course acquaints students with the major themes, theories, and theorists in the field of Developmental Psychology and their application to adolescence. It focuses on the traditional years of human development for early, middle, and late adolescence as influenced by various milieu (family, peers, school, church, work) in the areas of cognitive, emotional, social, physical development, and

spiritual formation. The course content and teaching style are intended to assist students in building a broad knowledge base of human development that will facilitate future learning and knowledge application. Same as ED 222. (3)

PS 230 Skills of the Helping Professional. An introduction to the basic principles of effective counseling, with special emphasis upon counseling situations likely to be confronted by specialized Christian workers. (3)

PS 235 Marriage and the Family. An examination of the formation, maintenance, and dissolution of marriages and families, including Biblical principles used in ministry to families. Same as CE 235 and SS 235. (3)

PS 249 Lifespan Developmental Psychology. An investigation of the growth and development of persons, examining the developmental theories of Erikson, Piaget, Kohlberg, Maslow, and others from a Christian perspective. Prerequisite: SS 171 Principles of Psychology. Same as ED 249 and SS 249. IAI Code S6 902. (3)

PS 289 Personality Theory. This is a study of the historical background of psychology, with emphasis on theoretical systems. Critically examines psychology's most influential theories regarding the nature of persons and personality development. Prerequisite: SS 171. (3)

PS 308 Abnormal Psychology. This course provides an introductory study of the major mental and emotional disorders, and the settings in which they develop. The impact of these disorders on the family and community will be discussed as well as the implications for ministering to those affected by these issues. Prerequisite: SS 171. (3)

PS 343 Educational Psychology. A course surveying the principles involved in learning and teaching, including learning theories, student development characteristics, learning styles, objectives, and classroom management. Teacher Education majors earn 10 hours practicum. Same as ED 343. (3)

PS 365 Psychology and Religion. A study of the historical and current relationship between psychology and religion, including an examination of the influence of religion on the origins of psychology and its practice, on the development of theories, and on the theories and practices of today. The course will also examine psychological research studies that demonstrate the efficacy of a person's faith on his or her mental and emotional well-being. (3)

PS 371 Research Methods. An examination of the scientific methods used in designing and conducting experiments in the social and behavioral sciences. Students will learn to critically review research in the fields of social work, psychology, and counseling, in order to make use of knowledge available consistent with the scientific method and with the tenets of their faith. Prerequisite: MA 295. (3)

PS 376 Social Psychology. A study of how individuals feel, think, and behave in social settings, including how people form attitudes, evaluations and judgments of others, what causes people's behavior, how we interpret others' behaviors, and how our interpretations of others' behaviors influences how we treat them. Prerequisite: SS 171. (3)

PS 380 Physiological Psychology. This is a study of the relation of neuroanatomy, neurophysiology and biochemical substrates of behavioral processes. Foundational concepts of psychotropic medications, neural mechanisms of drug action and examinations of drug action and behavior will be covered. Prerequisite: SC 251. (3)

PS 390 Human Sexuality. This is a study of patterns of sexual behavior and sexual development. Included is an assessment of appropriate sexual behavior from the Christian perspective as well as the social, spiritual, emotion, and physical consequences of deviant sexual behaviors and practices that students are likely to confront in their ministries, including homosexuality, promiscuity, paraphelias, and pornography. Juniors and seniors only. (3)

PS 391 Crisis Intervention. This is a study of areas of human behavior typically necessitating intervention, with particular focus on family violence, substance abuse and severe depression. Students learn to identify behaviors that indicate crises, develop personal skills and models of intervention, and appropriate referral tactics. Issues of personal, social, and legal relevance are covered. Cultural sensitivity will be emphasized. (3)

PS 392 Chemical Dependency. This course is designed to provide students with the knowledge and basic skills to recognize and understand the dynamics of chemical dependency in the lives of individuals, as well as the impact on families and the community. It provides an examination of substance use and abuse, the causes and consequences, treatment and prevention from sociological, psychological, and pharmacological perspectives. (3)

PS 393 Special Issues in Ministry to Females. This course examines issues especially relevant to the female population (e.g., codependency, eating disorders, and depression) and the ways that females respond differently in dealing with these issues. It also attempts to work toward awareness of the differences between males and females in dealing with developmental issues and crises. Prerequisite: junior status. Offered every Spring. (2)

PS 394 Social Gerontology. This course introduces the field of adult development with an interdisciplinary perspective stressing the interaction of psychological, social, and physiological factors affecting the aging process. Goals are to help the student understand the processes and diversity in the aging process and help the learner work with older adults and their families in a variety of ministry settings. (3)

PS 399 Special Issues in Psychology. Advanced study of one or more topics in the field of Psychology, Family Life, and/or Community Care Ministries. (1-3)

PS 442 Ministry to Children in Crisis. A survey of the spiritual, emotional, social, intellectual, and physical needs of children aged 2-12 as they respond to various personal and family crises. Includes introductory-level ministry models, methods, and resources for ministering to children facing crises. Prerequisite: junior status. Same as CE 442. (2)

PS 449 Marriage Enrichment. A course designed to lead a married couple to personal enrichment with each other and to equip the couple to be able to enrich the marriages of others. Same as CE 449. (3)

Science

SC 155 Biology and Society (Lecture Only). An introduction to selected topics in biology and science, illustrating their relevance for today. Proficiency exam available. IAI Code L1 900. (3)

SC 156 Biology and Society: Independent Study. A research and readings course exploring issues in biology or general science. TECP students only. (1)

SC 157 Chemistry and Society. This is an introductory course designed to introduce major concepts in inorganic and organic chemistry. Although emphasis will be placed on basic chemical principles, application and impact on our culture will also be discussed. (3)

SC 251 Microbiology (Lecture only). A course focusing on the classification, structure, cultivation, and ecology of microorganisms. Attention will also be given to the relationship between microbial growth and human disease. IAI Code L1 903. (3)

SC 252 Microbiology (Lab). Laboratory activities will include the use of living microbial cultures, visual aids, and electronic media. Co-requisite: SC 251. IAI Code L1 903L. (1)

SC 258 Physical Science (Lecture and Lab). An introduction to such matters as the nature of energy, the chemistry of matter and reactions, the physics of motion and forces, sound, astronomy, light, and electricity. Weekly lab sessions illustrate concepts and techniques described in lectures. IAI Code P9 900L. (4)

Spiritual Formation

SF 241 Mentoring and Discipleship. A course emphasizing the dynamics of interpersonal relationships in teaching and nurturing one's spiritual growth. (2)

SF 260 Christian Spirituality: Renewal and Revival. An examination of the principles, problems, and disciplines of spiritual growth in Christ in the individual disciple and in the corporate Christian fellowship. Same as TH 260. (3)

SF 340 Human Development and Ministry. A course examining the theories and implications of human development for ministry and spiritual formation. (3)

SF 341 Spiritual Formation Strategies. A course emphasizing the various environments, the family, Sunday School, and small groups, in which spiritual growth can take place and how to establish and use those environments. (2)

SF 350 Spiritual Formation. A course examining the various theories that apply to spiritual growth. Faith development stages, stage theories in the growth and development of children and youth, and appropriate theological insights will be covered. (3)

SF 351 Spiritual Retreat. An experience in which the instructor and students will spend time in a retreat emphasizing actual spiritual growth exercises. (1)

SF 366 Christian Compassion. The course seeks to trace the biblical roots of compassion – God’s and ours – in order to frame and enact a contemporary theology and spirituality of compassion. We will examine various pericopes and people of compassion throughout Scripture, as well as specific Christians from subsequent eras known for their great acts of compassion. Students will also research contemporary ministries of compassion and participate in a week-long field experience led by the professor, concluding with a guided retreat designed to reflect upon the field experience in an integrative and evaluative fashion. Attention to critical approaches which summon and enact compassion, particularly speech-act theory, will likely be considered as well. Same as TH 366. (3)

SF 398 Readings in Contemporary Spirituality. This course offers students broad acquaintance with Christian spirituality as understood and practiced in multiple traditions and various authors. Selections from such authors as Thomas Merton, Annie Dillard, Wendel Berry, Flannery O’Connor, A.W. Tozer, Eugene Peterson, Jean Vanier, Bernard Lonergan, Dallas Willard, Richard Foster, Kathleen Norris, and especially Henri Nouwen will comprise the bulk of the reading. Same as TH 398. (3)

SF 438 History of Christian Spiritual Formation Education. An investigation of the contributions made by theology and philosophy to the Christian education ministry of the church. (3)

SF 440 Reading in Christian Formation. A course exploring the great classics of spiritual development literature, especially from the Middle Ages. (2)

SF 443 The Church as a Learning Community. A course surveying the literature available from the major Christian publishers for Sunday School, youth groups, and small groups. An emphasis will also be placed on gaining an understanding of how God intends us to learn in the community of faith. (2)

Social Sciences

SS 164 Introduction to Sociology. A study of basic sociological concepts and social processes. IAI Code S7 900. (3)

SS 171 Principles of Psychology. An introductory course designed to acquaint the student with the most important principles of behavior and mental life. Proficiency exam available. IAI Code S6 900. (3)

SS 223 World Human Geography. This course provides a regional study of the diverse global context of people, languages, religions, economic activities, and settlement patterns of the world. (3)

SS 235 Marriage and the Family. An examination of the formation, maintenance, and dissolution of marriages and families, including a study of Biblical principles used in ministry to families. Same as CE 235 and PS 235. (3)

SS 249 Lifespan Developmental Psychology. An investigation of the growth and development of persons, examining the developmental theories of Erikson, Piaget, Kohlberg, Maslow, and others from a Christian perspective. Prerequisite: SS 171. Same as ED 249 and PS 249. IAI Code S6 902. (3)

SS 260 Introduction to Cultural Anthropology. An introduction to the study of culture, studying the interrelationships between individuals and societies, and the natural, ideational, social, economic, legal, temporal, and spatial contexts in which they live. The course stresses implications of anthropology insights for Christian and education professionals. Same as IC 360. IAI Code S1 901N. (3)

SS 263 Citizens and Government. An introduction to public policy and individual citizen's roles and responsibilities, with a particular focus on the U.S. government within the context of a pluralistic society. The course actively stimulates students to ponder the socially responsible choices that educated citizens who participate in shared governance make. (Fulfills state requirements for TECP students regarding the study of Government, the Constitution of the United States, and the State of Illinois.) (3)

SS 268 Non-Western Religions. A survey of the religious and cultural ideas and practices of non-Western religions, with attention given to Islam, Animism, Hinduism, Buddhism, Confucianism, Taoism, and Shintoism. Juniors and Seniors only. Same as IC 465. IAI Code H5 904N. (3)

SS 362 Principles of Macroeconomics. An examination of supply and demand, the market structure, inflation, unemployment, economic growth and GDP, and international trade, as well as current economic issues. Same as AD 397. (3)

Theology

TH 160 Basic Christian Beliefs. An introduction to the key Biblical beliefs that define the historic Christian faith (e.g. God, Christ, Holy Spirit, humanity, sin, salvation, etc.), with attention given to the credibility of such beliefs. (3)

TH 260 Christian Spirituality: Renewal and Revival. An examination of the principles, problems, and disciplines of spiritual growth in Christ in the individual disciple and in the corporate Christian fellowship. Same as SF 260. (3)

TH 361 Essentials of Christian Theology. A systematic introduction to the study of theology and its central themes, with special attention given to Revelation, God, Creation, Humanity, Sin, Salvation, Jesus Christ, Church, Holy Spirit, and Eschatology. Juniors and Seniors only. (3)

TH 363 Pauline Theology. A comprehensive analysis of key topics arising from the Pauline literature, with emphasis on a systematic understanding of Paul's theology. It is recommended, although not required, that students take TH 361 Essentials of Christian Theology before taking TH 363. (3)

TH 366 Christian Compassion. The course seeks to trace the biblical roots of compassion – God’s and ours – in order to frame and enact a contemporary theology and spirituality of compassion. We will examine various pericopes and people of compassion throughout Scripture, as well as specific Christians from subsequent eras known for their great acts of compassion. Students will also research contemporary ministries of compassion and participate in a week-long field experience led by the professor, concluding with a guided retreat designed to reflect upon the field experience in an integrative and evaluative fashion. Attention to critical approaches which summon and enact compassion, particularly speech-act theory, will likely be considered as well. Same as SF 366. (3)

TH 398 Readings in Contemporary Spirituality. This course offers students broad acquaintance with Christian spirituality as understood and practiced in multiple traditions and various authors. Selections from such authors as Thomas Merton, Annie Dillard, Wendel Berry, Flannery O’Connor, A.W. Tozer, Eugene Peterson, Jean Vanier, Bernard Lonergan, Dallas Willard, Richard Foster, Kathleen Norris, and especially Henri Nouwen will comprise the bulk of the reading. Same as SF 398. (3)

TH 399 Special Issues in Theology. Directed study in the field of theology for the student who desires to pursue a topic of study not covered in the regular curriculum. Juniors and seniors only. (1-3)

TH 465 Contemporary Religious Cults. An introduction to the history, teachings, and influence of the major cults; e.g. Jehovah’s Witnesses, Mormonism, Christian Science, etc., as well as to more recent aberrant groups. Attention will also be given to the growing popularity of Eastern religion, the New Age Movement, and occultic beliefs and practices. (3)

TH 466 Biblical Foundations of Christology. A study of the progressively greater titles ascribed to Jesus Christ in the New Testament, examining the significance of Jesus Christ’s nature and work for those who knew Him then and Christians who serve Him now. (3)

TH 467 Theological Foundations for Apologetics. A survey of the apologetic systems of representative thinkers, giving particular attention to their theological and philosophical foundations and discussing such topics as the nature of the “fall”; the “common ground” controversy; the role of the Holy Spirit or “grace” in conversion; and the significance of history. (3)

TH 469 History of Christian Theology I. An historical introduction to the relevant primary sources, examining the most important persons, issues, and events in the history of theology from the Apostolic Fathers to the Eve of the Reformation. Same as HI 469. (3)

TH 470 History of Christian Theology II. An historical introduction to the relevant primary sources, examining the most important persons, issues, and events in the history of theology from the Reformation to 19th century theological thought. Same as HI 470. (3)

TH 472 Ethics. A survey and critical examination of various philosophical and theological approaches to ethics. Attention is typically given to Relativism, Egoism, Behaviorism, Utilitarianism, Situation Ethics, Natural Law Ethics, Virtue Ethics, Kantian Ethics, Divine Command Ethics, and different versions of theological absolutism (e.g. Unqualified, Qualified, and Graded Absolutism). Application is also given to representative contemporary moral issues. Prerequisite: LA 111. Same as PH 482. (3)

TH 474 Imaging God's World: Theology in Today's Video Culture. This class seeks to equip students to deal redemptively with images and messages in cinema and television. Students will learn the history and elements of film-making, how to use movies and television shows to explore our common human experience, how to communicate the gospel more effectively in a video culture, and how to critique from a theological perspective the worldview and ethics in visual presentations. (3)

TH 475 Eschatology. A survey of exegetical, historical, hermeneutical, and theological perspectives as these relate to the Biblical doctrine of the "Last Things." (3)

TH 476 Contemporary Theological Issues. An introduction to key issues that are currently dominating the contemporary theological scene. Students will examine the writings of leading theologians with two aims in mind: (1) to engage these theological proposals in a constructive, critical, and Biblically-reflective manner; and (2) to appreciate and address the "challenge" that these theologies bring to the contemporary, evangelical church. Current topics include open theism, pluralism/inclusivism, and the possibility of truth. (3)

Worship Ministry (see pages 86-87 for music lessons)

WM 178 Small Vocal Ensemble. Small ensembles of 3 to 5 members (usually vocal) that travel during the academic year. Admission by audition only. (½)

WM 181 Musicianship Skills I. An introduction to key signatures, scales, modes, intervals, triads, seventh chords, inversions, and rhythm. The student will be able to identify and generate all of the above. The student will also be able to identify the following aurally: major, natural minor, harmonic minor, and melodic minor scales; Dorian and Mixolydian modes; major, minor, augmented, and diminished triads; and simple rhythms. Prerequisite: the ability to read staff notated music. (3)

WM 182 Musicianship Skills II. An introduction to figured bass, diatonic chord sets, secondary functions, and harmonic progression. The student will be able to identify and generate all of the above. The student will also be able to identify the following aurally: intervals up to an octave; intermediate rhythms; and the i, ii, iii, IV, V, and vi chords in root position. Prerequisite: WM 181 Musicianship Skills I or consent of instructor. (3)

WM 183 Handbells. A small ensemble performing in a variety of musical styles. Performance opportunities include chapel services and occasional off-campus engagements. Prerequisite: Basic music reading skills. Limited enrollment by consent of instructor. (½)

WM 184 Chorale. A mixed choir which performs a variety of four-part and eight-part sacred music, including a four-day “Christmas Celebration” in December and a week-long tour in the spring. Admission by audition only. (½)

WM 185 Technology for Musicians. An introduction to notation and simple MIDI sequencing and recording applications. Attention will be given to developing printed music of all genres in Sibelius. Basics of MIDI will also be discussed. Prerequisite: WM 181 Musicianship Skills I or consent of instructor. (2)

WM 187 Guitar Ensemble. Chamber ensemble for multiple classical guitars, performing original works and transcriptions ranging from the Renaissance to the modern era. (1/2)

WM 189 Keyboard Skills I. A course designed to develop a working knowledge of the keyboard. Course work will include major/minor scales in one octave, major cadences, technical exercises useful for vocal warm-ups, major/minor/diminished and augmented chords, and 7th chords. (1)

WM 190 Chapel Worship Team. All Music Ministry majors are required to participate on a Chapel worship team each semester they are enrolled as full-time students. Frequency and position will be determined at the beginning of each semester based on the Chapel program for that semester. (0)

WM 273 Keyboard Skills II. Students will add the major/minor scales in two octaves and play major/minor cadences in root, first, and second inversions. Accompanying chord and rhythm patterns are introduced in preparation for chord chart playing. Prerequisite: WM 189 Keyboard Skills I. (1)

WM 276 Arranging I. An introduction to four-part choral writing and vocal arrangements. Attention will be given to voice leading and non-chord embellishments. Voicings will range from large choirs to small vocal ensembles. The student will be able to write basic arrangements for various sized vocal groups. Prerequisite: WM 182 Musicianship Skills II or consent of instructor. (2)

WM 277 Arranging II. An introduction to rhythm section and small instrumental structures. Attention will be given to the creation of “jazz chart” formatted arrangements, as well as arrangements for small instrumental groups containing brass, woodwinds, or strings. Attention will also be given to transcription of audio material. Prerequisite: WM 276 or consent of instructor. (2)

WM 280 Master’s Chorale. A mixed ensemble of 8-12 voices performing *a cappella* selections in a variety of musical styles. Performance opportunities may include Christmas in the Chapel, churches, and other programs throughout the year. Admission by audition only; may be taken for audit or credit. (½)

WM 281 Vocal Basics for Ensembles. Group instruction for the beginning voice student, including breath control, voice placement, articulation, diction, phrasing, interpretation, and performance. Attention will be given to how vocalists function on a worship team, as well as communication techniques between vocalists and rehearsal leaders. (1)

WM 282 Keyboard Basics for Ensembles. A course designed to develop the musical skills required for contemporary worship services. Chord charts, modulations, transposition, vocal part playing, and keyboard technology will be addressed. Prerequisite: WM 273. (1)

WM 283 Guitar Basics for Ensembles. An introduction to the guitar for the student who has no guitar proficiency. The student will have a “hands-on” introduction to the guitar in its various forms (acoustic, electric, and bass). Attention will be given to how guitars function in a rhythm section, as well as communication techniques between guitarists and rehearsal leaders. Pre-requisite: WM 273 or consent of instructor. (1)

WM 284 Percussion Basics for Ensembles. An introduction to the percussion instrument for the student who has no percussion proficiency. The student will have a hands-on introduction to the drum kit and various auxiliary percussion instruments. Attention will be given to how percussion instruments function in a rhythm section, as well as communication techniques between percussionists and rehearsal leaders. Prerequisite: WM 273 or consent of instructor. (1)

WM 285 Programming and Design for Worship. An introduction to various design models for worship services. The student will also be introduced to several models of creative programming approaches including group programming. Prerequisite: WM 383. (2)

WM 373 Live Production Techniques for Worship. A survey of production techniques for worship services including live sound reinforcement, theatrical lighting, and stage/aesthetic design. Emphasis will be given to the use of these tools in the worship environment. Same as YM 373. (2)

WM 374 Visual Media for Worship. A survey of digital graphics and digital video techniques that can be used in a worship environment. Emphasis will be given to developing and preparing thematic graphics for the screen, as well as storyboarding, shooting, and editing video. Same as YM 374. (2)

WM 380 Drama for Worship. A course on organizing a drama ministry and preparing effective dramatic elements for worship, with attention given to the various publications and materials available for worship drama. (2)

WM 381 Vocal Ensemble Rehearsals. Group instruction in the basics of vocal production will be combined with strategies for applying vocal techniques in the context of choir and vocal ensemble rehearsals. Conducting patterns will be covered. Prerequisite: WM 182. (2)

WM 382 Worship Band Rehearsals. A course involving the student in both the preparation of musical materials and charts for worship bands, and the leading of band rehearsals. Prerequisite: WM 277. (2)

WM 383 Biblical Theology of Worship. A systematic study of Biblical worship principles, themes, vocabulary, and events designed to develop a working theology of worship. (3)

WM 384 Practicum in Worship Design. Experience in the process of programming and designing worship services by participating in the design and implementation of chapel services, as well as participating on the planning team and performing tasks essential to the design and implementation of the worship service. Prerequisite: WM 285. (0)

WM 386 History and Literature of Music I. A survey of the development of music in Western civilization from its origin to 1750, including a review of major composers, representative musical works and styles, and the impact that the Church has had upon the use and the development of music. (2)

WM 388 History and Literature of Music II. A survey of the development of music in Western civilization from 1750 to the present. A general acquaintance with major composers, representative musical works and styles, and an understanding of musical concepts in light of their historical backgrounds are emphasized in this study. (2)

WM 387 Piano Pedagogy. Instruction for the advanced piano student in the techniques and materials used to teach piano, including actual teaching experience under faculty supervision. Prerequisite: fourth grade level of piano proficiency or consent of instructor. Required of all piano majors. (2)

WM 389 Vocal Pedagogy. Instruction for the advanced voice student in the techniques, practices, and materials used to teach singing. This course includes actual teaching experience under faculty supervision. Prerequisite: junior level of voice proficiency or consent of instructor. Required of all voice majors. (2)

WM 392 Worship Accompanying. A course designed to develop the musical skills necessary for use in contemporary worship services, including modulations, chord charts, basic hymn styles, solo accompanying, and worship planning from the pianist's perspective. Prerequisite: functional knowledge of scales and ability to play hymns with up to three sharps or flats. (2)

WM 393 Studio Recording. Introduces students to various forms of digital recording equipment and techniques. Topics covered include microphone placement, capture principles, audio physics, mixing, and post production. (2)

WM 394 Song Writing for Community Worship. A course in creative song writing for congregational singing. Attention will be given to selected hymns and choruses for analysis of musical structure, lyrical content, and suitability for use in community worship. (2)

WM 396 Worship and the Lord's Supper. This course combines an in-depth review of the Biblical foundations and historical development of the Lord's Supper with current theological and sociological reflection in order to better shape the design and celebration of the Lord's Supper for community worship services. Students will explore the unique contributions the Lord's Supper brings to the worshipping community as well as learn to develop contextually appropriate ways to share the Lord's Supper in the gathered worship of the local church. (2)

WM 399 Special Issues in Worship Ministry. Directed study in the field of Worship Ministry for the student who desires to pursue a topic of study not covered in the regular curriculum. Juniors and Seniors only. (1-4)

WM 400 Capstone in Worship Ministry Leadership. A course designed to draw together the previous courses and experiences relating to the role of the worship leader in a worship service. Prerequisites: WM 383 and WM 285. (2)

WM 401 Orientation to Worship Ministry Internship. An introduction to the worship ministry internship experience; required of all juniors. (0)

WM 402 Internship in Worship Ministry. A senior-level, semester-long supervised internship experience in the context of worship ministry in the local church with an approved mentor in an approved setting, and evaluated according to the requirements in individually written learning covenants. Prerequisite: CM 152, CM 303, WM 401 and the approval of the program director and the student's faculty mentor. (2)

Worship Ministry: Private Music Lessons

WM 160, 170 Voice (160 for non-majors; 170 for majors). Private instruction for the intermediate and advanced student, including fundamentals of breath control, voice placement, articulation, diction, phrasing, interpretation, and performance. Recital performance required for voice majors. (1)

WM 161, 171 Piano (161 for non-majors; 171 for majors). Private instruction in standard teaching and performance literature, as well as sacred music, for the beginning, intermediate, and advanced student, including training in technique, style, and performance. Recital performance required for piano majors. (1)

WM 162, 172 Organ (162 for non-majors; 172 for majors). Private instruction in classic, contemporary, and sacred literature, including technique, repertoire, registration, and performance. Recital performance required for organ majors. (1)

WM 163, 173 Wind Instruments (163 for non-majors; 173 for majors). Private instruction in contemporary and sacred literature, including technique, repertoire, and performance. Recital performance is required for wind instrument majors. (1)

WM 167 Guitar (for non-majors). Private instruction in beginning guitar. Specific chords, strums, and finger-picking styles will be taught, leading to playing praise choruses and hymns. (1)

WM 168 Percussion (for non-majors). Private instruction in beginning percussion. Basic technique and drills will be covered. (1)

WM 169 Composition (for non-majors). Topic-oriented private instruction in the various aspects of creative writing, with particular attention given to application in church music. See Worship Ministry handbook or director for further details. (1)

WM 177 Guitar (for majors). Private instruction for beginning classical guitar techniques. Recital performance required for guitar majors. (1)

WM 180 Percussion (major). Private instruction for percussion techniques. Recital performance required for percussion majors. (1)

Note on Tuition and Credit Policy for Ensembles and Lessons:

All students who participate in a choir or music ensemble must register for credit. After accumulating 4 hours of credit in choir or ensemble, students may choose to audit rather than receive credit for one-half the usual tuition rate. Auditors have the same attendance and performance responsibilities as those registered for credit. All students who receive private voice and/or music composition instruction from a member of the music faculty must register for lesson credit. Students who receive private piano instruction from a member of the music faculty must register either as audit or credit. Auditors have the same responsibilities as those registered for credit. Non-music majors may apply a maximum of 4 hours of choir, ensemble, and/or private lesson credit toward their degree as open electives. These hours will be calculated in the grade point average.

Youth Ministry

YM 111 Youth Ministry Orienteering. An introductory course that will orient students to the youth ministry program, to the various youth ministry vocational opportunities, and to developing a personal ministry preparation strategy that includes both fueling their passion and pointing them toward practical ministry. (0)

YM 211 Foundations for Youth Ministry. An overview of the theological, philosophical, administrative and practical ministry issues necessary for an effective disciple-making youth minister. This class will lay the foundation for the other Youth Ministry classes on which the student will build during the process of becoming a complete, fully prepared disciple-making youth minister for whatever ministry context God leads the student to enter. Prerequisite: YM 111 or approval of program director. (3)

YM 325 Relational Dynamics for Youth Ministry. A practical examination of the relational dynamics for effective leadership, administration, and ministry in the life of the youth minister, including his/her relationship with God, personal family, students, the ministry staff, the church, and the world. Prerequisite: YM 211. (3)

YM 327 Social Issues for Youth and Family Ministry. An exploration of the current social issues confronting young people and their families (abuse, sexuality, drugs/alcohol, suicide, self-esteem, pornography, etc.), and basic counseling skills needed to effectively address these issues from a Biblical perspective. Prerequisite: YM 211. (3)

YM 328 Ministry to Urban Children and Youth. A course designed to help equip students for youth ministry in inner cities in North America, looking at the unique challenges and skills involved with ministering to children and youth of the inner city. Students will also look at holistic youth ministry models through reading, research, and field interviews. Same as IC 328. (3)

YM 329 Ministry to International Children and Youth. A course designed to help equip students for youth ministry in two areas: long-term youth ministry in a foreign culture and U.S. Campus ministry to international students. Same as IC 329. (3)

YM 330 Crucial Issues in Youth Ministry. This is a course that provides youth ministry networking and the philosophical and practical aspects of youth ministry, in a convention setting. Credit can be received by participation with an organized Youth Ministry Program trip or can be used independently for another convention if approved by Youth Ministry Professor. (2 for first conference, 1 for second conference)

YM 332 Children's Ministry for the Youth Minister. A practical exploration of the philosophies, methods, practices, and resources necessary for a youth minister (with oversight of young people from birth to college) to lead and oversee a vibrant ministry to and with children and their families. Prerequisite: YM 211. (1)

YM 373 Live Production Techniques for Worship. A survey of production techniques for worship services including live sound reinforcement, theatrical lighting, and stage/aesthetic design. Emphasis will be given to the use of these tools in the worship environment. Same as WM 373. (2)

YM 374 Visual Media for Worship. A survey of digital graphics and digital video techniques that can be used in a worship environment. Emphasis will be given to developing and preparing thematic graphics for the screen, as well as storyboarding, shooting, and editing video. Same as WM 374. (2)

YM 399 Special Issues in Youth Ministries. A focused and deeper investigation of one or more special issue that the Junior or Senior student seeks to further explore. Open for student-driven issues via small group or independent study. Can be done in more than one class, but is limited to four credits. (1-4)

YM 410 Ministry to the College Campus. This course will examine the theory and practice of leading and participating in an effective campus ministry. Pre-requisite: YM 211. (3)

YM 432 Cultural Exegesis for Youth Ministry. A hands-on course that equips students as cultural exegetes with the skills to train youth, their parents, and their adult staff as culturally savvy Christians who examine the world of contemporary culture, analyze the real messages of the cultural voices, and humbly engage the culture in ways that both builds incarnational bridges and advances the cause of Christ. (2)

YM 453 Not-for-Profit Organizations. An examination of starting and operating a not-for-profit. Topics include strategic planning, program development, volunteers, staff, and board relations, marketing and public relations, budgeting, grantsmanship, major gift programs, special events, and direct fundraising. Same as AD 453. (3)

YM 480 Mathetes. A creative and experiential senior youth ministry course (to be taken during last semester on campus) designed to deepen, shape, and equip the student in a variety of spiritual formation principles and practices, youth ministry programming skills, and servant-leadership mindsets so, as an apprentice of Jesus, he/she may train apprentices of Jesus for life in the kingdom of God. Prerequisite: YM 325 and YM 327. (3)

NOTE: Some of the courses listed in this chapter are also available through distance learning (video or web-based formats). For more information on these courses, contact the Office of Distance Learning at dl@lccs.edu or visit their web site at www.lccs.edu/dl/.

Chapter 4

Academic Policies

Academic Appeals

Students who wish to appeal an academic decision or an academic policy made by a faculty member should discuss the decision with that faculty member whenever possible. If a discussion with that faculty member is not possible or proves unsatisfactory, the student should contact that faculty member's Associate Dean by submitting a written appeal to him or her that describes the decision or policy in question and the basis for the student's appeal. Before responding, the Associate Dean may consult the student, the faculty member, and/or the Academic Dean and may also arrange a meeting with any or all of those parties.

If the Associate Dean's response is unsatisfactory, the student may appeal to the Academic Dean, which is also the procedure to follow for students wishing to appeal an institutional academic decision or policy. If the response from the Academic Dean is deemed unsatisfactory or if the Academic Dean chooses, the student may submit a written appeal to the Academic Leadership Team, which consists of all the Associate Deans as well as the Academic Dean. That group's decision is final.

The Academic Dean will maintain a file of all formal student appeals submitted to his or her office or to the Academic Leadership Team. (Note: Students who wish to appeal a non-academic decision should follow the appeals process described in the Student Covenant; see also Due Process below. Appeals to change a course grade must be made within 30 days of the official issuance of that grade by the Registrar's Office.)

Academic Integrity Policy

As a Christian college that places a high priority on honesty, integrity, and a Biblical commitment to truth, Lincoln Christian College will treat incidents of cheating, plagiarism, and other forms of academic dishonesty very seriously. Penalties may include failure of the assignments involved, requirement of additional work, failure of the course, academic probation (with special conditions imposed), suspension from school, or dismissal from school. The first three penalties may be imposed by the course instructor. The last three may be imposed only by the Academic Dean (see also Academic Appeals above).

Examples of academic dishonesty include but not limited to submitting someone else's work as one's own, failing to document appropriately quoted material or others' unique ideas, using sources not permitted to complete a test or assignment, lying, or other types of unethical behavior in fulfilling academic requirements. Students with any question about what is appropriate should consult with their instructor.

Academic Resource Center

The College has established an Academic Resource Center to assist students at various academic levels. The Center's services range from remedial assistance to specialized assistance in such areas as writing, reading, studying, note-taking, test-taking, and private tutors (as resources allow). Students with special needs are encouraged to contact the Academic Resource Center to learn of ways the College can assist them academically. It is the responsibility of students with special needs to so identify themselves so that appropriate accommodations can be made. Students on academic probation are required to attend weekly lab sessions sponsored by the Academic Resource Center. Students who have occasional needs or desire assistance with particular classes may also contact the Center. A writing lab is available for personal tutoring.

Advising

Lincoln Christian College believes that students benefit from relationships with faculty and staff. Intentional and intensive influence in students' lives is not only educationally sound; it is also Biblically modeled in none other than the Master Teacher. One of the most important ways in which faculty and staff can "be with" students and influence them in profound ways is through advising. While academic guidance is important, Lincoln Christian College takes this one step further with its emphasis on holistic or developmental advising. LCC desires to help students develop intellectually, spiritually, socially, and physically. In addition, LCC desires to provide an environment that cultivates a student's ability to know God's will. Our advising process makes use of a model known at LCC as the X-GPS system. This stands for Christ-centered Gifts, Passion, and Sense of Calling. Introduced at the freshmen level, this approach is interwoven throughout the advising process, as well as introduced through New Student Orientation and various classes.

A student is assigned a faculty/staff advisor connected to the student's major or specialization. Advising teams are in place for each program, and an advising team is also dedicated to students still deciding on a major. Students meet with a member of their advising team in small group settings at various times early in the first semester. Additionally, students generally have several opportunities for individual meetings throughout each semester for such purposes as discussing personal goals for the semester, reviewing midterm grades, and deciding on courses for the next semester. Advising relationships also provide students with information and referral to additional resources available on campus, such as the Academic Resource Center and the Student Counseling Office.

Attendance

Students are expected to attend every class session of the courses in which they are enrolled unless hindered by sickness, a family emergency, a school-sponsored activity, or some other extenuating circumstance. In such cases, it is the responsibility of the student to notify the instructor as soon as possible of the reason for the absence. If the absence is due to a school-sponsored activity, the student must consult with the instructor before the absence to determine what arrangements need to be made.

It is the responsibility of the instructor to make clear in the course syllabus (which is distributed at the beginning of the semester) the exact attendance requirements for that course. It is institutional policy to allow no more than two absences (for any reason) per course credit hour (i.e. four absences in a two-hour class). Students who exceed this limit or violate any other attendance requirements outlined in the syllabus are subject to any of the following: dismissal from the class, failure of the class, lowering of the final grade in the class, or compensatory work in the class as assigned by the instructor. The final decision as to what, if any, action will be taken is up to the instructor, who may consult with the Academic Dean if so desired. Students or instructors who encounter difficulties implementing this attendance policy may consult with the Academic Dean.

Catalog and Curricular Approval Policy

Lincoln's catalog functions as the official documentation of all curricular expectations for any given student in any given program. Approval of the curriculum is the responsibility of faculty, under the leadership of the Academic Dean. The Registrar's Office, however, has significant responsibility for scheduling and managing all curricular expectations for all students in a fair and reasonable manner. Part of that process includes online degree audits that the Registrar's Office prepares for each student (and his or her advisor), which are based on the catalog in effect. Since Lincoln publishes a catalog every two years and since faculty may approve curricular changes more often than that, an online supplement will be issued every other August to document any major changes that have occurred

since the last catalog. Regardless of when they are approved, catalog changes are generally implemented only on an annual basis each August. Also, catalogs are generally not implemented before the date on the catalog (e.g. a 2009-11 catalog printed in the fall of 2008 is not implemented until the fall of 2009). This allows for a more manageable implementation process. Students will be held accountable to the catalog under which they enter, unless they petition in writing to the Registrar's Office to change to a new or revised program described in a later catalog. Such permission requires the approval of the student's advisor and the Registrar.

Changes of Major or Specialization

Students changing from one major or specialization to another should secure a Change of Major form from the Registrar's Office, get the necessary signatures, and return it to the Registrar, paying a \$10 fee. Students making such a change will be responsible for meeting the degree and other program requirements shown in the catalog in effect at the time of the change.

Chapel Attendance

Chapel attendance is both an academic and a spiritual issue at Lincoln Christian College. It arises out of our mission as a Bible college and out of the character of our students as Christians who are called to worship God and encourage one another. For these reasons, the College places a strong emphasis upon its chapel program, which also includes weekly spiritual formation group meetings in a small group setting.

Therefore, all students are required to attend weekly chapel and Spiritual Formation Group (SFG) meetings for each semester that they are enrolled as full-time students (12 or more hours; students fulfilling an internship requirement are exempt). Chapel typically meets from 9:30 to 10:30 on Tuesday morning and SFGs typically meet from 9:30 to 10:30 on Thursday mornings, with other special meetings called as needed. The 9:30-10:30 hour on Wednesday is reserved on occasion for special "campus family" meetings (e.g. Week of E-3 meetings, special events, and student forums). Attendance for Tuesday chapel and Thursday SFG meetings will be monitored through their SFG leaders in conjunction with the Coordinator of Service Learning. Students who demonstrate a pattern of poor attendance or non-involvement will be asked to address the matter and will also be subject to disciplinary action, including dismissal. Students with attendance conflicts, e.g. work, family situation, etc., must request special arrangements from the Office of the Academic Dean. Exemption forms can be found at www.lccs.edu under Student Resources.

Classification

Students enrolled for 12 or more semester hours of credit are considered to be full-time. Those who have completed 0-29 hours are classified as freshmen; 30-59 as sophomores; 60-89 as juniors; and 90 or more as seniors.

Degree Audit

The Registrar's office maintains official copies of student academic records, including official transcripts and degree audits, which show ongoing progress toward completion of a specific degree or certificate program. In addition, the College utilizes a commercial software program, CAMS Enterprise, to maintain student academic records. Students can access their own academic records through a web-based version of this software program through their student portal. Students cannot print an official transcript from this software program (see Transcript below), but they can view and print a variety of other functions and forms related to their own academic records, including plans to allow students (and their advisors) to view and print an unofficial degree audit and an unofficial transcript.

Discipline or Dismissal for Academic Reasons

The Student Covenant describes several situations that might lead to the discipline or dismissal of a student for a variety of reasons (see Student Covenant; see also Due Process below). While such situations are typically addressed by the Vice President of Student Development, Coordinator of Student Intervention, and/or the Student Discipline Committee, situations involving primarily an academic concern may be addressed instead by the Academic Dean and/or others he/she may delegate (particularly faculty).

Situations of a primarily academic nature that might lead to discipline or dismissal include, but are not limited to, plagiarism, violating College attendance policies, failing Service Learning, violating academic probation, disruptive classroom behavior, etc. Discipline may be invoked by a faculty member or by the Academic Dean and may involve any of the following: apology and change of behavior, redoing of an assignment, compensatory work, reduced grade, failure of assignment or course, dismissal from class, or other appropriate action. The Academic Dean may also dismiss a student from the College for academic reasons. A student may appeal a decision following the guidelines described above under Academic Appeals.

Distance Learning

The College will accept a maximum of 45 semester hours of distance learning courses toward a B.A. degree and 23 hours toward an A.A. degree. All such credit applied toward a degree must originate from an accredited college or university. Permission to apply such credit to a certificate or degree program must be obtained in writing from the Registrar before the course is begun unless the College's own distance learning courses are used (see page 80). Students who enroll in the College's own distance learning courses will pay regular tuition plus a fee of \$225.

Due Process

In cases of student discipline and dismissal the College provides a limited amount of due process. In cases involving academic misconduct, due process is described under Academic Appeals above. In all other cases of misconduct, due process is described in the Student Covenant (though some cases may involve conduct which may constitute both academic and behavioral misconduct). A student is considered to be agreeing, by virtue of his or her enrollment, to abide by the regulations set forth in this catalog and in the Student Covenant.

Educational Rights and Privacy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights for their educational records. These rights include the right to inspect their own educational records, the right to request amendment of records they believe to be inaccurate or misleading, the right to give consent to disclosures of their records (with specific exceptions allowed by law, including publishing directory information) and the right to file a complaint with the US Department of Education concerning any alleged failures of the College to comply with FERPA requirements. A detailed explanation of these rights is provided in the Student Covenant.

Grades

For each semester hour of credit with a grade of D- or above, grade points (quality points) are given. Grade point averages are used to determine scholastic standing and are also the basis for graduation and other honors. Students must have a grade point average of 2.00 or above (on a 4.0 scale) at the beginning of their final semester in order to make application for the degree. The following grading system is used at the College:

Letter	Description	Numerical Grade	
		Value	Points
A	Excellent	96-100	4.00
A-		94-95	3.67
B+		92-93	3.33
B	Good	88-91	3.00
B-		85-87	2.67
C+		82-84	2.33
C	Average	78-81	2.00
C-		75-77	1.67
D+		72-74	1.33
D	Passing	68-71	1.00
D-		65-67	0.67
F*		0-64	0.00
P	Passing		0.00
NP	No Pass		0.00
AU	Audited Course		0.00
FX	Failed Course Repeated		0.00
NG	No Grade Required		0.00
W**	Approved Withdrawal		0.00
I	Approved Incomplete		0.00

* Hours of F grades are computed for grade point average.

** Hours of W grades are computed for grade point average of those eligible for veteran's benefits.

Graduation Policy/Procedures

Prior to the semester in which they expect to receive their degree or certificate, students should obtain from the Registrar a Declaration of Intent to Graduate. This completed form should be returned to the Registrar with other registration forms. When the Registrar has determined that the candidates for graduation are registered for those courses which will complete the certificate or degree requirements, he will submit a list of all candidates to the administration and faculty for approval. No candidate may graduate without the formal approval of the administration and faculty, based upon the graduation requirements listed in the following section. Degree candidates who are unable to attend the Commencement service because of distance or other circumstances should make a written request to the Registrar for permission to graduate *in absentia*. Degree candidates who have not completed all of their course requirements or financial obligations may not participate in the Commencement ceremony. Exceptions are granted only in rare circumstances and only upon written appeal to the Academic Dean (see also Academic Appeals above).

Graduation Requirements

In order to be approved for graduation by the administration and faculty, candidates for graduation must meet the following three requirements that are central to our identity as a Christian college.

First, the graduate will exhibit mature Christian character. This requirement is measured through generally observed behavior, through participation in Chapel and Spiritual Formation Groups, and through formal and informal evaluations provided by faculty (and field mentors in the internship program).

Second, the graduate will satisfactorily complete the academic requirements for his or her program. The “satisfactory” portion of this requirement is measured by cumulative grade point average, which must be a minimum of 2.0 (on a 4.0 scale) for any degree program.

Third, the graduate will complete the requirements of the Service Learning program, as described under course CM 100. For most four-year degree students, this requirement also includes passing a required senior-level internship.

Honors

In order to encourage academic excellence, the College has provided for the recognition of scholastic achievement in the following ways:

Dean's List. At the end of each semester, students who have a grade point average of 3.50 or above and are registered for at least 12 hours of credit are named to the Dean's List.

Delta Epsilon Chi. Graduating seniors are selected by the faculty to membership in Delta Epsilon Chi, the honor society of the Association for Biblical Higher Education. No more than 7% of the graduating class may be selected.

Graduation Honors. Students who have achieved certain cumulative grade point averages, and who otherwise are eligible to receive honors, will be graduated with the following designations:

3.50-3.69 *cum laude*

3.70-3.89 *magna cum laude*

3.90-4.00 *summa cum laude*

Honors Degree Program

Students with at least sophomore standing and a cumulative grade average of 3.5 or higher may apply for acceptance into an honors degree program. The honors degree requires 5 additional semester hours of study under a mentoring professor and the completion of a capstone project. The additional work may be completed in the area of the student's ministry specialization or in an area of interest outside the specialization. Since the program is funded by memorial gifts, honors degree students do not pay tuition for the additional 5 hours. For students who complete the honors degree requirements, special recognition will be given at the Commencement service, and an honors designation will be included on the academic transcript. For additional information, check the website and/or contact the program director, Isaac Gaff, at igaff@lccs.edu.

Incomplete Work

In rare and unavoidable circumstances, a student may request a grade of "Incomplete" when he or she is unable to complete the required work for a course by the last day of the semester. The only legitimate bases for this request are prolonged or serious illness, death in the family, or an emergency (waiting too long is not a legitimate basis). If granted, the student has up to 30 days beyond the end of the semester to complete the work or otherwise receive an automatic grade of F (unless otherwise indicated by the instructor). To request an incomplete, the student must obtain an incomplete form from the Registrar's Office, have it signed by the instructor(s), and return it with a \$25 incomplete fee for courses and \$150 incomplete fee for internships. Incomplete forms must be requested at least one week prior to the end of the semester, except for emergencies.

Independent Study

Students desiring to complete a course through independent study (outside of the classroom) must receive permission from the course instructor. Students are allowed only 15 hours of independent studies toward their degree. Due to the additional work on the part of the instructor, independent studies are charged \$75 per credit hour beyond the current tuition rate.

Military Leave

Students who are called up for active military duty during the semester will receive academic credit and refunds under these two guidelines. First, students leaving during the first ten weeks of the semester may withdraw and receive a grade of “W” (Withdraw), which carries no academic penalty. They are also eligible for a pro-rated refund of their tuition and any room and board charges. Second, students leaving during the last five weeks of the semester will be given full credit for their courses and receive grades equivalent to the level of work they had demonstrated prior to leaving. No further work will be required unless they request it to improve or establish their grades, in which case the instructor must decide what would be appropriate. No refund will be given. Finally, no matter when during the semester a student leaves for active military duty, he or she must complete a withdrawal form from the Student Development Office. A student may not withdraw more than two weeks before he or she is required to report for active military duty.

Nondiscrimination Policy

Lincoln Christian College admits students of any sex, race, color, age, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of sex, race, color, age, physical disabilities, or national and ethnic origin in the administration of its educational policies, scholarship and loan programs, and athletic and other school-administered programs.

Probation, Academic (General Policy)

With the exception of those admitted to the Certificate in Christian Service program, students failing to achieve the minimum cumulative grade point averages listed below will be placed on academic probation. (Students may also be placed on academic probation for other reasons, e.g. for plagiarism, but those situations are treated on a case by case basis by the Academic Dean.) Prior to the beginning of the probationary semester, they will be informed in writing by the Registrar of the conditions of that probation. At the end of the probationary semester, the student must have gained the minimum for that semester (as listed below) and met any other conditions listed in the probation notice or face academic dismissal.

1.50 after one semester	2.00 after three semesters
1.75 after two semesters	

NOTE: Students placed on academic probation may be eligible for only one additional semester of financial aid (see “Satisfactory Academic Progress,” page 97).

Probation, Academic (Conditions)

Students placed on academic probation are typically given certain conditions that they must meet in order to remain in College, and those are described below. If the academic probation is a result of unsatisfactory grades (see above), the student may appeal one or more conditions of probation, but may not appeal the actual probation unless the grades themselves are being questioned.

- a. Students placed on academic probation will be informed in writing of the conditions of their probation and will be notified of the appropriate appeal process.
- b. Students placed on academic probation (except those already enrolled in Study Skills) will be required to enroll in and receive a passing grade in LA 015 Academic Resource Center Lab (2 hours) during each semester of their probation. The credit will not count toward graduation. Failure to maintain a passing grade in LA 015 may result in immediate dismissal.
- c. Students placed on academic (or disciplinary) probation may not participate in extracurricular activities, including intercollegiate athletics, and may not represent

- the College in any way except during regular worship services on Sunday or in activities directly related to courses in which they are enrolled.
- d. Probationary students who have Incomplete (I) grades will be removed from probation immediately upon the removal of the “I” grades if the resulting cumulative average is satisfactory.
 - e. Any students with a cumulative average below 0.70 will face immediate academic dismissal, with no period of probation.
 - f. Students admitted on probation will not be permitted to remain for a second semester if they fail to achieve a 1.50 average at the end of their first semester (1.00 for Certificate students).
 - g. Students may appeal any of the above conditions by submitting a written request to the Academic Dean within the time specified in the probation notice. The Academic Dean may consult with appropriate faculty and/or the Academic Resource Center Director in deciding whether to grant the appeal.

Proficiency Exams

The College makes proficiency exams available for a select number of courses. Those exams are of two types: 1) exams offered externally through The College Board’s CLEP (College Level Examination Program) and 2) courses offered externally through The College Board’s AP (Advanced Placement) program. These options are described below.

First, students may proficiency out of a select number of required courses by substituting a passing grade in the appropriate CLEP (College Level Examination Program) exam administered by The College Board. To do so students must take the specified CLEP test at a site approved by The College Board (Lincoln is not an approved test site) and pay a modest test fee to The College Board. Students receiving a minimum score of 50 on the CLEP exam and who wish to receive credit from Lincoln should make formal application through the Registrar’s Office. Any of the following courses (all 3 hours credit) are eligible under the CLEP program (the name of the CLEP exam is listed in parentheses):

CLEP Subject	Score	Semester Hours	Course Waived
Composition and Literature			
Freshman College Composition	50	3	LA 111
History and Social Sciences			
American Government	50	3	SS 263
Introductory Sociology	50	3	SS 164
U.S. History I: Early Colonizations to 1877	50	3	HI 141
U.S. History II: 1865 to the Present	50	3	HI 141
Science and Mathematics			
Biology	50	3	SC 155
Calculus	50	3	MA 197
Chemistry	50	3	SC 157
College Algebra	50	3	MA 197
College Mathematics	50	3	MA 197

Note: Students in the TECP program may or may not receive credit for AP classes at UIS, ISU, or Greenville. Please consult the TECP advisor to determine if your AP class will transfer.

Second, students who have taken Advanced Placement courses during high school (at designated high schools throughout the United States) may receive college credit for the courses listed below if they have AP scores of **3 or higher except for English which has to be 4 or higher** (on a scale of 1-5):

Advanced Placement Exam	Minimum Score	Accepted for:
Biology	3	SC 155
Calculus AB	3	MA 197
Calculus BC	3	MA 197
Chemistry	3	SC 157
English Language	4	LA 111
English Literature	4	LA 111
U.S. Government and Politics	3	SS 263
Human Geography	3	SS 223
U.S. History	3	HI 141
Psychology	3	SS 171

Note: Students in the TECP program may or may not receive credit for AP classes at UIS, ISU or Greenville. Please consult the TECP advisor to determine if your AP class will transfer.

In order to receive credit for AP or CLEP Exams, students must request that their exam grades be sent to the Registrar, Lincoln Christian College, 100 Campus View Dr., Lincoln, IL 62656. There is a \$50 per credit hour fee from Lincoln to have the AP or CLEP course listed in substitution for a comparable Lincoln course.

Third, Lincoln has internally developed proficiency exams for selected courses. Students may proficiency out of WM 189, WM 273, WM 281, WM 282, WM 283, or WM 284. The fee for taking one of these local exams is \$50 per course. There is also a \$50 per credit hour fee to receive college credit and have the course listed on the student's transcript. Contact the program director of Worship Ministry, Jeff Colleen at jcolleen@lccs.edu for details.

Notes:

1. It is possible that proficiency credit granted at LCC may not be recognized at other colleges and universities. Students planning to transfer, especially those involved in consortium programs such as teacher education, should determine ahead of time whether proficiency credit will be recognized.
2. All proficiency credit must be completed **before** the beginning of the student's final semester.

Registration

The College has an online registration process. For more information contact the Registrar's Office at registrar@lccs.edu or check the website at www.lccs.edu.

Residency Requirement

Normally at least 30 hours of any Bachelor of Arts degree program (15 hours for Associate of Arts) must be completed through course work offered at the College, which may include a limited number of Distance Learning courses (see Distance Learning policy above). For further information contact the Registrar's Office at registrar@lccs.edu.

Schedule Changes

To add or drop a course during periods of online registration, students may complete the desired change through their student portal. Changes made after this period are done by contacting the Registrar's Office. Changes after the end of the refund period do result in a fee charged to the student's account. To add a class after the first week of class, students must get a Change of Schedule form from the Registrar's Office, have it signed by the instructor of the course, and return it to the Registrar's Office.

Refund of tuition and fees (if any) will be computed from the date the drop is initiated (see "Refund Policy" in Chapter 5). Failure to officially withdraw from a class will result in the assigning of an "F" and the loss of tuition and fees for that class. A student may not drop any course after four weeks without permission from the Registrar or an Academic Dean.

Service Learning

The goal of Lincoln Christian College is to prepare servant leaders, based on the Biblical model of servant leadership. Our accreditation standards also require that we "promote

development of effective witnesses and servants in the church and the world at large.” To that end, every full-time student is required to be involved in some kind of supervised and ongoing Christian service. To help students meet this requirement, the College has established a Service Learning Program, overseen by the Service Learning Coordinator. Each academic program or major has specific service learning activities tailored for that program or major that must be met to fulfill Service Learning requirements. All full-time students (taking 12 or more hours) must enroll each semester in CM 100 and must submit to the Service Learning Coordinator reports to document their successful completion of the Service Learning requirements for that semester, in accordance with the requirements set forth by their major’s Program Chair. During the spring semester, part of the Service Learning requirements may be met by participating in the College’s annual “Week of E3” (see page 49), which is required of all full-time students. Students with special circumstances (health, family, work, etc.) may make special arrangements with the Service Learning Office at the beginning of the semester. Full-time students who fail to document their Service Learning activities each semester will fail CM 100 and will not be allowed to re-enroll without a written appeal to the Service Learning Coordinator, who may consult with the Academic Dean. Students on their internship are not required to participate in service learning.

Special Needs

The College accepts students who meet its admission requirements without regard to disability. Reasonable accommodations are provided for all students with special needs who self disclose that information sufficiently in advance and who provides official documentation of the special need. The Academic Resource Center acts as a facilitator for students with special needs. For further information, please contact the Academic Resource Center Director, Jan Rutledge, at jrutledg@lccs.edu.

Study Abroad Opportunities

The College offers two current opportunities to study abroad. LCC has developed courses that focus on studying abroad such as the interdisciplinary study tour course and the archeological studies course. LCC is also an affiliate of the Council of Christian Colleges and Universities (CCCU) which offers study abroad opportunities through their BestSemester program. For more information on BestSemester, check out their website at <http://www.bestsemester.com/>. LCC is continuing to develop further student opportunities.

Transcripts

Students may access and print an unofficial copy of their transcripts by accessing their own academic records through the Student Portal, if they are a current student. Alumni or students (or the parents of financially dependent students, as defined by federal guidelines for financial aid purposes) may examine their official transcript by making a verbal request in the Office of the Registrar. Except during times of unusual workload or other exceptional cases, the request will be honored immediately (in all cases by the next work day). A printed copy of the transcript will be made available in person or by mail only with the written authorization of the student involved. To secure a transcript, current students should fill out a Transcript Request form in the Registrar's Office or on the website; former students and those enrolled in courses outside of Lincoln should send a written request to the Office of the Registrar, Lincoln Christian College, 100 Campus View Drive, Lincoln, IL 62656-2111. A \$5 fee is charged for each transcript copy, whether official or otherwise. Transcripts will be withheld from any student whose account is not paid in full.

Withdrawal from the College

A student may not withdraw from the College without permission from the Vice President of Student Development, the Academic Dean, or the Registrar. Drop forms must be submitted as described in “Schedule Changes” above. The student is expected to meet all obligations involving instructors, fellow students, deans, dormitory residents, Accounting Office, Library, and Registrar, such as returning room keys, paying library fines or other unpaid fees, and returning rented or borrowed materials. Refunds of tuition and fees will be made according to the schedule shown under “Refunds” (see page 94).

Chapter 5

Costs and Financial Aid

Tuition and Fees (2009-2010)

Tuition (per credit hour)	see website: www.lccs.edu
Tuition (per audit hour)	see website: www.lccs.edu
Room and Board (per semester)	see website: www.lccs.edu
Dormitory Room Deposit	150.00
Application Fee (non-refundable)	25.00
Student Services Fee (full-time student)	125.00
Student Services Fee (part-time student)	75.00
Graduation (diploma; cap and gown)	50.00
Change of Major	10.00
Change of Schedule	10.00
Deferred Payment	50.00
Incomplete Grade	25.00
Late Registration	35.00
Transcript Copy	5.00
Distance Learning Course Fee	225.00
Independent Study Fee (per credit hour)	75.00
Music Lesson Fee (per credit hour)	50.00
Student Athlete Insurance Fee	50.00
Teacher Education Media Lab Fee	25.00
Week of E-3*	varies
PS/CE 449 Class Fee	15.00
CM 099 Class Fee (new students and transfers only)	150.00
SF 351 Class Fee	60.00

ALL COSTS AND FEES ARE SUBJECT TO CHANGE AT ANY TIME.

The 2009-10 tuition and fees will be placed on the website at www.lccs.edu.

**Students enrolled in "Week of E-3" trips each spring semester will be charged a fee based on the expected cost of that trip. Charges range from \$10 to \$1,000 or more, depending on the trip chosen by the student.*

Special Notes Concerning Fees

Spouses of full-time students may **audit** any courses for a single fee of \$25 per semester.

Textbook costs vary according to the course schedule of each student. Those taking a full load of 15 hours can expect to pay \$300 or more for textbooks.

The \$150 dormitory room deposit must be paid before any room can be reserved and/or occupied. The deposit is refundable when the student leaves the dormitory for the last time. If, at the end of a school year, the room is not left clean and in order, loss of the room deposit will result.

Payments

If you are not able to immediately pay your account balance in full, you may wish to enroll in a payment plan arrangement. Lincoln Christian College and Lincoln Christian Seminary offers the opportunity to spread your bill over several interest-free monthly payments by enrolling in a payment plan. Your only cost for this service is a \$50 annual enrollment fee. Everyone qualifies for this service.

With this option you may budget your tuition and fees one of two ways:

Automatic Bank Payment (ACH)

ACH payments are those payments you have authorized LCCS to process directly with your financial institution. It is simply a bank-to-bank transfer of funds that you have pre-approved for your expenses at LCCS. Payments may be made from either your checking or savings account. Payments are processed on the 15th of each month beginning in July until the balance is paid in full.

Credit Card Option

Many payers have requested the option of charging their monthly tuition payment to their credit card. This enables you to take advantage of various bonus programs, like frequent flyer miles, offered by your credit card company. If you elect to use this option, your monthly payment will be automatically charged to the credit card you designate. Payments will be charged on the 15th of each month beginning in July until the balance is paid in full.

Refunds

Students who officially withdraw from the College or from a particular class are eligible for a refund of any monies already paid or a reduction of any unpaid charges as described below. Please note that refunds are calculated from the time the student officially withdraws by returning the withdrawal form to the Registrar's Office.

Students withdrawing from the institution may receive a reduction of charges incurred prior to completing 60% of the semester. This refund applies to any tuition, fees (except New Student Fee) or room and board charges.

1. If withdrawal is prior to the first regularly scheduled class day, all tuition, fees, and room and board charges are deleted.
2. If withdrawal is within the first 14 calendar days after the first regularly scheduled class day, then all tuition and fees are refunded minus a service charge of \$100. Room and board charge will be pro-rated based on the weekly rate.
3. If withdrawal is after the 14th calendar day, you will receive a pro-rata refund of tuition, fees, and room and board charges equal to the portion of the period of enrollment remaining, rounded downward to the nearest ten percent.
4. If withdrawal is after sixty percent of the semester has been completed, no refund shall be made.

All financial aid will be refunded based on your withdrawal date and the formula set by the Department of Education Return of Title IV Funds.

Students withdrawing from one or more courses but not from the entire institution are entitled to a full refund of tuition only for that course through the second week (the 14th calendar day), but no refund after the second week. Students withdrawing from courses that meet less than 15 weeks (e.g. one-week intensive courses) are entitled to a full refund of tuition prior to the second class session and a 50% refund prior to the third class session, but no refund after that.

Please note that students who withdraw before the semester begins, during the first two weeks of the semester, or before the second day of class for classes that meet less than 15 weeks will have the course removed from their transcript. Students who withdraw during the following two weeks will be given a grade of W (withdraw), which has no academic penalty. Students who withdraw after the first four weeks are typically given a grade of F, which does count against the grade point average, unless there are extenuating circumstances, as determined by the Registrar or Academic Dean.

Financial Aid

Nearly 75% of Lincoln students receive some form of financial aid. Last year the amount totaled nearly \$9 million. Federal and Illinois grants are available to students who are U.S. citizens or nationals, permanent residents, or eligible non-citizens and are meeting satisfactory academic progress standards (see below). The accepted application for all federal and state programs is the Free Application for Federal Student Aid (FAFSA). Students are strongly encouraged to complete this form, which may be filled out online at www.fafsa.ed.gov. For more information or to receive forms call 217-732-3168 and ask for the Financial Aid Office or write to the Financial Aid Office, 100 Campus View Drive, Lincoln, IL 62656 or email: finaid@lccs.edu. Listed below are several of the most frequently used sources of aid.

Grants

Federal Pell Grant

The Federal Pell Grants are available to students with financial need. This is based on a federal formula from family financial information submitted on the FAFSA. Awards for 2006-2007 ranged up to \$4,310.

Federal Supplemental Educational Opportunity Grant

The Federal Supplemental Educational Opportunity Grant (SEOG) is for students of exceptional need who also receive the Federal Pell Grant. Awards for 2006-2007 ranged up to \$2,000.

Federal Academic Competitiveness Grant

Freshmen may receive \$750 awards and second year students may receive up to \$1,300 for the Federal Academic Competitiveness Grant (ACG). To qualify for the grant, one must meet these basic criteria: Pell Grant eligible, full-time student, completed high school after January 1, 2005, completed with passing grades a high school program of at least the following courses, and have a 3.0 GPA on college course work if second year student. The high school program must include: 4 years of English, 3 years of Math, 3 years of Science, 3 years of Social Studies, and 1 year of Foreign Language. There are additional criteria that must be met.

Illinois Monetary Award Program

The State of Illinois provides for the Monetary Award Program, which is administered by the Illinois Student Assistance Commission. The program is open to students who are residents of Illinois. This is based on a formula from family financial information submitted on the FAFSA. Grants range from \$400 to \$4,968 per academic year. Interested students must apply for the award before August 1.

Illinois Incentive for Access Program

The Illinois Incentive for Access Program (IIA) offers a one-time grant up to \$500 and is administered by the Illinois Student Assistance Commission. This grant is for freshmen students from Illinois with limited ability to pay for college. Illinois students who have filed the FAFSA are automatically considered for the IIA Program.

Loans

Federal Stafford Loans (Subsidized and Unsubsidized)

The U.S. Department of Education sponsors loan programs which enable students to borrow money directly from a bank or other lending institution. Loan amounts are determined by the year of study and the dependency status of a student. First-time borrowers at LCC must complete loan counseling.

Under certain conditions, the Federal Government will pay the full interest charged on the loan while the borrower is attending school and prior to the beginning of the repayment period. Repayment begins six months after the borrower completes his or her course of study or withdraws from school.

Federal Perkins Loan Program

This is a low interest (5 percent) loan for students with exceptional financial need. Lincoln Christian College is responsible for the administration of this federal program. The repayment period begins nine months after the borrower ceases to be enrolled at least half-time in an institution of higher education and may extend over a ten-year period.

Federal PLUS Loan

Parents, stepparents, or legal guardians of a dependent student may borrow through this program regardless of the student's financial need. Parents may borrow up to the cost of education (minus other aid). Repayment normally begins within 60 days of the second disbursement. All PLUS loans require credit checks.

Scholarships

Trustee Scholarship

Freshmen who graduate in the top of their senior class, have a 3.6 or higher GPA, and who score a 30 or above on the national composite norms of the ACT test may be eligible to receive a partial tuition scholarship for four years, divided over eight semesters. The amount of the scholarship is determined by the Admissions Office. Other factors will be taken into account, including Christian commitment, positive involvement with the student's local church, and recommendations from church leaders. Since funds are limited, students are strongly encouraged to apply to LCC as early as possible; no separate application is needed. This scholarship must be used immediately following high school graduation.

President's Scholarship

Freshmen who graduate in the top of their senior class, have a 3.4 or higher GPA, and who score a 27 to 29 on the national composite norms of the ACT test may be eligible to receive a partial tuition scholarship for four years, divided over eight semesters. The amount of the scholarship is determined by the Admissions Office. Other factors will be taken into account, including Christian commitment, positive involvement with the student's local church, and recommendations from church leaders. Since funds are limited, students are strongly encouraged to apply to LCC as early as possible; no separate application is needed. This scholarship must be used immediately following high school graduation.

Dean's Scholarship

Freshmen who graduate in the top of their senior class, have a 3.2 or higher GPA, and who score a 25 or 26 on the national composite norms of the ACT test may be eligible to receive a partial tuition scholarship for four years, divided over eight semesters. The amount of the scholarship is determined by the Admissions Office. Other factors will be taken into account, including Christian commitment, positive involvement with the student's local church, and recommendations from church leaders. Since the funds are limited, students are strongly encouraged to apply to LCC as early as possible; no separate application is needed. This scholarship must be used immediately following high school graduation.

Employment

Federal Work-Study Program

This program assists students with financial need by providing job opportunities through Lincoln Christian College. Students must qualify under federal regulations and must complete a FAFSA (see page 95). Compensation is by check biweekly, with a limit of 20 hours per week. For more information and job postings, visit the iServe (work study program) website at www.lccs.edu/iServe/.

Student Employment

There is a limited amount of part-time student employment on campus. Special consideration is given to students who have demonstrated financial need. Compensation for part-time work varies according to the job classification. Pay is by check biweekly. A student may not work more than 20 hours per week on campus. Businesses and individuals in the Lincoln area also provide many opportunities for full- and part-time employment. Students desiring information about employment in Lincoln should contact the Financial Aid Office.

Student Ministries

Many students have found opportunities for student ministry in the Lincoln area, and they are currently serving numerous churches in various positions. The Church Development Office is constantly in con-tact with churches seeking full-time and part-time ministers and will provide a list of such churches on request. (Call 217-732-3168, ext. 2286 or visit their website at www.lccs.edu/churchdev).

Satisfactory Academic Progress

Federal law requires that students receiving Title IV funds (Pell Grant, Supplemental Education Grant, Federal Work-Study and all federal loans) meet a satisfactory academic progress guideline. This guideline will also apply to any institutional and state administered financial aid funds as well. The following guidelines have been established by Lincoln Christian College:

- 1. Minimum Grade Point Average** – With the exception of students enrolled in the Certificate program (which allows a 1.0 GPA throughout), the following sliding scale of minimum GPA applies to all students:

After 1 semester - 1.50
After 2 semesters - 1.75
After 3 semesters - 2.00

- 2. Hours Attempted** – A student must have earned 67% of the total hours attempted to be considered eligible for financial aid. Undergraduate and graduate credits cannot be commingled. First-time students at LCC will be given an adjustment period. If a first-time student does not earn 67% of the hours attempted his/her first semester, the student will be considered on probation for the second semester, aid will not be withdrawn, and no appeal will be required.

Transfer hours will be included in hours attempted. The phrase “hours attempted” is defined as the sum of the hours for all LCC courses and transfer courses for which registration charges were incurred. This includes “W” courses for which no refund was given.

3. Termination of Eligibility – Eligibility is terminated when total hours attempted equals 150% of the total degree hours:

<i>TESOL Certificate (18 hrs)</i>	<i>27 hours</i>
Certificate in Christian Service (25 hrs)	37.5 hours
Associate of Arts	97.5 hours
Bachelor of Arts or Science	195 hours

4. Denial of Financial Aid – Students not meeting the above criteria will be denied additional financial aid. Students in violation of this policy will be notified in writing of their eligibility status.

5. Financial Aid Appeal – Students may make a written appeal to the Financial Aid Committee if criteria 1 or 2 are not met. Appeal forms are available in the Financial Aid Office. If the appeal is granted, a student will be on Financial Aid Probation and will be granted one additional semester of financial aid unless satisfactory academic progress is re-established.

Please note that Financial Aid Probation and Academic Probation are separate conditions. It is possible, for instance, to be on Financial Aid Probation because of not meeting the yearly hour minimums, even though the grade point average is acceptable.

Chapter 6

Admission Procedures

Admission Policy

Lincoln Christian College desires to admit Christian men and women who desire a college education that will help them know God's Word, engage God's world, and pursue God's will for their lives as servant leaders in the church and in the world. The application process requires prospective students to document their academic experiences, their extra-curricular or community activities, and their church involvement, as well as their support of our mission and core values. The College requires an official high school transcript (public, private, or home schooled) for traditional-age students, because what students take in high school is often the best predictor of how they will do in college. Illinois high schools, for example, typically require at least 4 years of English, 3 years of language arts, 2 years of social sciences, 3 years of math, 2 years of science, and 1 year of electives, including art, music, or foreign language. The College also requires the ACT test (or SAT if ACT is not available) for traditional-age students. The College uses applicants' high school transcripts and ACT scores to determine eligibility for enrollment, financial aid, and placement in various academic enrichment programs, including Preparatory English and Study Skills courses.

Admission Procedures

Applicants for admission should have been granted a diploma from an accredited high school or have passed the General Educational Development (GED) test. Students whose high school education was completed through home schooling are welcome and are considered for admission based on a transcript of their high school-level course work, as well as their ACT scores.

To apply for admission, fill out the enclosed application form or contact the Admissions Office (888-522-5228; fax: 217-732-5914; mail: Admissions Office, 100 Campus View Drive, Lincoln, IL 62656-2111; or visit our web site at www.lccs.edu). The entire application process involves the following four items:

1. An **application for admission** that is completed, signed, and sent along with the application fee and a recent photograph.
2. A **student health form**, along with a complete **immunization record**. The health forms will be sent to the prospective student *after* the application for admission is received.
3. **Official transcripts** of all credits earned in high school and in any college or university previously attended.
4. **Standardized test scores**. The American College Testing (ACT) program test is the preferred standardized test for entering freshmen (those aged 25 or older are exempt).*

* The ACT is available several times a year in most high schools and should be taken at least two months prior to enrolling (contact the Admissions Office or local high school counselor for further information). SAT scores may be substituted for ACT scores, if taking the ACT presents a difficulty (SAT scores will be converted to ACT equivalent scores.)

Following receipt of the application, the Admissions Office will secure letters of reference from the persons listed on the application form. When the items listed above, along with these personal references, have been received, the admissions committee will review the materials and notify the applicant in writing of its decision. Applicants are strongly encouraged to complete a Free Application for Federal Student Aid (FAFSA) form, available online at www.fafsa.ed.gov or by contacting the Financial Aid Office at Lincoln.

International Students

In order to assure a profitable educational experience for international students, the College has adopted admission guidelines specifically for them. These are available to every international applicant and to others on request by contacting admissions@lccs.edu. International students whose native language is not English are required to pass the TOEFL exam with a minimum score of 550 (or the computer form with a minimum score of 213 or a total score of 75 on Internet-based TOEFL) prior to being accepted for admission. Because of the length of time required for the issuing of federal I-20 forms, passports, and visas, applications from international students should be received in the Admission Office at least six months prior to the beginning of the semester. An International Students Office is available to assist internationals with academic and student life issues. The office can be contacted at iso@lccs.edu or (217) 732-3168 ext: 2345.

Re-Admission

After an interval of two semesters, former students will be required to reapply for admission. Students who return after two or more years of absence from the College must follow the catalog in effect at the time of their re-entry.

Military Veterans

Applicants who are veterans of the armed forces must supply a photocopy of the discharge papers or relevant official documents. Disabled veterans and other eligible persons who qualify for educational benefits under Title 38, U.S. Code, should obtain the necessary certification of eligibility for training from the nearest office of the Veterans Administration. Specific questions concerning unusual problems should be directed to the Veterans Administration offices. General questions concerning application for veteran's benefits may be directed to the Financial Aid Office (call 217-732-3168, ext. 2250 or email finaid@lccs.edu).

Transfer Students

Lincoln Christian College and Lincoln Christian Seminary accepts credits transferred from other institutions provided they meet these five criteria: 1) are documented through an official transcript, 2) demonstrate appropriate quality (i.e. from an accredited institution with final grade of a least C), 3) are done at a comparable level (e.g. a freshman-level class is not comparable to a senior-level class), 4) fulfill requirements for the student's chosen program here, and 5) meet any applicable residency requirements. All transfer of credit decisions are made by the Registrar, using the above criteria. The Registrar may consult with various faculty as needed to provide appropriate flexibility and fairness. Credits from non-accredited institutions may be considered if the student can provide sufficient documentation (e.g. syllabus and assignments) to verify the appropriate quality of the credits. Students can appeal a transfer of credit decision to the Academic Dean if they feel their request was denied unfairly. In terms of lower division general education courses, Lincoln is a participating school in the Illinois Articulation Initiative (IAI), whose iTransfer website (www.itransfer.org) provides further information as to what courses in general education will transfer from another Illinois school to Lincoln and vice versa.

Lincoln Christian College policy states that transfer students must complete at least 15 semester hours for an Associate of Arts and 30 hours for a Bachelor of Arts to be eligible for a degree (see Residency policy on page 102). Transfer students may be required to submit a letter of recommendation from the Dean of Students, Academic Dean, or faculty advisor.

Chapter 7

Faculty and Staff

Personnel

While the previous chapters of this catalog have described the purpose, programs, and policies at Lincoln, it is the people that most reflect the heart of the College. Listed below are the trustees, administrators, and faculty who are committed to helping every student hear God’s call on their lives. Though all of these people are important, it is the faculty that students will especially come to know, love, and appreciate—as mentors, models, and ministers of God’s truth. Therefore, the bulk of this chapter is devoted to listing them and their credentials. Still, there are many people here who play significant institutional roles, from the governing Board of Trustees to the staff who work quietly behind the scenes to help provide the best education possible. The rest of this chapter lists those people who work mostly in academics or who oversee academic life, beginning with the trustees and ending with the faculty.

Board of Trustees

The program of Lincoln Christian College is directed by a Board of Trustees composed of business and professional people and ministers from Christian Churches/Churches of Christ. The Trustees for the current year are listed here:

Millie Beverly	Columbus, IN	Lawyer
Gene Harker	Indianapolis, IN	Physician
Kevin Hazelwood	Amarillo, TX	Employee Development
Gail Long	Riverside, RI	Executive Assistant
John C. Martin	Bloomington, IL	Executive Director
G. Michael McElyea	Savoy, IL	Associate Pastor
Sherry Miller	Hickory Hills, IL	Professor
Keith H. Ray	Lincoln, IL	President of LCCS
Stephen Theivagt	Springfield, IL	Certified Public Accountant
Les White	Painesville, OH	Minister
Sara Wills	Bloomington, IL	Financial Administrator
Wing Wong	Manchester, NH	Minister

Administration

President	Keith H. Ray, M.Div., D.Min.
Executive Assistant	Linda Seggelke, A.A., B.A.
Vice President of Academics.....	Tom Tanner, M.Div., M.A., M.L.S., Ph.D.
Vice President of Alumni Development.....	Lynn Laughlin, M.A.
Vice President of Church Development	Don Green, M.Div., D.Min.
Vice President of Finance.....	Andrea Short, B.A., M.B.A.
Vice Pres. of Stewardship Development	Gordon Venturella, B.Th., M.A.
Vice President of Student Development.....	Brian Mills, M.Div.
Academic Dean of the College.....	Karen Diefendorf, M.Div., S.T.M., D.Min. (in residency)

Staff

For a complete list of the staff at Lincoln Christian College, consult the Student Covenant.

Faculty of the College

JAMES D. ALLISON
 Professor of Worship Ministry, 1975-
 B.S.M., Lincoln Christian College
 M.Mus., University of Illinois

LINCOLN CHRISTIAN COLLEGE

DOROTHY ANDERSON

Instructor of Academic Resource Center, 2002-
B.S., Illinois State University
M.A., Lincoln Christian Seminary

JEFFREY G. COLLEEN

Professor of Worship Ministry, 1978-
B.S.M., Lincoln Christian College
M.Mus., Illinois State University

STEPHEN COLLINS

Assistant Professor of Bible, 2004-
B.A., Lincoln Christian College
M.A., M.A., Lincoln Christian Seminary
M.Div., Lincoln Christian Seminary

STEVEN CONE

Assistant Professor of Theology, 2007-
B.A., University of Illinois at Urbana-Champaign
M.A., M.A., Lincoln Christian Seminary
Ph.D., Boston College (in residency)

KAREN DIEFENDORF

Academic Dean, 2006-
B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
S.T.M., Yale Divinity School
D.Min., Lexington Theological Seminary (in residency)

KAREN ESTEP

Associate Professor of Teacher Education Program, Associate Dean for Christian
Education Ministries, 2002-
B.A., Northeast Missouri State University
M.Min., M.A., Cincinnati Bible Seminary
Ph.D., Michigan State University

ISAAC L. GAFF

Associate Professor of Worship Ministry, 1999-
B.A., Lincoln Christian College
M.S., Indiana University
D.W.S., Institute for Worship Studies (in residency)

MICHAEL GOWIN

Associate Professor of Business Administration, 1997-
B.S., Purdue University
M.A., Lincoln Christian Seminary
M.B.A., University of Illinois at Springfield

CLAY HAM

Professor of New Testament, 2008-
B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
Ph.D., Southwestern Seminary

MARIANA HWANG

Assistant Professor of Christian Education, 2008-
B.S., Central Washington University
M.B.A., University of Idaho
M.Div., Fuller Theological Seminary
Ph.D., Talbot Theological Seminary

BRIAN D. JOHNSON

Associate Professor of New Testament, 2000-
B.A., Cincinnati Bible College
M.A., Cincinnati Bible Seminary
Ph.D., University of Aberdeen, Scotland (residency completed)

FRED N. JOHNSON

Professor of New Testament, 1993-
B.A., Johnson Bible College
M.Div., Lincoln Christian Seminary
Th.M., Covenant Theological Seminary
D.Min., Emmanuel School of Religion (residency completed)

IDA JOHNSON

Instructor in Writing Lab, 2005-
B.A., Indiana University
M.A., University of Illinois at Springfield

KATHY JOHNSON

Director of Internship Program, 2007-
B.S., Johnson Bible College
FL Teaching Certificate in Elementary Education
M.A., University of Central Florida
IL Teaching Certificate in Elementary Education

JOHN K. JONES, JR.

Professor of Preaching, Associate Dean of Christian Ministries, 1996-
B.A., Lincoln Christian College
M.A., M.Div., Lincoln Christian Seminary
M.A., Friends University
D.Min., Dallas Theological Seminary

SCOTT JONES

Assistant Professor of Science, 2002-
B.S., Illinois State University
M.S., Illinois State University

SUE JONES

Associate Professor of Worship, 1996-
B.A., Lincoln Christian College
M.A., Pittsburgh State University

CHRIS KEITH

Assistant Professor of New Testament and Christian Origins, 2008-
B.S., Cincinnati Christian University
M.A., Cincinnati Christian University
M.Div., Cincinnati Christian University
Ph.D., University of Edinburgh, Scotland

ALAN W. KLINE

LINCOLN CHRISTIAN COLLEGE

Assistant to the Registrar, 1969-

B.A., Lincoln Christian College
M.A., Lincoln Christian Seminary

RICHARD A. KNOPP

Professor of Philosophy and Christian Apologetics, 1983-

B.A., St. Louis Christian College
M.A., Southern Illinois University
M.Div., Lincoln Christian Seminary
Ph.D., University of Illinois

MARK J. MANGANO

Professor of Old Testament, 2002-

B.A., Minnesota Bible College
M.A., Trinity Evangelical Divinity School
M.Phil., Hebrew Union College
Ph.D., Hebrew Union College

ROBERT MAUPIN

Assistant Professor of Intercultural Studies, 2007-

B.B.L., Ozark Christian College
M.A., Wheaton College Graduate School

NJERI MBUGUA

Associate Professor of Social Sciences, 2006-

B.A., University of Nairobi, Kenya
M.A., University of Nairobi, Kenya
Ph.D., Indiana University

BARBARA MESSNER

Assistant Professor of Teacher Education, Coordinator of Teacher Education Consortium Program, 2006-

B.A., Lincoln Christian College
B.S., Illinois State University
M.A., Lincoln Christian Seminary

BRIAN E. MESSNER

Professor of History and Interdisciplinary Studies, Associate Dean for General Education, 1995-

B.A., Kalamazoo College
M.A., University of Chicago
Ph.D., University of Chicago

DEANNE MOTT

Associate Professor of Speech, 2000-

B.A., Western Illinois University
M.A., University of Illinois at Springfield

MICHAEL E. NICHOLS

Professor of Intercultural Studies, 1994-

B.A., Lincoln Christian College
M.A., Lincoln Christian Seminary
Ph.D., Trinity Evangelical Divinity School (in residency)

NANCY J. OLSON

Library Director, Professor, 1988-
B.R.E., Great Lakes Bible College
M.S.L., Western Michigan University
M.Div., Lincoln Christian Seminary

RONDEL RAMSEY

Associate Professor of Youth Ministry, 2001-
B.A., Johnson Bible College
M.A., Johnson Bible College

MICHAEL J. REID

Assistant Librarian, Associate Professor, 1994-
B.A., Johnson Bible College
M.S., University of Illinois
M.A., Lincoln Christian Seminary

LARRY ROBERTS

Instructor of Academic Resource Center, 2008-
B.S., Illinois State University
M.A.C.M., M.Div., Lincoln Christian Seminary

JANIS A. RUTLEDGE

Associate Professor of Developmental Education, Academic Resource Center Director,
1998-
B.S., Eastern Illinois University
M.S., Eastern Illinois University
Developmental Education Specialist Certification

CHRISTOPHER SIMPSON

Assistant Professor of Philosophy and Interdisciplinary Studies, 2006-
B.A., Eastern New Mexico University
M.A., Lincoln Christian Seminary
Ph.D., University of Nottingham, England

MITCH SIMPSON

Assistant Professor of English, 2006-
B.A., Lincoln Christian College
M.C.M., Huntington College
M.Div., Lincoln Christian Seminary

SHAWN SMITH

Registrar, Assistant Professor, 2007-
A.A., Indian River Community College
B.S., Florida Christian College
M.Div., M.A., Lincoln Christian Seminary

THOMAS L. SOWERS

Academic Technologist and Instructor, 1993-
B.A., Lincoln Christian College
M.A., University of Illinois at Springfield

ANN M. SPELLMAN

Academic Technologist, Assistant Professor, 1980-
B.A., Lincoln Christian College
M.A., University of Illinois, Springfield

LESLIE R. STARASTA

Information Services Librarian and Assistant Professor, 1999-

LINCOLN CHRISTIAN COLLEGE

B.A., Illinois State University
M.S., University of Illinois

LINDA C. STORM

Instructor in Music, 1987-
B.S.M., Lincoln Christian College
Graduate Studies in Piano Pedagogy, University of Illinois

LC SUTTON

Associate Professor of Preaching, 2007-
B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
D.Min., Emmanuel School of Religion

THOMAS M. TANNER

Vice President of Academics, 1979-
B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
M.A., M.L.S., University of Illinois
Ph.D., University of Illinois

ERIC TEORO

Associate Professor of Business Administration, 2001-
B.A., Lincoln Christian College
M.A., Lincoln Christian Seminary
M.B.A., Illinois State University

CLIFF WHEELER

Assistant Professor of English and Interdisciplinary Studies, 2006-
B.S., Lincoln Christian College
B.A., Illinois State University
M.A., University of Illinois at Springfield

MIRIAM WINDHAM

Professor of TESOL and Interdisciplinary Studies, 1988-
B.S., Elizabeth City State University
M.S., Illinois State University
TESOL Certification
Ph.D., Illinois State University (residency completed)

R. NEAL WINDHAM

Professor of New Testament and Greek, Associate Dean of Bible and Theology, 1986-
B.A., Lincoln Christian College
M.A., Lincoln Christian Seminary
M.Div., Lincoln Christian Seminary
D.Min., Azusa Pacific University

WALTER D. ZORN

Professor of Old Testament and Biblical Languages, 1988-
B.A., Atlanta Christian College
M.Div., Lincoln Christian Seminary
Ph.D., Michigan State University

Note: Lincoln Christian College also employs more than 20 adjunct faculty. A complete list of these faculty with their credentials is on file in the Office of the Vice President of Academics.

ACADEMIC CALENDAR

FALL SEMESTER	<u>2009-2010</u>
Freshman Orientation	August 22-24
Registration	August 24
Classes Begin	Tues., August 25
Convocation	Tues., September 1
Labor Day (no classes)	Mon., September 7
Last Day to Drop a Class with Refund	Tues., September 8
Last Day to Drop a Class without Refund	Fri., September 18
First Grading Period Ends	Fri., October 16
Fall Break	October 17-20
Spring Registration	November 2-27
National Missionary Convention	November 19-22
Thanksgiving Break	November 25-29
Christmas in the Chapel	December 3-6
Reading Day	Wed., December 9
Final Exams	December 10-11, 14-15
Last Day of Semester	Tues., December 15
SPRING SEMESTER	
Intensive Week	January 4-8
New Student Registration	Wed., January 13
Classes Begin	Thurs., January 14
Martin Luther King Day (no classes)	Mon., January 18
Last Day to Drop a Class with Refund	Wed., January 27
Week of Worldwide Witness	February 9-11
Last Day to Drop a Class without Refund	Fri., February 12
First Grading Period Ends	Fri., March 5
Spring Break	March 6-14
Summer and Fall Registration	March 22 – April 16
Week of E-3 travel (no classes)	Fri, March 26
Week of E-3 (no classes)	March 29 – April 2
Easter Sunday	April 4
Skip Day/Women's Conference	Wed., April 28
Reading Days	Thurs.-Fri., May 13-14
Commencement (10:00 a.m.)	Sat., May 15
Final Exams	May 17-20
Last Day of Semester	Thurs., May 20
SUMMER SCHOOL (2010)	
Class Sessions	May 17 – August 23
Memorial Day (offices closed)	Mon., May 31

*Note: The 2010-2011 Academic Calendar and calendar updates are available on the LCCS website (www.lccs.edu).

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