

2010-11 CATALOG

Hargrove School of Adult & Graduate Studies at



Lincoln Christian
UNIVERSITY



Welcome from the Academic Dean

Welcome to the Hargrove School of Adult & Graduate Studies at Lincoln Christian University. We are a school for adult learners with undergraduate and graduate programs offered through a variety of non-traditional means—all taught from a Christian worldview. Adult learners are one of the fastest growing segments in higher education, and we are glad to be providing these programs. We understand that adults lead very busy lives with multiple responsibilities, so we have designed our programs just for you.

All of our courses are offered in an intensive format over a period of six weeks (for undergraduate programs) or seven weeks (for graduate programs). Most are available during the evenings or online at any time. You will see from this catalog that our offerings run the gamut from certificates to masters' degrees. We will be exploring other programs in the coming months and years as well, programs designed to provide working adults like you a quality Christian education that will help you become a more effective servant leader in your chosen profession—"in the church and in the world."

We believe some of God's finest servants are the hard working men and women who do not fit the traditional model of a college student. If you are one of these non-traditional people who want to pursue a quality Christian education taught from a Biblical perspective, we welcome you to consider the Hargrove School at Lincoln Christian University.



Tom Tanner, PhD
Academic Dean of the
Hargrove School

The Hargrove School of Adult & Graduate Studies
Lincoln Christian University
100 Campus View Drive
Lincoln, Illinois 62656
(www.LincolnChristian.edu)
1-888-522-5228

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Chapter 1. Introduction

Our Mission

Lincoln Christian University 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 Hargrove School of Adult & Graduate Studies is an undergraduate and graduate school for adult learners whose educational goal is to enable servant leaders to be more effective in their chosen professions through programs delivered in non-traditional ways and taught from a Christian worldview.*** The Hargrove School has adopted a set of student learning outcomes to further clarify these goals for each student (see next section).

Our priority as faculty and staff is the education of our students as part of a lifelong learning process. The Hargrove School identifies itself as a school for Christian adult learners to become more effective in their chosen professions through non-traditional means, including evening, weekend, and online programs. 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, redemption, and consummation. 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. Founded in 1944 by Earl Hargrove, a church pastor turned college president; Lincoln Christian University has religious roots in the Restoration Movement (sometimes called the Stone-Campbell Movement), a unity movement of independent Christian Churches and Churches of Christ committed to the authority of Scripture and the unity of God’s people for the sake of Christ’s Great Commission. 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 four institutional goals:

- Develop a mission-minded community of servant leaders with engaged students, staff, and faculty
- Develop a mission-minded culture of learning with appropriate academic programs and support services
- Develop a mission-minded campus of quality with enhanced facilities and finances
- Develop a mission-minded connectivity with others through improved relationships

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 Student Learning Outcomes

In fulfillment of the University’s mission and the educational goal of the Hargrove School of Adult & Graduate Studies, our faculty and staff are committed to helping every student:

1. *Live faithfully* by reflecting Christ-like servant leadership in their personal and professional lives.
2. *Think Biblically* by understanding and applying a Biblical worldview to their chosen areas of service.
3. *Grow intellectually* by thinking critically, learning collaboratively, and communicating effectively.
4. *Improve professionally* by demonstrating competencies appropriate to their chosen program of study.
5. *Learn continually* by using lifelong learning skills in the context of a non-traditional learning community and in preparation for further study in their chosen field.

Our Philosophy of Education

The purpose of a philosophy of education is to clarify educational concepts, strategies, and outcomes. At Lincoln Christian University, 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 Assessment of Learning

The Hargrove School of Adult & Graduate Studies believes that all of us—both individual students and our institutional programs and personnel—benefit from deliberate efforts to improve. Assessment is our way of intentionally seeking that improvement. Assessment begins with our University mission and then flows to the Student Learning Outcomes listed above for the entire Hargrove School, from which each program in turn has developed individual Program Learning Outcomes. Finally, each course has a set of objectives that are connected to the Program Learning Outcomes for that area, as well as connected to the assignments for that course. So, assessment for us moves from individual course assignments to the objectives for that course, which are connected to that program’s learning outcomes, all of which are, in turn, tied to the Hargrove School Student Learning Outcomes and the University mission.

We do assessment through several means in the Hargrove School, including both direct measures of students’ actual performance (e.g. preach a sermon or teach a lesson) and indirect measures of students’ perceptions (e.g. course evaluation surveys by students). Assessment includes course grades, but it is more than that since course grades do not necessarily tell individual students where to improve nor do they give clear direction to the institution on what is need to improve our various programs. Therefore, we supplement course grades with a variety of assessment measures, culminating in a capstone experience for each program that is described under the course HS299 (for associate degrees) and HS499 (for baccalaureate degrees); each graduate program has its own capstone experience. The HS299/499 capstone experience requires students to submit various course assignments that demonstrate their achievement of each of that student’s Program Learning Outcomes—all in pursuit of our overall mission.

Our Heritage

Lincoln Christian University 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 this country. 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 or Stone-Campbell Movement. The plea of this movement, to which Lincoln Christian University 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 [Web site](#).)

Student Life

Students at the Hargrove School come from all over the world. The school's 250 students represent a growing variety of faith groups (more than two dozen), ages (from the 20s to the 60s, with an average age of 35), and ethnicities (more than one fourth are non-Caucasian). [Chapter 4](#) provides further information on Student Life.

Diversity Statement

Located in America's heartland, Lincoln Christian University 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.

Library Resources and Services

Embarking on the quest to further your education through the Hargrove School of Adult & Graduate Studies not only provides access to quality professors and coursework but opens the door to a wealth of information resources which reside literally at your fingertips. Lincoln Christian University's Jessie C. Eury Library provides a variety of resources and services including not only print books and journal subscriptions, but also electronic books, full text journals, online databases, and media resources, all accessible through our [Web site](#) which includes numerous guides and tip sheets to help you make the most of these resources.

The Jessie C. Eury Library's resources are specifically selected and designed to meet the information needs of students enrolled in the Hargrove School, including:

- over 139,000 print volumes
- over 2,000 e-books and 62 e-reference titles via the library's Web site
- more than 33,000 media items including DVDs, CDs, videos, and audio tapes
- over 8,000 journals with many available in full text
- 30 online [journal databases](#)

The Jessie C. Eury Library staff strives to help students find the resources needed to complete their projects within our collection or obtain the resource from another library. The Library's participation in [I-Share](#), the shared catalog of 76 Illinois libraries, allows students to check out in person or request from over 9 million titles. Upon request, the Library may obtain titles not available in I-Share and copies of journal articles.

The Jessie C. Eury Library is committed to providing all Lincoln Christian University students with the same quality of service and access to resources regardless of their location. The actual services provided differ somewhat based on student location and enrollment as an undergraduate or online graduate student in the Hargrove School, both of which categories are explained below.

Library Services for Onsite Students

All students are encouraged to contact the Jessie C. Eury Library for assistance with completing research or obtaining needed resources. Librarians may be contacted by telephone, email, or in person.

Lincoln Campus: In recognition of the limited amount of time spent on campus and working adults' busy lives, students taking classes on the Lincoln campus may request books and media items from the Jessie C. Eury Library be delivered to the Hargrove School Office for pickup. Students who reside outside of Lincoln, but near one of the other I-Share libraries, may request books via the I-Share catalog from any of the I-Share libraries,

including the Jessie C. Eury Library, and have them delivered to the I-Share library of their choice. Students are responsible for checking their [My Account](#) page to see if a book is available for pickup, verify due dates, or renew books from other libraries. Reference books and journals in the Jessie C. Eury Library may not be checked out and must be used in the Library. Journal articles requested through Interlibrary Loan are delivered to the email address specified.

In-State Sites: In recognition of students' varying distance from the Lincoln campus, students taking classes at in-state sites may request books and media items from the Jessie C. Eury Library be delivered to the Hargrove School Office and then be transported to their site. Students may request books via the I-Share catalog from any I-Share library, including the Jessie C. Eury Library, and have them delivered to the I-Share library of their choice (e.g. for Danville it would be Danville Area Community College Library or in Bloomington-Normal it could be the Illinois State University, [Illinois Wesleyan University](#), or [Heartland Community College](#) libraries). Students are responsible for checking their [My Account](#) page to see if a book is available for pickup, verify due dates, or renew books from other libraries. In-state site students may request photocopies of journal articles and articles in reference books from the Jessie C. Eury Library as needed. All photocopies are delivered to the email address specified. Journal articles requested through Interlibrary Loan are delivered to the email address specified.

Out-of-State Sites: Students taking classes in out-of-state sites (e.g. Las Vegas) may request books and media items from the Jessie C. Eury Library be mailed to their out-of-state campus. Out-of-state site students may request photocopies of journal articles and articles in reference books from the Jessie C. Eury Library as needed. All photocopies are delivered to the email address specified. Journal articles requested through Interlibrary Loan are delivered to the email address specified. Students in the Las Vegas program also have ready access to thousands of specially selected library volumes onsite in that location.

Library Services for Online Students

Library resources, services, and instruction available to online students are equivalent to those offered to on campus students as far as is reasonably possible. All students are encouraged to contact the Jessie C. Eury Library for assistance with completing research or obtaining needed resources. Librarians may be contacted by telephone, email, or in person.

Online Students Living Nearby: Students living in Logan county may pick up books and media from the Jessie C. Eury Library and those ordered via I-Share or WorldCat at the Jessie C. Eury Library. Reference books and journals in the Jessie C. Eury Library must be used in the Library. Journal articles requested through Interlibrary Loan are delivered to the email address specified.

Online Students Residing Near an I-Share Library: Students who reside outside of Logan county, but near one of the other I-Share libraries in Illinois, may request books via the I-Share catalog from any of the I-Share libraries, including the Jessie C. Eury Library, and have them delivered to the I-Share library of their choice. Students are responsible for checking their [My Account](#) page to see if a book is available for pickup, verify due dates, or renew books from other libraries. Librarians will assist students in locating and accessing materials not available in I-Share libraries. Students may request photocopies of journal articles and articles in reference books from the Jessie C. Eury Library as needed. All photocopies are delivered electronically to the email address specified. Journal articles requested through Interlibrary Loan are delivered to the email address specified.

Online Students Residing in the United States or Canada: Students may check out books from the Jessie C. Eury Library or request books via the I-Share catalog to pick up at the I-Share library of their choice, including the Jessie C. Eury Library. In addition, librarians will assist students in locating and accessing materials in an academic library close to them. Students may request photocopies of journal articles and articles in reference books from the Jessie C. Eury Library as needed. All photocopies are delivered electronically to the email address specified, as are any journal articles requested through Interlibrary Loan.

Online Students Residing Outside of the United States or Canada: Students may place Interlibrary Loan requests for resources in the Jessie C. Eury Library or other libraries. Students may request photocopies of journal articles and articles in reference books from the Jessie C. Eury Library. All photocopies are delivered electronically to the email address specified. Journal articles requested through Interlibrary Loan are delivered to the email address specified.

The Bookstore

The LCU Bookstore is the campus retail facility that serves the University community. Students may purchase textbooks, supplies, LCU 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 5:00 p.m. Monday through Friday. To accommodate working customers, including online learners, orders can be made online through its Web site at www.LincolnChristian.edu/bookstore. 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 University 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 University, 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 from [our Web site](#).

Graduation and Placement Report

As required by federal and accreditation guidelines, the Hargrove School publishes in its catalog its most recent graduation and placement rates. Our most recent graduation rate is 54%, above the national average of 39% for peer schools. Our most recent placement rate is 92%, meaning that 92% of our graduates had found a ministry or other position in an area related to their major at the time of graduation.

Accreditation

- 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).
- Lincoln Christian University holds accredited status at the certificate, baccalaureate, master's, and professional doctorate levels with the Commission on Accreditation of the [Association for Biblical Higher Education](#), 5575 S. Semoran Blvd, Suite 26, Orlando, FL 32822; phone 407-207-0808.
- 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 and Certificate Programs

The Hargrove School offers both undergraduate and graduate degree programs, as well as certificate programs. These programs are all described on the following pages in this chapter and summarized below.

Graduate Degrees:

- Master of Arts in Organizational Leadership (offered online only)
- Master of Arts in Spiritual Formation (offered off campus in Normal, IL)
- Master of Arts in Teaching English to Speakers of Other Languages (offered online only)

Undergraduate Degrees:

- Bachelor of Arts in Christian Ministry
- Bachelor of Arts in Christian Ministry (Alternative Option)
- Bachelor of Arts in Human Services
- Bachelor of Arts in Leadership & Management
- Bachelor of Arts in Spiritual Formation (offered off campus in Normal, IL)
- Associate of Arts in Biblical Studies
- Associate of Arts in General Studies
- Associate of Applied Science in Early Childhood Education

Certificate Programs:

- Ministry Specialty Endorsement Certificate*
- Servant Leader Certificate
- Spiritual Formation Certificate
- TESOL Certificate

* Students in the Bachelor of Arts in Christian Ministry may choose a “Ministry Specialty Endorsement” by completing at least 9 hours in a single area.

Double Majors/Programs

Students desiring a double major in the baccalaureate programs must complete all of the requirements for one program and then add whatever unique courses are required by the second program. Students desiring two baccalaureate degrees must complete a minimum of 30 hours beyond the first degree. Students desiring two master’s degrees must complete the requirements for each degree. Suggested course sequences for all programs are available by contacting the appropriate program director.

Onsite, Online, Off-Campus, and Hybrid Options

The Hargrove School offers all of the degree and certificate programs listed above through various options. Unless otherwise noted, all of these programs are available on the main campus in Lincoln (IL) through accelerated evening classes, some of which are available as hybrids (partially online). All of the baccalaureate programs are also available at our off-campus sites in Danville (IL) and in Las Vegas (NV), which also includes some hybrid courses. Our third off-campus site in Normal (IL) offers only the Master of Arts in Spiritual Formation, though those pursuing a Bachelor of Arts in Spiritual Formation may complete all of the courses in their major at that site. All of these options are described on our [Web site](#).

In addition to two masters’ programs that are available only online (M.A. in Organizational Leadership and M.A. in TESOL), we also offer an increasing number of undergraduate courses online. During the 2010-11 academic year, virtually any undergraduate course offered on the campus in Lincoln will also be offered online (including some hybrids offered partly online). Our current accreditation status limits students to no more than half of any undergraduate degree program that can be taken online. We plan to seek accreditation approval to offer all of our undergraduate degree programs completely online by the fall of 2011. Upon approval, that would allow any student who begins their undergraduate program by taking only online courses to be able to finish through only online courses as well.

M.A. in Organizational Leadership (Online)

LCU's Hargrove School of Adult & Graduate Studies offers the Master of Arts in Organizational Leadership (MAOL) as a 30-hour, 11-course program delivered completely online. This program is designed to *develop leaders who seek a vision-oriented, values-based, and multi-voice approach to organizational leadership that can be applied in non-profit and for-profit settings.* This degree is particularly suited for highly motivated, self-disciplined adult learners who desire the flexibility and affordability of an online program in leadership taught from a Christian worldview.

This online program is intentionally student oriented. Each student will have a faculty advisor who will guide them and “guard” them in their pursuit of this degree. Students will also progress through the program in small cohorts, providing an opportunity to develop a sustained community of learning where peer interaction is prized. The program has been developed for those who are currently serving in an organizational setting. Various course assignments and the capstone project are specifically focused on how students can apply what they have learned in their own organization under the guidance of a mentor/supervisor.

The program is offered on a cohort basis, with 12-15 students per cohort, with starts each fall and spring. Each course is seven weeks in length (except the first one, HS600, which lasts two weeks), with two courses offered consecutively each term (fall, spring, summer). The program is designed to be completed in five terms or approximately 21 months. The last course is a capstone project integrating leadership theory and practice that addresses all five learning outcomes for the program. For more information, contact the program director, [Dr. Don Green](#).

Program Learning Outcomes

The M.A. in Organizational Leadership is intended to graduate students who will:

1. *Live faithfully* by exhibiting the necessary character and a Christ-like approach to leadership in not-for-profit and for-profit settings.
2. *Think Biblically* by understanding and applying the theological and historical foundations of a Biblical worldview to their practice of leadership.
3. *Grow intellectually* by learning collaboratively how to integrate contemporary theories of leadership into the practice of leadership.
4. *Improve professionally* by demonstrating such essential competencies for organizational leadership as critical thinking, interpersonal communication, and graduate-level research skills.
5. *Learn continually* by developing an appetite to read widely, to research carefully, and to think deeply in the area of leadership in order to apply what is learned in various organizational settings.

Program Requirements

1. HARGROVE SCHOOL REQUIREMENTS*	0 hours
HS600 Introduction to Online Learning (0-credit; two weeks)	
2. ORGANIZATIONAL LEADERSHIP REQUIREMENTS (all 3 hour)	30 hours
OL601 Visions, Values, and Voices in Organizational Leadership	
OL602 Authentic Leadership in Organizational Contexts	
OL603 Foundations for Organizational Leadership	
OL604 Organizational Leadership Development	
OL605 Cultural Expressions of Organizational Leadership	
OL606 Strategic Organizational Leadership	
OL607 Interpersonal Leadership for Organizational Effectiveness	
OL608 Dynamics of Change and Conflict in Organizational Leadership	
OL609 Legal and Ethical Issues in Organizational Leadership	
OL700 Capstone Project in Organizational Leadership	

TOTAL: 30 hours

* Any student admitted to this program without an undergraduate course in business research methods is required to take HS505 Introduction to Research, a 0-credit prerequisite with no tuition but a course fee.

M.A. in Spiritual Formation (Off Site)

LCU's Hargrove School of Adult & Graduate Studies offers the Master of Arts in Spiritual Formation (MASF) to *enable Christian adults to practice the presence of God more deeply in their lives, their work, and their church.* This two-year (36-hour) program focuses on classical and contemporary traditions of spiritual formation that can be applied in one's own setting, vocationally or a-vocationally. The program is intended primarily as a practitioner's degree, grounded in a Biblical worldview. The approach models Jesus' example of withdrawal/abandonment and service/attachment by understanding and applying the love of God alongside love of neighbor. This is not a privatized degree, but focuses on both the individual and corporate nature of spiritual formation, which is a key reason why LCU is partnering with the 5,000-member [Eastview Christian Church](#) (Normal, IL) in this program. This partnership also enables us to offer this M.A. degree program for the reduced tuition rate of \$299 per credit hour. A non-degree certificate option is also available for \$150 per course for a maximum of four courses (see p. 14 for a baccalaureate option). For more information, please contact the program director, [Dr. J.K. Jones, Jr.](#), who serves as Eastview's Pastor of Spiritual Formation and LCU's Professor at Large of Spiritual Formation.

Program Learning Outcomes

The MA in Spiritual Formation is intended to graduate students who will:

1. *Live faithfully* by practicing the presence of God through spiritual formation principles and practices.
2. *Think Biblically* by understanding and applying spiritual formation in context of a Biblical worldview.
3. *Grow intellectually* by engaging classical/contemporary traditions of spiritual formation at a graduate level.
4. *Improve professionally* by demonstrating skills appropriate to directing spiritual formation programs.
5. *Learn continually* by developing a passion for lifelong learning where they live, work, and worship.

Program Location

This program from Lincoln Christian University is offered on the campus of [Eastview Christian Church](#) in Normal, Illinois, 35 miles north of Lincoln. This partnership approach affirms the strong relationship between college and congregation, between the academic discipline of spiritual formation and the practice of the disciplines, individually and communally in the church. Students can complete this 12-course program in two years by taking two courses each fall, spring, and summer, with each course offered one at a time, one after the other. Most courses are classroom-based on the Eastview campus and are offered either on six consecutive Monday evenings or in an intensive weekend format. Four of the twelve courses are completed through a practicum, an independent study, a major research project, and a capstone retreat.

Program Requirements (36 hours; 12 three-hour courses):

SF601 Introduction to Christian Spirituality	SF607 Readings in Christian Spirituality
SF602 Theology of Spiritual Formation	SF608 Spiritual Direction
SF603 Biblical Imagery of Formation	SF609 Theology of Service and Sabbath
SF604 Theology of the Holy Spirit	SF610 Prayer Practice
SF605 Spiritual Formation Practicum*	SF611 Spiritual Formation Research Project*
SF606 Christian Spirituality (Independent Study)*	SF612 Capstone Retreat*

* These four courses are not classroom-based; all others are offered at Eastview Christian Church in Normal, Illinois. During the program's initial year in 2010-11, these courses will be offered at the following times (all are offered at the Eastview campus in Normal except the two summer classes may be completed anywhere):

- SF601 by Dr. J.K. Jones on six consecutive Monday evenings from September 13 through October 18, 2010
- SF602 by Dr. Chuck Sackett in an intensive weekend format on November 12-13, 2010 (with pre-session work required)
- SF603 by Dr. J.K. Jones on six consecutive Monday evenings from January 10 through February 14, 2011
- SF604 by Dr. Mark Scott in an intensive weekend format on March 25-26, 2011 (with pre-session work required)
- SF605 during the summer of 2011 under the direction of any approved spiritual mentor/director
- SF606 during the summer of 2011 under the direction of any approved faculty member in the program

M.A. in Teaching English to Speakers of Other Languages (Online)

The online M.A. in TESOL is a 33-hour, 11-course teacher-training program designed to *enable Christian adults to teach English to speakers of other languages with the heart of a servant leader*. The program focuses on the latest methods, materials, and theories associated with language learning/teaching and will equip the students to apply such in any ESL/EFL setting in the states or abroad. It is offered by Lincoln Christian University's Hargrove School of Adult & Graduate Studies. For more information, please contact the program director, [Miriam Windham](#).

Program Learning Outcomes

The online M.A. in TESOL program is intended to graduate students who:

1. *Live faithfully* by teaching with a Christ-like attitude and by modeling godly living for colleagues.
2. *Think Biblically* by applying Christian worldview thinking to all teaching and learning situations.
3. *Grow intellectually* by critically engaging theories of language teaching/learning and linguistics, developing a philosophy of teaching ESL/EFL, and engaging in critical research in the field.
4. *Improve professionally* by demonstrating skills appropriate for teaching ESL/EFL at desired levels.
5. *Learn continually* by acquiring graduate-level information literacy skills appropriate for lifelong learning in the field of education.

Program Delivery System

This program is offered completely online. Students can complete this program in two years by taking two courses each fall, spring, and summer, with each course lasting seven weeks and offered one at a time, one after the other. The only exceptions to the 7-week length are the TESOL Practicum course, which requires 100 clock hours of field observations and experience over several months, and CE 661 NET and TH 710 NET, which are offered as semester- or summer-long courses. The 0-credit introductory course (HS600) is only two weeks long.

Program Requirements (33 hour total*)

Core Courses (8 courses for 24 hours, plus a 2-week 0-credit course, HS600 Introduction to Online Learning):

ES620 Theoretical Foundations for TESOL	ES626 Assessments and Testing for ESL/EFL
ES622 Introduction to Linguistics	ES631 Curriculum Development
ES623 Cross-Cultural Aspects of TESOL	ES700 TESOL Practicum
ES625 Methods & Materials in Teaching ESL/EFL	ES710 Research in Education

Elective Courses (choose 3 of the following 6 courses for 9 hours):

ES627 Teaching ESL Grammar	ES630 Issues in Literacy
ES628 Introduction to Applied Linguistics	CE661 Theology of Christian Education
ES629 Teaching ESL Speaking and Listening	TH600 Turning Points in Systematic Theology

* Any student with an *undergraduate* TESOL Certificate may complete a 30-hour M.A. by taking five of the eight core courses (including HS600, ES631, and ES710) and five of the six elective courses. If the TESOL Certificate was for *graduate* credit and not applied to another graduate degree, all 18 hours may be transferred. If those 18 hours have been applied toward another graduate degree, then only nine hours may be transferred. HS600, ES631, and ES710 are required regardless. For any clarification, please contact the program director, [Miriam Windham](#).

Certificate Option: An 18-hour graduate TESOL Certificate option is available for those not desiring a degree program. The 18 hours include the 0-credit HS600, plus ES620-626 and ES700.

B.A. in Christian Ministry

The Christian Ministry degree completion program is designed to provide adult learners the knowledge, attitudes, and skills necessary to enter vocational ministry. The curriculum focuses on becoming a servant leader through God's Word and through God's work. For more information contact the program director, [Steve Collins](#). This degree enables adult learners to be more effective Christ-like servant leaders who:

1. *Live faithfully* by submitting to the authority of Scripture as a guide to Christian living.
2. *Think Biblically* by understanding and applying a redemptive hermeneutic to their work and ministry.
3. *Grow intellectually* by critically interacting with history, culture, worldviews, and ethics.
4. *Improve professionally* by demonstrating skills in leading, teaching, and preaching in the Church.
5. *Learn continually* by developing a plan for lifelong learning where they live, work, and worship.

1. PREREQUISITES	61 hours
<i>General Education</i>	37
Communication (6 hours written and 3 oral)	(9)
Humanities (including HI241 and ID101)	(9)
Social sciences	(9)
Math	(3)
Sciences (including at least 1 hour of lab)	(7)
<i>Bible and Theology</i>	15
BI111 Introduction to the Bible	(3)
BI264 Foundations of Bible Study	(3)
NT143 Life of Christ	(3)
NT243 Acts	(3)
TH261 Foundations of Biblical Theology	(3)
<i>Hargrove School Requirements</i>	9
HS290 Introduction to Adult Studies	(3)
HS295 Dynamics of Self-Leadership	(3)
HS297 Character and Ethics	(3)
2. BIBLE AND THEOLOGY REQUIREMENTS	24 hours
BI301 Biblical Research (3)	OT336 Old Testament History I (3)
BL301 Biblical Language Tools (3)	OT337 Old Testament History II (3)
NT341 Pauline Epistles (3)	TH469 History of Theology I (3)
NT--- New Testament Elective (3)	TH470 History of Theology II (3)
3. CHRISTIAN MINISTRIES REQUIREMENTS	30 hours
CM301 Dynamics of Evang./Missions (3)	PR302 Church Leadership (3)
CM332 Teaching and Learning (3)	PR308 Homiletics (3)
CM410 Ministerial Ethics (3)	Christian Ministry Electives (15)*
	HS499 Capstone Portfolio (0)
4. ELECTIVES	<u>6 hours</u>
	Total: 121 hours

* Students may choose a "Ministry Specialty Endorsement" certificate option by taking nine hours in one of these three areas: Preaching (PR310, PR330, PR433), Youth Ministry (YM311, YM325, YM327), or Christian Education (CE320, CE343, CE352, CE439).

NOTE: All of the Hargrove School baccalaureate programs assume 61 hours of previous college coursework; including at least 37 hours in general education (this program also assumes the 15 hours of Bible and Theology listed above). Those not meeting these prerequisites may complete all or part of the Hargrove School's [Associate of Arts degree program](#), which is specifically designed for adult learners, or they may take appropriate courses elsewhere. Students completing at least 15 hours of the associate degree here are eligible to receive an Associate of Arts from Lincoln Christian University.

B.A. in Christian Ministry: Alternative Option

This alternative option for the Christian Ministry degree is designed for adult learners who have extensive church ministry experience and extensive college experience, particularly from a Bible college. For more information contact the program director, [Steve Collins](#). This degree enables adult learners to be more effective Christ-like servant leaders who:

1. *Live faithfully* by submitting to the authority of Scripture as a guide to Christian living.
2. *Think Biblically* by understanding and applying a redemptive hermeneutic to their work and ministry.
3. *Grow intellectually* by critically interacting with history, culture, worldviews and ethics.
4. *Improve professionally* by demonstrating skills in leading, teaching and preaching in the Church.
5. *Learn continually* by developing a plan for lifelong learning where they live, work, and worship.

1. GENERAL EDUCATION REQUIREMENTS	37 hours
HS290 Introduction to Adult Studies+	(3)
HI241 History of the Christian Church	(3)
ID101An Introduction to Worldviews	(3)
General Education Electives	(28)
2. BIBLE AND THEOLOGY REQUIREMENTS	30 hours
BI301 Biblical Research++	(3)
NT143 Life of Christ	(3)
Electives in Bible and Theology *	(24)
3. CHRISTIAN MINISTRIES REQUIREMENTS	30 hours
Leadership Development Elective**	(3)
Christian Ministry Electives ***	(27)
4. ELECTIVES	<u>24</u> hours
TOTAL:	121 hours

+ Students admitted to this program with at least 15 hours of upper division courses from Lincoln during the last three years may be allowed to substitute another course for HS290, with the approval of the program director.

++ For BI301, one may substitute the 2-hour BI411 (Senior Seminar) from the Undergraduate Studies Program, plus one extra hour in Bible and Theology, with the permission of the program director.

* The program director will work with each student to ensure an appropriate balance of courses in Old Testament, New Testament, and Theology.

** The Leadership Development Elective can be met through several options: AD405 Ethics and Leadership, HS297 Character and Ethics, AD490 Developing Leadership in Others, CM410 Ministerial Ethics, TH491 Biblical Theology for Leadership, or the Undergraduate Studies class CM303 Christian Character and Leadership (plus one additional hour in Christian Ministries).

*** The student is strongly encouraged to take HS295 Dynamics of Self-Leadership as part of these electives.

Note: Consistent with the Hargrove School's policy for baccalaureate degrees, students in this alternative program must take at least 30 hours here, of which at least half (15 hours) must be within three years of receiving the degree. The only other limits are that no more than 30 hours may be earned through Credit for Prior Learning, which requires enrollment in CPL101. Also, at least 45 hours should be upper division (300/400 level) courses.

B.A. in Human Services

The Human Services degree completion program is designed to provide adult learners the knowledge, attitudes, and skills to work with people in a human resource environment or in an entry-level social service agency. This degree also meets the prerequisites for the Seminary's counseling program. For more information contact the program director, [Deb Siltman](#). This degree enables adult learners to be more effective Christ-like servant leaders who:

1. *Live faithfully* by submitting to the authority of Scripture as a guide to Christian living.
2. *Think Biblically* by understanding and applying a redemptive hermeneutic to helping and caring for people as a community.
3. *Grow intellectually* by critically interacting with historical and contemporary human resource and counseling theories, cultural and workplace diversity, worldviews, and ethics.
4. *Improve professionally* by demonstrating skills in human resource management and helping skills in an organizational environment as a servant leader who demonstrates grace, compassion, and justice.
5. *Learn continually* by developing a plan for lifelong learning where they live, work, and worship.

1. PREREQUISITES

61 hours

General Education

Communication (6 hours written and 3 oral)	(9)	
Humanities (including HI241 and ID101)	(9)	
Social sciences	(9)	
Math	(3)	
Sciences (including at least 1 hour of lab)	(7)	

37

Hargrove School Requirements

HS290 Introduction to Adult Studies	(3)	
HS295 Dynamics of Self-Leadership	(3)	
HS297 Character and Ethics	(3)	

9

Transferable Electives

15

2. BIBLE AND THEOLOGY REQUIREMENTS*

18 hours

BI111 Introduction to the Bible	(3)	TH261 Foundations of Bib. Theology	(3)
BI264 Foundations of Bible Study	(3)	TH320 Theology of Community	(3)
NT143 Life of Christ	(3)	TH491 Bib. Theology for Leadership	(3)

3. HUMAN SERVICES REQUIREMENTS

30 hours

AD395 Human Resource Management	(3)	SS410 Cultural Diversity	(3)
AD496 Conflict Management	(3)	SS411 Ethics and Counseling	(3)
SS235 Marriage and Family	(3)	SS412 Intro to Counseling Problems	(3)
SS249 Lifespan Developmental Psych	(3)	SS413 Intro to Counseling Skills	(3)
SS310 Organizational Behavior	(3)	HS499 Capstone Portfolio	(0)
SS320 Social Science Research	(3)		

4. ELECTIVES

12 hours

Total:

121 hours

* Students who have had any of these required courses may substitute other courses in Bible and Theology with the approval of the program director.

NOTE: All of the Hargrove School baccalaureate programs assume 61 hours of previous college coursework; including at least 37 hours in general education. Those not meeting these prerequisites may complete all or part of the Hargrove School's [Associate of Arts degree program](#), which is specifically designed for adult learners, or they may take appropriate courses elsewhere. Students completing at least 15 hours of the associate degree here are eligible to receive an Associate of Arts from Lincoln Christian University.

B.A. in Leadership & Management

The Leadership & Management degree completion program is designed to provide adult learners the knowledge, attitudes, and skills to work as servant leaders in for-profit and non-profit organizations. The curriculum focuses on organizational and interpersonal skill development based on a Biblical worldview. For more information contact the program director, [Rick Champ](#). This degree is designed to enable adult learners to be more effective Christ-like servant leaders who:

1. *Live faithfully* by submitting to the authority of Scripture as a guide to Christian living.
2. *Think Biblically* by understanding and applying a redemptive hermeneutic in the work environment.
3. *Grow intellectually* by critically interacting with historical and contemporary theories of leadership and management, cultural and workplace diversity, worldviews, and ethics.
4. *Improve professionally* by demonstrating competencies in leading and managing in an organizational environment as a servant leader who embodies appreciation for diversity, values-based leadership, and growth-oriented leadership strategies.
5. *Learn continually* by developing a plan for lifelong learning where they live, work, and worship.

1. PREREQUISITES

61 hours

General Education

37

Communication (6 hours written and 3 oral)	(9)
Humanities (including HI241 and ID101)	(9)
Social sciences	(9)
Math	(3)
Sciences (including at least 1 hour of lab)	(7)

Hargrove School Requirements

9

HS290 Introduction to Adult Studies	(3)
HS295 Dynamics of Self-Leadership	(3)
HS297 Character and Ethics	(3)

Transferable Electives

15

2. BIBLE AND THEOLOGY REQUIREMENTS*

18 hours

BI111 Introduction to the Bible	(3)	NT342 Christ as Leader	(3)
BI264 Foundations of Bible Study	(3)	TH261 Foundations of Bib. Theology	(3)
NT143 Life of Christ	(3)	TH491 Bib. Theology for Leadership	(3)

3. LEADERSHIP & MANAGEMENT REQUIREMENTS

30 hours

AD305 Business Research	(3)	AD399 Special Topics in Business	(3)
AD310 Organizational Behavior	(3)	AD490 Developing L'ship in Others	(3)
AD395 Human Resource Management	(3)	AD493 Leading & Managing Change	(3)
AD398 Organizational Management	(3)	AD496 Conflict Management	(3)
AD405 Ethics and Leadership	(3)	HS499 Capstone Portfolio	(0)
AD410 Cultural Diversity	(3)		

4. ELECTIVES

12 hours

Total:

121 hours

* Students who have had any of these required courses may substitute other courses in Bible and Theology with the approval of the program director.

NOTE: All of the Hargrove School baccalaureate programs assume 61 hours of previous college coursework; including at least 37 hours in general education. Those not meeting these prerequisites may complete all or part of the Hargrove School's [Associate of Arts degree program](#), which is specifically designed for adult learners, or they may take appropriate courses elsewhere. Students completing at least 15 hours of the associate degree here are eligible to receive an Associate of Arts from Lincoln Christian University.

B.A. in Spiritual Formation

The Spiritual Formation degree completion program is designed to enable adult learners to practice the presence of God more deeply in their lives, their work, and their church. This program is an undergraduate option for the MA in Spiritual Formation (see page 8), offered off site at [Eastview Christian Church](#) in Normal, IL. The program director, [Dr. J.K. Jones, Jr.](#), serves as Eastview's Pastor of Spiritual Formation, as well as Professor at Large of Spiritual Formation at Lincoln Christian University. This undergraduate option is open to qualified Christian adults who could benefit from being in class with graduate students, since both groups meet together in the same classes though undergraduate requirements are different. Undergraduate students desiring a BA degree must not only complete ten courses (30 hours) in the major, but an additional 91 hours as described below.

Program Learning Outcomes

The B.A. in Spiritual Formation is intended to graduate students who will:

1. *Live faithfully* by practicing the presence of God through spiritual formation principles and practices.
2. *Think Biblically* by understanding and applying spiritual formation in context of a Biblical worldview.
3. *Grow intellectually* by engaging classical/contemporary traditions of spiritual formation.
4. *Improve professionally* by demonstrating skills appropriate to directing spiritual formation programs.
5. *Learn continually* by developing a passion for lifelong learning where they live, work, and worship.

1. PREREQUISITES		61 hours
	<i>General Education</i>	37
	Communication (6 hours written and 3 oral) (9)	
	Humanities (including HI241 and ID101) (9)	
	Social sciences (9)	
	Math (3)	
	Sciences (including at least 1 hour of lab) (7)	
	<i>Hargrove School Requirements</i>	9
	HS290 Introduction to Adult Studies (3)	
	HS295 Dynamics of Self-Leadership (3)	
	HS297 Character and Ethics (3)	
	<i>Transferable Electives</i>	15
2. BIBLE AND THEOLOGY REQUIREMENTS*		18 hours
	BI111 Introduction to the Bible (3) TH261 Foundations of Bib. Theology (3)	
	BI264 Foundations of Bible Study (3) TH320 Theology of Community (3)	
	NT143 Life of Christ (3) TH491 Bib. Theology for Leadership (3)	
3. SPIRITUAL FORMATION REQUIREMENTS		30 hours
	SF301 Intro to Christian Spirituality (3) SF307 Readings in Chr. Spirituality (3)	
	SF302 Theology of Spiritual Formation (3) SF308 Spiritual Direction (3)	
	SF303 Biblical Imagery of Formation (3) SF309 Theology of Service/Sabbath (3)	
	SF304 Theology of the Holy Spirit (3) SF310 Prayer Practice (3)	
	SF305 Spiritual Formation Practicum (3) SF312 Capstone Retreat (3)	
4. ELECTIVES		<u>12 hours</u>
	Total:	121 hours

* Students who have had any of these courses may substitute other courses in Bible and Theology with the approval of the program director.

NOTE: All of the Hargrove School baccalaureate programs assume 61 hours of previous college coursework; including at least 37 hours in general education. Those not meeting these prerequisites may complete all or part of the Hargrove School's [Associate of Arts degree program](#), which is specifically designed for adult learners, or they may take appropriate courses elsewhere. Students completing at least 15 hours of the associate degree here are eligible to receive an Associate of Arts from LCU. The tuition rate for any course taken through LCU's Hargrove School is \$399 per credit hour, except courses in the major (SF prefix) offered at Eastview are only \$299 per hour.

Note: A 4-course certificate option (at a cost of \$150 per course) is available for those not pursuing a degree program.

A.A. in Biblical Studies

The Associate of Arts in Biblical Studies is a two-year degree program designed to provide adult learners with a Biblically-grounded education at the associate level. It is particularly suited for those who want to use this degree to serve in the Church. While some students may desire only this degree, for those who wish to pursue a baccalaureate degree from us, this program will also fulfill the 61 hours of prerequisites for our baccalaureate degree completion programs. All of the courses in this program are designed specifically for adult learners and are offered in flexible formats (e.g. evenings and online, though see p. 6). For more information contact the program director, [Steve Collins](#). The curriculum focuses on enabling adult learners to be more effective servant leaders who:

1. *Live faithfully* by submitting to the authority of Scripture as a guide to Christian living.
2. *Think Biblically* by understanding and applying a Biblical worldview to their work and ministry, with special focus on a broad understanding of Scripture.
3. *Grow intellectually* by thinking critically, learning collaboratively, and communicating effectively.
4. *Improve professionally* by demonstrating general competencies appropriate to their chosen field, particularly in areas related to Bible and theology.
5. *Learn continually* by developing a plan for lifelong learning, including pursuit of a baccalaureate.

1. GENERAL EDUCATION REQUIREMENTS 37 hours

Communication 9

LA101-102 Written Composition 1-2 (6)

LA113 Speech (3)

Humanities 9

HI241 History of the Christian Church (3)

ID101 Introduction to Worldviews (3)

Humanities Elective* (3)

Social Sciences 9

Social science electives (IC or SS prefix)

Math 3

Any math elective (e.g. MA197 or MA295)

Sciences 7

Any science electives (with at least 1 hour of lab)

2. BIBLE AND THEOLOGY REQUIREMENTS 18 hours

BI111 Introduction to the Bible (3)

BI264 Foundations of Bible Study (3)

NT143 Life of Christ (3)

NT243 Acts (3)

TH261 Foundations of Biblical Theology (3)

Bible/Theology elective** (3)

3. HARGROVE SCHOOL REQUIREMENTS 9 hours

HS290 Introduction to Adult Studies (3)

HS295 Dynamics of Self-Leadership (3)

HS297 Character and Ethics (3)

HS299 Capstone Portfolio: Associate Degree (0)

Total: 64 hours

* With the permission of their advisor, students may take TH261 as a humanities elective. Doing so would increase their total Bible/Theology hours from 18 to 21 hours.

** Students should choose an elective in consultation with their advisor. Electives may include a book of the Bible or such courses as OT336/337 Old Testament History I/II or NT341 Pauline Epistles.

A.A. in General Studies

The Associate of Arts in General Studies is a two-year degree program designed to provide adult learners with a broad-based and Biblically-grounded education at the associate's level. Students completing this program may choose to pursue one of the school's adult degree completion programs (see preceding pages), since this program enables those with little or no previous college work to fulfill the 61 hours of prerequisites for those programs. All of the courses in this program are designed specifically for adult learners and are offered in flexible formats (e.g. evenings and online). For more information contact the program director, [Dr. Peter Verkruyse](#). The curriculum focuses on enabling adult learners to be more effective servant leaders who:

1. *Live faithfully* by submitting to the authority of Scripture as a guide to Christian living.
2. *Think Biblically* by understanding and applying a Biblical worldview to their work and ministry.
3. *Grow intellectually* by thinking critically, learning collaboratively, and communicating effectively.
4. *Improve professionally* by demonstrating general competencies appropriate to their chosen field.
5. *Learn continually* by developing a plan for lifelong learning, especially pursuit of a baccalaureate degree.

1. GENERAL EDUCATION REQUIREMENTS		37 hours
<i>Communication</i>	9	
LA101 Written Composition 1	(3)	
LA102 Written Composition 2	(3)	
LA113 Speech	(3)	
<i>Humanities</i>	9	
HI241 History of the Christian Church	(3)	
ID101 Introduction to Worldviews	(3)	
Humanities elective	(3)	
<i>Social Sciences</i>	9	
Social science electives (IC or SS prefix)		
<i>Math</i>	3	
Any math elective (e.g. MA197 or MA295)		
<i>Sciences</i>	7	
Science electives (with at least 1 hour of lab)		
2. BIBLE AND THEOLOGY REQUIREMENTS		15 hours
BI111 Introduction to the Bible	(3)	
BI264 Foundations of Bible Study	(3)	
NT143 Life of Christ	(3)	
NT243 Acts	(3)	
TH261 Foundations of Biblical Theology	(3)	
3. HARGROVE SCHOOL REQUIREMENTS*		9 hours
HS290 Introduction to Adult Studies	(3)	
HS295 Dynamics of Self-Leadership	(3)	
HS297 Character and Ethics	(3)	
HS299 Capstone Portfolio: Associate Degree	(0)	
Total:		61 hours

* Students without basic proficiency in computer skills must also take CS112 Introduction to Microsoft Windows.

A.A.S. in Early Childhood Education

The Associate of Applied Science in Early Childhood Education is designed to prepare professionals for positions in private or public early child care and education settings, preschool center-based care, family home child care, day care settings, and Head Start programs. Students may choose the option of preparing to serve as an assistant teacher, teacher, and/or director, as well as meet Illinois Department of Child and Family Services (DCFS) requirements for private administration of day care homes. Many of the courses in this program can be completed online, but our current accreditation status limits online offerings to half of the program (though we intend to seek permission to offer all these courses online by the fall of 2011). Students must still complete 455 clock hours of field experience (noted by “FE) below), as well as demonstrate satisfactory professional dispositions, develop an electronic portfolio to demonstrate their achievement of specified Illinois teaching standards, meet handwriting requirements, and complete first aid and infant/toddler CPR training. Students may choose career advancement certifications through Gateways to Opportunity, Illinois Early Care & Education Career Lattice in Early Childhood throughout the program or at the completion of all program requirements. Graduates of this program may apply for provisional Early Education Certification through the Association of Christian Schools International. For more information, contact the program director, [Dr. Karen Estep](#). The Associate of Applied Science in Early Childhood prepares graduates who:

1. Demonstrate the appropriate knowledge, skills, and disposition necessary in organizational leadership to be an Early Childhood administrator.
2. Exhibit appropriate Christian dispositions to work with all children, families, colleagues, administration, and the community so all children learn.
3. Apply appropriately their content knowledge throughout diverse field experiences.
4. Evaluate and create learning materials appropriate for teaching children birth to kindergarten in church and child care settings.
5. 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.

1. GENERAL EDUCATION REQUIREMENTS (28 hours)

Communication (9 hours)

LA101-102 Written Composition 1-2 (6)

LA113 Speech (3)

Math/Science (7 hours)

Math elective + Science elective (with lab)

Humanities (9 hours)

HI241 History of the Christian Church (3)

ID101 Introduction to Worldviews (3)

TH261 Foundations of Biblical Theology (3)

Social Sciences (3 hours)

SS164 or SS171 Sociology or Psychology

2. BIBLE AND THEOLOGY REQUIREMENTS (6 hours)

BI111 Introduction to the Bible (3)

BI264 Foundations of Bible Study (3)

NOTE: 12 hours total counting HI241 and TH261

listed above under General Education

3. EARLY CHILDHOOD EDUCATION REQUIREMENTS (34 hours)

EC126 Phonics in Review (1)

EC131 Technology Seminar (0)

EC134 Intro to Early Childhood Ed. (3) + 20 FE

EC147 Health, Safety, and Nutrition (3)

EC221 Pre-Primary Curriculum (2) + 15 FE

EC234 Child, Family, and Community (3)

EC237 Survey Exceptional Children (3) + 30 FE

EC238 Child Growth & Development (3) +10 FE

EC246 Org./Admin. for EC Directors (2) + 10 FE

EC251 Early Childhood Practicum I (5) +35 FE

EC252 Early Childhood Practicum II (3) + 35 FE

EC261 Director Practicum I (3) + 150 FE

EC262 Director Practicum II (3) + 150 FE

NOTE: FE = Field Experience hours

TOTAL HOURS: 68 hours

The name for this degree—Associate of *Applied Science* (A.A.S.), not Associate of Arts (A.A.)—indicates that this program is more professionally oriented and that some of the courses listed above may not transfer into a four-year baccalaureate degree program at other institutions. Consult with the program director for further information.

Ministry Specialty Endorsement Certificate

This certificate program is designed for students majoring in Christian Ministry who desire to focus in a specific area. As described above under the BA in Christian Ministry program, students will take an additional nine hours in a ministry specialty to earn this endorsement, in addition to their 3-hour core in that area, for a total of 12 hours (equivalent to a minor). At graduation, students with a particular Ministry Specialty Endorsement (available in Preaching, Youth Ministry, and Christian Education) will be given a special certificate noting that accomplishment. Please consult with the Christian Ministry program director, [Steve Collins](#).

Servant Leader Certificate

This academic certificate program is designed for Christian adults interested in college but who have little or no college background and may not be ready for a degree program. This program is designed to help students be more effective servant leaders in the local Church and in the culture in which they live. It may also help some students determine if they are ready to pursue a college degree. For more information contact the program director, [Steve Collins](#). The curriculum of the certificate program is designed to enable adult learners to be more effective Christ-like servant leaders who:

1. *Live faithfully* by reflecting Christ-like servant leadership in their personal and professional lives.
2. *Think Biblically* by understanding and applying a Biblical worldview to their work and ministry.
3. *Grow intellectually* by beginning to think critically, learn collaboratively, and communicate effectively.
4. *Improve professionally* by demonstrating some basic competencies appropriate to their chosen field.
5. *Learn continually* by developing some lifelong learning skills.

1. GENERAL EDUCATION REQUIREMENTS	(3)	6 hours
LA101 Written Composition 1*	(3)	
LA113 Speech	(3)	
2. BIBLE AND THEOLOGY REQUIREMENTS	(3)	9 hours
BI111 Introduction to the Bible	(3)	
NT143 Life of Christ	(3)	
TH261 Foundations of Biblical Theology	(3)	
3. HARGROVE SCHOOL REQUIREMENTS	(3)	9 hours
HS290 Introduction to Adult Studies	(3)	
HS295 Dynamics of Self-Leadership	(3)	
HS297 Character and Ethics	(3)	
Total:		24 hours

* Students needing additional instruction in English must enroll in LA090 Writing Enhancement for one to two hours.

Spiritual Formation Certificate

This non-academic certificate program is an option described under the B.A. in Spiritual Formation. This option, open only to those not pursuing a degree, requires the completion of four courses in the program, for which no credit is given (nor are any assignments required). For more information, contact the program director, [Dr. J.K. Jones, Jr.](#) The cost for the certificate option is \$150 per course.

Teaching English to Speakers of Other Languages (TESOL) Certificate

This graduate-level, academic certificate program is an option described under the MA in TESOL. This option requires 18 hours of graduate TESOL courses, including ES620-626, ES700, and the 0-credit HS600. Please consult with the program director, [Miriam Windham](#), for further information. The cost is the standard tuition rate of \$399 per credit hour.

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 service inside and outside the Church.

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.

Course prefixes:

AD	Business Administration (Leadership & Mgmt.)	LA	Language and Communication
BI	Bible	MA	Mathematics
BL	Biblical Languages	NT	New Testament
CE	Christian Education	OL	Organizational Leadership
CM	Christian Ministries	OT	Old Testament
CPL	Credit for Prior Learning	PH	Philosophy
CS	Computer Science	PR	Preaching Ministry
EC	Early Childhood Education	SC	Science
HI	History	SS	Social Science
HS	Hargrove School Requirements	TH	Theology
HU	Humanities	YM	Youth Ministry
IC	Intercultural Studies		

Course suffixes:

000	Any level (ordinarily non-transferable)
100	Freshman courses
200	Sophomore courses
300	Junior courses
400	Senior courses
500	Dual listed courses that may be taken for either undergraduate or graduate credit
600-700	Graduate studies

Business Administration (Leadership & Management)

AD 305 Business Research. An overview of business research methodologies and the use of methodologies in research writing. Prerequisite: LA101 or LA102 or equivalent course (3)

AD 310 Organizational Behavior. Application of principles of the psychology of work in organizations. Same as SS 310. (3)

AD 301 Accounting I. 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. (3)

AD 395 Human Resource Management. A survey of common concerns in human resource management, including employee selection, personnel orientation and training, evaluation, and promotion. (3)

AD 398 Organizational Management. An examination of the functions of management, including planning, organizing, staffing, and leading an organization. Special attention will be given to providing principle-centered leadership in the organization. (3)

AD 399 Special Topics in Business. An in-depth study of various business topics, ranging from personal finance to economic justice, from project management to public relations. May be repeated. (1-3)

AD 405 Ethics and Leadership. Acquaints students with the basic issues of ethics and Christian character development in regard to leadership skills and help them develop an ethical understanding of Christian character and the leadership that emerges from ethics development. Prerequisite: HS 297 (3)

AD 410 Cultural Diversity. Studies diverse lifestyles, values, socio-economic classes, ethnic, racial, and immigrant backgrounds, and their social significance. Same as SS 410. (3)

AD 490 Developing Leadership in Others. This is a seminar-based course that addresses the principles and practices of leadership development—from Biblical and business perspectives. (3)

AD 493 Leading and Managing Change. This course focuses on how to create a change-ready environment in organizations in order to effect change in organizations and institutions. (3)

AD 496 Conflict Management. This class examines the principles and develops strategies for resolving conflicts within the student's life and/or work situation. (3)

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. (3)

BI 264 Foundations of Bible Study. A survey of resources, principles, and methods of Bible study, with special attention given to the authority of Scripture and interpreting and applying the messages of both testaments. (3)

BI 301 Biblical Research. An overview of Biblical research resources and methodologies and the use of those resources and methodologies in writing research projects. Prerequisites: BI 264, BL 301, LA101 or LA102. (3)

BI 399 Special Issues in Bible. Directed studies in Biblical issues. (1-3)

Biblical Languages

BL 301 Biblical Language Tools. Students learn the importance of basic grammatical terminology and principles of Greek and Hebrew and their significance for Biblical studies. The central focus of this course will be learning how to use the many tools of the *Logos*® software suite for access to the original languages of Scripture. Prerequisite: BI 264 (3)

Christian Education

CE 320 Introduction to Christian Education. An introduction to the theological, historical, and philosophical foundations of CE in order to help the student develop a strategy for a CE ministry in a local church setting. (3)

CE 343 Educational Psychology. A course surveying the principles involved in learning and teaching, including learning theories, student development traits, learning styles, objectives, and classroom management. (3)

CE 352 Leading and Learning in Small Groups. A course emphasizing the skills necessary for organizing and guiding small groups in the church. (3)

CE 399 Special Issues in Christian Education. Directed studies in special topics dealing with key issues in Christian education. (3)

CE 439 History and Philosophy of Christian Education. An investigation of how various cultures, starting with the Old Testament and continuing through modern times, have developed their educational systems. (3)

Christian Ministries

CM 301 Dynamics of Evangelism and Missions. This course is designed to help the student locally become an effective witness for Christ and globally become a “world Christian.” (3)

CM 302 Personal Finance. A practical course in personal money management informed by an emphasis on sound stewardship. (3)

CM 310 Church Ministries Seminar. This course serves as a convergent point between Bible/Theology courses and Ministry courses, providing an opportunity to synthesize these two areas. (3)

CM 332 Teaching and Learning in the Church. An introduction to learning theories and teaching strategies, especially in the church. (3)

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. (1-3)

CM 405 Supervised Ministry Experience. An experienced-based course that allows students to serve in a supervised setting with permission of the instructor. (3 hours)

CM 410 Ministerial Ethics. A course in applied ethical theory to the profession of ministry. Students will explore various ethical dilemmas associated with ministry and develop a decision making strategy for how to apply the ethical teachings of the Bible to the ethical dilemmas being explored. Prerequisite: HS297 (3)

Computer Science

CS 112 Introduction to Computing and Microsoft Windows. This course presents fundamentals in computer history, maintaining and managing PCs and the Microsoft Windows operating system, hardware and software concepts, PDAs, and various peripherals. Students will acquire through lecture and application the basic knowledge and skills needed for entry-level computer use. (3)

CS 131 Introduction to Networks. This course presents fundamentals in networking and Internet-working structure and theory, IP addressing, LAN topologies and architecture, basic network design, cables and cabling standards, and basic electricity. Students will learn through lecture and application the process of basic network design, operation, troubleshooting, and installation of both hardware and software. (3)

CS 141 Introduction to Information Security. This course presents the fundamentals of information security, confidentiality, integrity, and accessibility. Specific areas of study include encryption, forensic examination, business policy, network security, “ethical hacking,” access control, legal security requirements, and general best practices for protecting a network environment. (3)

Credit for Prior Learning (CPL)

NOTE: The Hargrove School accepts up to 30 hours of credit for prior learning, following the policy guidelines described under “Credit for Prior Learning” in Chapter 4. Students seeking such credit must also enroll in the following courses.

CPL 101 Focused Writing. This online course prepares the student for the process of developing a portfolio for the assessment of prior learning for the purpose of being awarded college credit from life experiences. Course elements emphasize experiential learning theory, synthesis of prior learning experiences, development of goals and an education plan, research methods and resources to document learning, and the preparation of a portfolio, which includes a timeline, autobiography, and formal documentation of prior learning. (3) Online only.

CPL 299 Credit for Prior Learning. CPL lower course credits are the result of demonstrated learning from a variety of sources including workshops, seminars, self-study, non-credit classes, training programs, and work-related learning. Please note that it is the learning, not merely the experience, from these sources that is evaluated and results in credits being awarded. See the Credit for Prior Learning Policy in Chapter 4. Online only.

CPL 399 Credit for Prior Learning. CPL upper course credits are the result of demonstrated learning from a variety of sources including workshops, seminars, self-study, non-credit classes, training programs, and work-related learning. Please note that it is the learning, not merely the experience, from these sources that is evaluated and results in credits being awarded. See the Credit for Prior Learning Policy in Chapter 4. Online only.

Early Childhood Education

EC 126 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. Majors should take this course in the spring of their first year. The course introduces the portfolio requirements for individual program requirements using University 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 all sophomore-level professional education courses. (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 to third grade) and their families in the early childhood setting. This course includes 20 hours of field experiences with children birth-eight years of age with a minimum of five (5) hours with infants and toddlers for observation and reflection. (3)

EC 147 Health, Safety, & Nutrition. 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 maintaining a healthy environment. (3)

EC 221 Teaching Pre-Primary Curriculum. A study of instructional methods, techniques, and assessments used in early childhood education, including a study of activity/learning centers, individualization, educational play, and media. Includes 15 hours of field experiences, five of which will be with infants and toddlers. (2)

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. This course is 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 necessary to understand child & adolescent development, classroom dynamics, and appropriate practices for all children are covered. Additionally, the course covers the legal, ethical issues, family and diversity issues. 30 hours of field experiences required. (3)

EC 238 Child Growth & Development. This course is a practical examination of the physical, social, emotional, intellectual, spiritual formation and growth of children from conception through eight years of age. This course includes ten (10) hours of field experiences for observation and reflection in addition to listed class times. (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 251 Early Childhood Practicum I. This course includes a preprimary field placement, which involves observation, planning, teaching, collaboration, and reflection of the learning environment. Thirty-five (35) clock hours in early childhood setting(s) with a minimum of 25 hours with infants and toddlers are required in an assigned location(s). Students will create a professional development plan and document observations and assessments. Students will reflect on health safety in early childhood and participate in parent conferences. (5)

EC 252 Early Childhood Practicum II. This course includes a preprimary field placement, which involves observation, planning, teaching, collaboration, and reflection concerning teaching and learning as it applies to child development. Thirty-five (35) clock hours in Early Childhood setting(s) with a minimum of 25 hours with infants and toddlers are required in assigned location(s). Students will reflect on and revise a professional development plan. Students must document their experience using observations and assessments tools. (3)

EC 261 Director's Practicum I. This course includes a field experience of at least 150 hours of supervision required for those in the AA in Early Childhood program seeking Illinois Directors Credential (IDC) Level II. The foci of this program are diversity, program/classroom management, organization, and assessment. (3)

EC 262 Director's Practicum II. This course includes a field experience of at least 150 hours of supervision required for those in the AA in Early childhood program seeking Illinois Directors Credential (IDC) Level II. The foci of this course will be on technology use, program budget planning and management, and environmental assessment. (3)

Hargrove School Requirements

HS 290 Introduction to Adult Studies. This course is an introduction to adult learning theory and its practical application to prepare adult learners to successfully navigate the undergraduate program. The course also introduces adult learners to university services and personnel that will make their academic transition easier. (3)

HS 295 Dynamics of Self Leadership. An introduction to developing personal and career goals along with strategies for accomplishing those goals. (3)

HS 297 Character and Ethics. A course designed to provide an adequate foundation for making ethical decisions by critically analyzing various theistic and non-theistic approaches to ethics. (3)

HS 299 Capstone Portfolio: Associate Degree. A capstone course for Associate of Arts students that documents the achievement of various program outcomes. Students officially register for this course during their last semester before completing the degree, but submit appropriate documents throughout their program, including key assignments from HS290, HS295, and HS297, as well as BI264, ID101, LA101-102, and TH261. Students also complete required assessment instruments measuring General Education skills and Bible knowledge. (0)

HS 499 Capstone Portfolio: Baccalaureate Degree. A course for Bachelor of Arts students that documents the achievement of program outcomes for each major. Students officially register for this course during their last semester before completing the degree, but submit appropriate documents throughout their program, including key assignments from HS290, HS295, and HS297, as well as from selected courses in the major. Students also complete required assessment instruments measuring General Education skills and Bible knowledge. (0)

HS 505 Introduction to Research. An overview of graduate-level research tools and techniques with a particular focus on quantitative and qualitative research methodologies, culminating in a research paper. Required of all MAOL students without any undergraduate course in research. (0) No tuition, but course fee.

HS 600 Introduction to Online Learning. A graduate-level overview of online learning in general and at Lincoln in particular, including introduction to key online resources and services. (0) No tuition, but course fee.

History

HI 142 American History I: From Settlement to Reconstruction. A study of the history of the United States from the period of colonial settlement through the Civil War and its aftermath. (3)

HI 143 American History II: From Reconstruction to the Present. A study of the history of the United States from the period of Reconstruction following the Civil War until the present. (3)

HI 241 History of the Christian Church. An overview of the history and theology of the Church, from the early Christian centuries through the Reformation and into the contemporary era, focusing also on LCU's religious heritage among independent Christian Churches and Churches of Christ. (3)

HI 343 Survey of Near Eastern Archeology. A survey of archeological methods, discoveries, and implications for our understanding of the ancient world. (3)

HI 353 History of Western Education. An historical overview of various approaches to education that have been prominent throughout major periods of Western Civilization. (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)

Humanities

HU 399 Special Issues in the Humanities. Directed studies in topics dealing with some humanities area. (1-3)

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

Interdisciplinary Studies

ID 101 An Introduction to Worldviews. This course introduces 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)

Language and Communication

LA 090 Writing Enhancement. This course is an online tutorial that helps students enhance their writing and research skills. Credits do not count toward a degree program. May be repeated. (1-2)

LA 101 Written Composition I. This course develops the skills necessary to communicate effectively through writing. Students will use self-reflection and audience awareness to produce written work with an emphasis on revision. (3)

LA 102 Written Composition II. This course continues the development of writing skills introduced in LA101, but focuses especially on analysis, persuasive style, and research. Students will learn to produce written work that incorporates audience awareness and research techniques. Prerequisite: LA 101. (3)

LA 113 Introduction to Speech. A study and practice of basic principles involved in discovering, arranging, delivering, and evaluating ideas in speech situations. IAI Code C1 901R (3)

LA 251 American Literature. This course examines the themes of God, nature, and community in American short stories, poetry and prose. Students will articulate a Christian perspective on literature and recognize the essential features of poetry and the short story (meter, rhyme, voice, symbol, image, character, plot, setting, time, and metaphor) and analyze these features in order to interpret the literature we read. (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. (3)

New Testament (NT)

NT 143 Life of Christ. A study of the life of Christ. (3)

NT 243 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. (3)

NT 341 Introduction to Pauline Epistles. An introduction to the letters of the apostle Paul, with attention to their theological relevance to the church. (3)

NT 342 Theology of Christ as Leader. This course offers a look at the life of Christ with a special emphasis upon the leadership practices of Christ and how He developed leadership skills in His disciples. (3)

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 352 Hebrews. A study of the New Testament book known as Hebrews with attention given to seeing the book as an early Christian document emphasizing the concept of the Biblical vision of the people of God. (3)

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

NT 357 Pastoral Epistles. An exegetical study of the books of I and II Timothy and Titus. (3)

NT 358 General Epistles. An exegetical study of the books of James, I-II Peter, I-III John, and Jude. (3)

NT 399 Special Issues in New Testament Studies. Directed studies in special issues in NT studies. (1-3)

Old Testament (OT)

OT 322 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 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. A study of the book of Isaiah, including an analysis of the content, theological emphases, and applications of this book for contemporary Christians. (3)

OT 327 Jeremiah. A study of the book of Jeremiah, including an analysis of the content, theological emphases, and applications of this book for contemporary Christians. (3)

OT 336 Old Testament History I: Creation to the Kings. Examination of God's interaction with His people from creation to the time of the kings and its relevance to the contemporary Church. (3)

OT 337 Old Testament History II: Messengers to the Messiah. Examination of God's interaction with His people from the prophets to the coming of the Messiah and its relevance to the contemporary Church. (3)

OT 399 Special Issues in Old Testament Studies. Directed studies in special issues in OT studies. (1-3)

Organizational Leadership

OL 601 Visions, Values, and Voices in Organizational Leadership. An introduction to key leadership theories (visions) from various worldview perspectives (voices) compared and contrasted with Biblically-based values that guide organizational leadership. (3)

OL 602 Authentic Leadership in Organizational Contexts. A study of authentic leadership, including personal and spiritual factors leading to team empowerment and organizational effectiveness. (3)

OL 603 Foundations for Organizational Leadership. A study of theological themes and lessons from history on how leadership has been expressed in a variety of settings, providing a foundation for developing a Biblically-based servant leadership model for organizations. (3)

OL 604 Organizational Leadership Development. An introduction to leadership development with a focus on mentoring and coaching in developing effective leaders. (3)

OL 605 Cultural Expressions of Organizational Leadership. A social, cultural, and contextual analysis of various leadership expressions with a view toward transformative leadership. (3)

OL 606 Strategic Organizational Leadership. An analysis of strategic thinking and planning from initial vision to implementation and evaluation of strategy. (3)

OL 607 Interpersonal Leadership for Organizational Effectiveness. An analysis of interpersonal dynamics for effective leadership behavior, including communication, group process, and team-building consensus development. (3)

OL 608 Dynamics of Change and Conflict in Organizational Leadership. A look at how to lead organizational change, while transforming inevitable organizational conflicts. (3)

OL 609 Legal and Ethical Issues in Organizational Leadership. An introduction to the legal and ethical environment (both personal and corporate) of organizations. (3)

OL 700 Capstone Project in Organizational Leadership. A summative, integrative, supervised experience for the entire program, including theological and personal reflection, as well as practical application contextualized to one's organizational setting. The capstone project addresses all five program outcomes and is summarized in a 25-30 page report. (3)

Philosophy

PH 499 Readings in Philosophy. Selected primary and secondary source readings on selected topics in philosophy. (1-4)

Preaching Ministry

PR 302 Church Leadership and Administration. A course designed to assist the student in planning and carrying out an effective program for administrating and leading the local church. (3)

PR 308 Homiletics. A course providing the theological basis for preaching and the basic techniques necessary for sermon construction and delivery. Prerequisites: BI264 and LA113 (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: PR308. (3)

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

PR 433 Theology of Ministry. A course in developing a theology of ministry and its application within the local congregation. (3)

Science

SC 112 Nutrition. This course is an introduction to nutrition. Topics will include the biological basis for nutrition, lifespan development, and both diet and food safety. Different cultures' approach to basic nutrition will be discussed. (3)

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

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 158 Chemistry and Society: Lab. This course seeks to imbue the student with an understanding of nature and be able to critically evaluate their world from a Biblical perspective. Co-requisite: SC157 (1)

SC 257 Physical Science (no 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. (3)

SC 259 Biochemical Foundations of Food and Cooking. This course introduces the student to scientific principles and concepts associated with food and the cooking process. Selected topics in chemistry, biochemistry, and microbiology will be covered, and the scientific method will be emphasized as a problem solving means. (3)

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. IAI Code S76900 (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. (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. 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 260. 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. (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. Same as IC 465. IAI Code H5 904N. (3)

SS 310 Organizational Behavior. Applies principles of the psychology of work in organizations. Same as AD 310. (3)

SS 320 Social Science Research. An overview of social science research methodologies and the use of these methodologies in research writing. Prerequisite: LA101 or LA102 (3)

SS 371 Experimental Psychology. 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 social work, psychology, and counseling, in ways consistent with the scientific method and with the tenets of their faith. (3)

SS 376 Social Psychology. A study of how individuals feel, think, and behave in social situations. Topics to be considered include how people form attitudes, evaluations and judgments of others, what causes people's behavior, how we interpret others' behaviors, and how our interpretations influence the ways we treat them. (3)

SS 410 Cultural Diversity. Studies diverse lifestyles, values, socio-economic classes, ethnic, racial, and immigrant backgrounds, and their social significance. Same as AD 410. (3)

SS 411 Ethics and Counseling. Examines the ethical issues confronting the counselor. A decision-making model will be introduced to aid the counselor in making ethical decisions. Prerequisite: HS297. (3)

SS 412 Introduction to Counseling Problems. Examination of common counseling problems such as stress, depression, anxiety, parenting/marital issues, and communication problems. Prerequisites: SS171 and SS249. (3)

SS 413 Introduction to Counseling Skills. The course will study a variety of counseling skills such as listening, attending, responding, and communication. Prerequisites: SS171 and SS249. (3)

Spiritual Formation

NOTE: All of the courses in the Spiritual Formation program are offered off campus—most at Eastview Christian Church in Normal, Illinois, where the director of this program, [Dr. J.K. Jones, Jr.](#), serves as Pastor of Spiritual Formation. These courses may also be taken as part of the undergraduate B.A. in Spiritual Formation, in which case all course numbers begin with a 3 rather than a 6 (i.e. SF301, instead of SF601), and course assignments will reflect undergraduate expectations.

SF601 Introduction to Christian Spirituality. Examines the principles, problems, and practices of spiritual growth in Christ—personally and corporately, with emphasis on the Christian Disciplines. Required of all majors as their first course. (3)

SF602 Theology of Spiritual Formation. Explores what Scripture says about itself as a primary instrument of spiritual transformation from a Biblical worldview. Emphasis will be placed on learning to read the Bible for transformation rather than information. (3)

SF603 Biblical Imagery for Spiritual Formation. Lessons learned about silence and solitude from the wilderness and journey-talk of Israel, Moses, Elijah, David, John the Baptist, Jesus, and examples from the Desert monastics. (3)

SF604 Theology of the Holy Spirit. Looks at Scripture and church history through the lens of a Biblical worldview to evaluate the foundational role that the Holy Spirit plays in spiritual formation. (3)

SF605 Spiritual Formation Practicum. Requires students to practice spiritual formation in a personal and corporate setting under the guidance of a mature spiritual leader of their choosing, journaling their daily practice of Scripture reading, following guidelines listed in the syllabus. Offered every summer. Students may design their own practicum with approval of program director. (3)

SF606 Christian Spirituality through Independent Study. Each student chooses one or more topics in spiritual formation to explore independently through supervised assignments, mostly reading and writing. Students are responsible for finding a faculty member willing to oversee the study with approval of program director. Offered every summer. (3)

SF607 Readings in Classical and Contemporary Christian Spirituality. Reviews both classical literature in this field and more contemporary literature from multiple faith traditions, with a focus on critiquing the readings from a Biblical worldview. (3)

SF608 Spiritual Direction. Looks at the ancient prayer process whereby spiritual directors and their directees establish an ongoing conversation about practicing the presence of God. The course focuses on duplicating this practice in the local church. (3)

SF609 Theology of Service and Sabbath. Patterned upon the Spiritual ebb and flow of Luke 5:15-16, this course examines the complimentary disciplines of Christian compassion and wilderness retreat. It also examines the holy habit of practicing the presence of God within the context of the spiritual anticipation and receptivity needed for holistic service. (3)

SF610 Prayer Practice and Spiritual Transformation. Reviews some prayers from Scripture and how they change lives, as well as looks at how a Biblical worldview prompts a life of prayer and a desire to help others learn to pray. (3)

SF611 Spiritual Formation Research Project. Requires students to research and write a 25-30 page paper or publishable article on some aspect of spiritual formation, including personal and corporate application. The product must demonstrate advanced research skills. The project must be completed sometime during the last year, usually during the summer. (3)

SF612 Spiritual Formation Capstone Retreat. Requires all students in their final semester to participate corporately in a weekend-long, spiritual formation retreat, with the program's five learning outcomes serving as a framework. Offered every summer as a weekend intensive in a retreat setting. (3).

TESOL (Teaching English to Speakers of Other Languages)

ES 620 Theoretical Foundations of TESOL. 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 (ESL) and English as a Foreign Language (EFL) from a Christian perspective. This is the introductory course required for all students starting the TESOL program. (3)

ES 622 Introduction to Linguistics. A study of the aims and methods of linguistics, including the nature and functions of language (phonology, morphology, syntax, etc.) and the relationship of language to culture, as well as a study of language in relation to society. (3)

ES 623 Cross-Cultural Aspects of 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 625 Methods and Materials in Teaching ESL/EFL. 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 626 Assessments and Testing for ESL/EFL. A study of issues and methods of assessing oral and written proficiency in English as a second language. (3)

ES 627 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 628 Introduction to Applied Linguistics. This course focuses on the relationship between theory and practice in language learning. Emphasis will be placed on practical applications of language studies, with particular emphasis on the communicative function of language. (3)

ES 629 Teaching ESL Speaking and Listening. A practical course in teaching listening and speaking to speakers of other languages. Also covers the following: oral proficiency level ratings, pronunciation, and vocabulary development. (3)

ES 630 Issues in Literacy. This course focuses on promoting reading comprehension, going beyond the fundamentals of literacy instruction to examine the factors that influence greater comprehension. (3)

ES 631 Curriculum Development. This course assists students in developing and analyzing curriculum from a Christian worldview perspective. Philosophies, theories, and strategies will be examined, as well as principles of knowledge, aesthetics, and Christian values are considered in light of teaching and learning. (3)

ES 700 TESOL Practicum. Observation, case studies, and experience (100 clock hours) in tutoring, instructional assistance, and direct instruction in English as a Second Language. Instructor approval required. (3)

ES 710 Research in Education. This capstone course enables students to conduct and evaluate both quantitative and qualitative research in education. The instruction will emphasize the major principles, methods, and procedures of research in the field of education, especially in the area of second language learning/teaching. (3)

Note: This program also allows the following two elective courses offered online:

CE 661 Theology of Christian Education. The relationship between content and pedagogy will be investigated and various educational models will be studied as they arise from Biblical revelation, including the impact of various types of theology on the teaching ministry. (3)

TH 600 Turning Points in Systematic Theology. A systematic introduction to Christian theology. (3)

Theology

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. (3)

TH 261 Foundations of Biblical 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. (3)

TH 320 Theology of Community. A study of the Biblical theology of the people of God living as community in the context of God's Kingdom. Several aspects of participation in community life will be examined. (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 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 491 Biblical Theology for Leadership. This course is an overview of the models of leadership exercised in both the Old and New Testaments. Special attention will be given to developing an integrative strategy for leadership based upon the various models presented in class. (3)

TH 599 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. Graduate students only or permission of instructor. (1-3)

Youth Ministry

YM 311 Foundations of 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. (3)

YM 335 Social Issues for Youth and Family Ministry. This course is an exploration of the current social issues confronting young people (both children and teenagers) and their families (cutting, abuse, sexuality, drugs/alcohol, suicide, self-esteem, pornography, etc.), and basic counseling skills needed to effectively address these issues from a Biblical perspective so as to provide necessary guidance for young people on their journey to becoming disciples of Jesus. (3)

YM 417 Mathetes—Advanced Youth Ministry. A creative and experimental youth ministry course designed to deepen, shape, and equip the students in a variety of spiritual formation principles and practices, youth ministry programming skills, and servant leadership mindsets so that, as an apprentice of Jesus, the student may train other to be apprentices of Jesus for life in the kingdom of God. Prerequisite: YM 311 or YM 335. (3)

Chapter 4. Academic Policies

Academic Integrity

As a part of a Christian university that places a high priority on honesty, integrity, and a Biblical commitment to truth, the Hargrove School of Adult & Graduate Studies will treat incidents of cheating, plagiarism, and other forms of academic dishonesty very seriously. The course instructor may impose penalties which may include failure of the assignment involved, requirement of additional work, and/or failure of the course. The Program Director or Associate Dean will be advised of all such incidents. Further actions, taken by the either person may include probation (with special conditions imposed), suspension, or dismissal from school. A student may appeal these penalties to the Academic Dean (see also [Appeals](#) policy below).

Examples of academic dishonesty include, but are 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.

Advising

Lincoln Christian University believes that students benefit from relationships with faculty and staff. Intentional and intensive influence in students' lives is not only educationally sound, but 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. The Hargrove School understands that working adults are busy individuals whose advising needs may vary greatly, so such advising may involve face-to-face meetings, electronic communications, and/or phone calls. All students in the Hargrove School are advised through the office of the [Director of Student Services](#).

Appeals

Students who wish to appeal a decision or action (academic or non-academic) by a faculty or staff member of the Hargrove School should follow this appeals policy, using the principles of Matthew 18:15-17 as a basic guide. If the decision concerns an action made by a faculty or staff member, the student should first raise his/her concern with that person, whenever possible. If a discussion with that person is not appropriate or proves unsatisfactory, the student should contact the Program Director. The student should put the appeal in writing, describing the decision or policy in question and the basis for the student's appeal. Before responding, the Program Director may consult the student, the faculty or staff member, an Associate Dean, and/or the Academic Dean and may arrange a meeting with any or all of those parties.

If the Program Director's response is unsatisfactory, the student may appeal to the Associate Dean. If the response from the Associate Dean is deemed unsatisfactory or if the Associate Dean chooses, the student may submit a written appeal to the Academic Dean, whose decision is final. The Academic Dean will maintain a file of all formal student appeals submitted to his or her office. Appeals to change a course grade must be made within 30 days of the official issuance of that grade by the Registrar's Office.

If a student believes that the Hargrove School has violated an accreditation standard, an appeal may be made to the Academic Dean and the appropriate accrediting agency (see [Our Accreditation](#) at end of Chapter 1). It is expected that the university will be given opportunity to address the complaint before the agency is contacted.

Attendance

Given the importance of classroom participation in the adult learner model, the Hargrove School has adopted the following policy on attendance (attendance for online class sessions is equivalent to completing all required work on time for that session):

1. Students who miss *one class session* may have their final course grade lowered by one letter grade increment (e.g. from an A to an A-), provided they complete any required compensatory work in a satisfactory and timely manner. If they do not, their final course grade may be lowered by up to one letter grade (e.g. from an A to a B).
2. Students who miss *two class sessions* may have their final course grade lowered by two letter grade increments (e.g. from a B+ to a B-), provided they complete any required compensatory work in a satisfactory and timely manner. If they do not, their final course grade may be lowered by up to two letter grades (e.g. from an A to a C).

3. Students who miss *more than two class sessions* will either fail the course or they may request that the course be converted to an independent study, which requires an additional class fee of \$225. To convert a course to independent study, please contact the [Director of Student Services](#) (see also the [Independent Study](#) policy later in this chapter). Students experiencing major medical or personal problems (e.g. extended illness or death in family) may request a formal withdrawal from the course (which carries no grade penalty), but such requests must be granted by both the Director of Student Services and the program director. The Hargrove School [refund policy](#) still applies.
4. Students who are *consistently late or who regularly leave early* may be considered partially absent for those class sessions, and partial absences may be considered in this policy (e.g. missing one hour each for three class sessions will count as one class session absence).
- NOTE: Student absences are monitored in each class by the instructor through an attendance program in the Faculty Portal. The Director of Student Services monitors attendance reports for all students in all classes in order to address any developing patterns of excessive absences.

Catalog Implementation

This catalog functions as the official documentation of all curricular expectations for any given student in any given program. Approval of the curriculum in the catalog is the responsibility of the 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. Catalog changes are generally implemented only on an annual basis each August. Students will be held accountable to the catalog under which they enter, unless they petition in writing to the [Director of Student Services](#) to change to a new or revised program described in a later catalog. Such permission requires the approval of the Director of Student Services, who will consult with the Registrar.

Changes of Major or Specialization

Students changing from one major or program to another should secure a Change of Major form from the [Director of Student Services](#), get the necessary signatures, and return it to that office, 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. Students may download these forms through the Student Portal, which is explained during orientation and registration.

Class Cancellation

Classes in the Hargrove School that meet on campus are rarely cancelled, given the intensive nature of these courses. The exception is usually in cases of inclement weather, particularly winter snow storms. In such cases, the Associate Dean or Academic Dean will make the decision to cancel class by 2:30 p.m. on the day the class is scheduled to meet. Students are instructed to *look on the web site or call the office* at 888-522-5228 or 217-732-7788, extension 2306, after that time to determine whether or not the class has been cancelled. If there is an occasion where weather changes indicate severe storms in the area requiring cancellation after 2:30 p.m., the office will call students, beginning with those who live farthest away. **As with any safety issue, common sense must be exercised.** This is especially true since the undergraduate programs have commuter students who may live in an area where weather conditions are different than those in Lincoln. On rare occasions a class may be cancelled due to instructor illness, in which case the Hargrove School Office will contact affected students.

Classification of Full-Time/Part-Time Status

Students enrolled for 12 or more semester hours of credit are considered to be full-time for certificate and bachelor degrees. For master degrees, students enrolled for 8 or more semester hours of credit are considered to be full-time. For those who qualify for Veterans Administration benefits under U.S. Code, Title 38, this same 8-hour minimum also applies.

Credit for Prior Learning

Undergraduate students needing additional credit in the areas of general education or transferrable elective requirements can earn additional semester hours through Credit for Prior Learning (CPL) portfolios, as well as other strategies (e.g. ACE, CLEP, and DANTES) described in a CPL brochure on our [Web site](#). CPL credits are

the result of demonstrated learning from a variety of sources including workshops, seminars, self-study, non-credit classes, training programs, and work-related learning. Please note that *it is the learning, not merely the experience*, from these sources that is evaluated and results in credits being awarded. Students interested in obtaining credit for prior learning must enroll in the online Focused Writing course (CPL 101). A maximum of 30 hours may be awarded through CPL or other sources of credit (see [Transfer of Credit](#) policy below). There is a one-time submission fee of \$90 for all students who submit a Credit for Prior Learning Portfolio. The CPL fee is \$50 per credit hour applied for. The receipt of the credit applied for is not automatic, but is based upon an evaluation of the student's learning by a faculty member in that field.

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 University 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

Students may be disciplined or dismissed for several academic reasons, such as plagiarism (see [Academic Integrity](#) policy), excessive absences (see [Attendance](#) policy), or failure to maintain an adequate grade point average (see [Probation](#) policies). Students may also be disciplined or dismissed for non-academic reasons that violate the Hargrove School's student conduct code (see [Student Life](#) policy below). Students may appeal any such actions by following the [Appeals](#) policy.

Distance Learning

The Hargrove School plans to offer most of its courses and programs online in the near future, including some programs that are already offered completely online (M.A. in Organizational Leadership and M.A. in TESOL). Our current accreditation status limits undergraduate degree programs to up to half that may be taken online, though we intend to seek accreditation approval to allow students to complete all of our undergraduate degree programs online by the 2011-12 academic year. Credit earned through distance learning from other institutions will be accepted per the Transfer of Credit policy listed below.

Dropping or Adding a Course

To drop or add a course, please contact the [Director of Student Services](#). Students dropping or withdrawing from a class before it starts will receive no grade for the course. Students withdrawing between the first and second session will receive a grade of "W" (Withdraw). Students withdrawing after the second session will receive a grade of "WF" (unless extenuating circumstances apply, e.g. extended illness). Students failing to withdraw officially will receive a grade of "F." The [refund](#) policy applies in all cases.

Due Process

Although denial of due process by a private religious institution is not considered a violation of U.S. Constitutional law, the Hargrove School makes this privilege available to students, within the guidelines set forth in this catalog. A student is considered to be agreeing, by virtue of his or her enrollment, to abide by the regulations set forth in this catalog.

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 Hargrove School to comply with FERPA requirements.

Grades

Lincoln Christian University uses a 4.0 grading scale, where a 4 is an A and a 1 is a D. Each instructor has the flexibility to establish their own course grading scale, though a common formula is to use a scale in which 90-100 is an A, 80-89 is a B, 70-79 is a C, and 60-69 is a D (with the top 3 points in each category reserved for + grades and the bottom 3 points reserved for – grades; grades of A+ are not listed on transcripts). Students who drop a class after the refund deadline will receive a grade of WF (withdraw failing). A grade of W (withdraw) may be granted for cases with extenuating circumstances (e.g. extended illness), but only with the approval of the Director of Student Services and the Associate Dean. A grade of W carries no academic penalty, but is computed for those eligible for veteran’s benefits. Students who wish to appeal their final course grade must do so within 30 days of the posting of final course grades by the Registrar (see Appeals policy above).

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 by the deadline specified (submitting this form after the deadline will incur a late fee). When the Registrar has determined that the candidates for graduation are registered for those courses which will complete the certificate or degree requirements, he/she 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 contact the [Registrar](#) 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 [Appeals](#) above). Commencement services for the Hargrove School are held only in May, though it grants degrees in August, December, and May. Students who graduate in August or December may choose to participate in the May Commencement service.

Graduation Requirements

In order to be approved for graduation by the administration and faculty, candidates for graduation in LCU’s Hargrove School of Adult & Graduate Studies must meet the following three requirements that are central to our identity as a Christian higher education community.

1. Exhibit mature Christian character. This requirement is measured through generally observed behavior and through formal and informal evaluations provided by faculty and staff.
2. Complete the academic requirements in their program, with a cumulative grade point average of at least 2.0 for undergraduate programs* and 2.5 for graduate programs (on a 4.0 scale).
3. Meet all financial obligations to the University.

* Note that undergraduate students admitted under the “[Fresh Start](#)” policy (see Chapter 6) may have lower GPAs.

Honors

To encourage academic excellence, the Hargrove School has provided for the recognition of scholastic achievement in the following ways. The **Dean's List** is a recognition noted at the end of each semester for undergraduate students who have a grade point average of 3.50 or above and are registered for at least 12 hours of credit. **Graduation Honors** are granted to graduating students who complete their studies with a minimum grade point average of 3.50 (on a 4.0 scale). Graduate students may receive one of two types of Graduation Honors: those with a cumulative grade point average of 3.50-3.89 graduate “with honor” and those with at least a 3.90 graduate “with highest honor.” Undergraduate students may receive one of three types of Graduation Honors: 3.50-3.69 is “with honor,” 3.70-3.89 is “with great honor,” and 3.90-4.00 is “with highest honor.” In addition, the Hargrove School awards membership in Alpha Sigma Lambda, a national honor society for adult learners, to graduating students with a cumulative grade point average of at least 3.4 and in the top ten percent of their graduating class.

Incomplete Work

All work is due when listed in the course syllabus, unless otherwise stipulated by the instructor. If late work is permitted, the deadline for work due the last week of any undergraduate class may be extended at most by only

one week beyond that date, because final grades for all undergraduate classes are due two weeks after the last class session. The only exception to this policy is for students who request and are granted an official course extension or incomplete. All such extensions are granted only for extreme circumstances (extended illness, death in family, etc.), and the extension may not exceed 30 days from the last day of class. Both the instructor and the Director of Student Services in the Hargrove School must approve such requests, which must be made before the last day of class. The [Director of Student Services](#) has the required forms to complete for such requests. If not requested before the last day of class and if not approved, the grade earned at that point is the one that will be granted. Extensions (incompletes), if granted, carry a fee of \$25.

Independent Study

Students desiring to complete a course through independent study (outside of the classroom) must receive permission from the course instructor and program director (please also note the third item in the Attendance Policy above regarding converting a classroom course to independent study status). Due to the additional work on the part of the instructor, students in independent studies are charged \$225 per 3-hour course beyond the current tuition rate.

Military Credit

Lincoln Christian University will grant transfer credit for military courses (including basic training) to undergraduate students admitted to the Hargrove School of Adult & Graduate Studies, provided those courses are designated by the [American Council on Education](#) (ACE) as “lower-division baccalaureate/associate degree” or “upper-division baccalaureate category” (not “vocational certificate category”). The amount of credit awarded is based on ACE recommendations. In some cases, credit may be counted for General Education or major requirements, but generally will be counted as electives. There is no transfer limit on this type of credit, except the 30-hour limit described under “Transfer of Credit” policy below. ACE credit recommendations for military occupations (e.g. MOS, LDO, NOW, etc.) are not accepted for credit at Lincoln.

Military Leave

Students who are called up for active military duty during the semester should consult with the [Academic Dean](#) to determine their academic options.

Nondiscrimination Policy

Lincoln Christian University 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 Hargrove School. 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

Undergraduate students failing to achieve the minimum cumulative grade point averages will be placed on academic probation. Those grade point averages are applied as follows: a minimum of 1.50 (on a 4.0 scale) is required after one semester, 1.75 after two semesters, and 2.00 after three semesters. Prior to the beginning of the probationary semester, students will be informed in writing by the Registrar of the conditions of that probation. At the end of the probationary semester, the undergraduate student must have gained the minimum for that semester (as noted above) and met any other conditions listed in the probation notice or face academic dismissal. Please note also the [Fresh Start](#) policy described in Chapter 6.

For graduate students, probation occurs when a student in a degree program fails to achieve a minimum cumulative grade point average of 2.5 (on a 4.0 scale) at the end of any given semester. When that occurs, the Registrar’s Office notifies the student in writing and warns the student that he or she has one semester to improve his or her cumulative grade point average to at least 2.5. If the student does not do so within a semester, he or she is subject to dismissal at the end of that semester.

Probation may also be imposed by the Hargrove School Dean for violation of an academic policy (e.g. plagiarism) or for violation of a student conduct code (see [Student Life](#) below), in which case the conditions of probation will be described to the student in writing. A student may appeal any decision to impose probation under the guidelines listed under [Appeals](#) above. Please note that students placed on academic probation may be eligible for only one additional semester of financial aid (see [Satisfactory Academic Progress](#) in Chapter 5).

Proficiency

Students may proficiency out of certain undergraduate courses by following one or more of the options listed under “Credit for Prior Learning” above. A limited number of internal proficiency exams are also available. For more information contact the [Associate Dean for Undergraduate Programs](#).

Registration

The University has an online registration process, but to simplify matters for adult learners the Hargrove School completes this process for its students. For more information contact the [Director of Student Services](#).

Residency

The Hargrove School of Adult & Graduate Studies has no residency requirements in terms of where one lives, but in higher education the term also applies to a minimum number of hours that must be taken from the school that grants the degree. The Hargrove School requires that undergraduate students complete a minimum number of 15 hours for an associate degree and 30 hours for a baccalaureate degree through LCU coursework (at least 15 hours must be within three years of receiving the degree). The graduate programs in the Hargrove School have varying requirements for each degree, so please consult the specific graduate program director for more information. Generally, at least one fourth of a graduate program must be completed at LCU within the last three years. (See also [Transfer of Credit](#) policy below.)

Service Learning

The goal of the Hargrove School is to “enable servant leaders to be more effective in their chosen professions in the church and the world.” While service learning is a hallmark of every program in the Hargrove School and promoted throughout the curriculum, certain courses have required assignments that meet specific accreditation standards in this area. For more information, contact the [Director of Student Services](#).

Special Needs

The University accepts students who meet its admission requirements without regard to special needs. The Hargrove School provides “reasonable accommodation” for any student with special needs, provided the student self-discloses that information to his/her instructor(s) sufficiently in advance of class and supplies official documentation of his/her need (e.g. learning disability; obvious special needs, such as blindness, do not require documentation). “Reasonable accommodation” ranges from giving extended deadlines to allowing for special tutors. The Hargrove School itself does not offer any tutorial services, but can provide recommendations of entities that do. For further information, contact either the instructor or the [Director of Student Services](#) in the Hargrove School. Please also note that the Angel Learning program used to access all Hargrove School courses has a “508” button on the lower left corner of the main screen that allows students with disabilities to access that information technology more easily (see www.section508.gov).

Student Life

Lincoln Christian University is a private, faith-based institution that places a strong emphasis upon living a life that demonstrates love of God and love of neighbor. Our mission identifies us as a “Christian higher education community,” so our lifestyle guidelines reflect that understanding, including the importance of Christian community amidst our culture’s focus on individuality. Since the Hargrove School is for working adults who do not reside on campus, we understand the need for flexibility and fairness in addressing student life issues, given the wide variety of life situations in which our students find themselves. While our focus is more on covenantal relationships than rigid rules, there are still some basic guidelines that all students must follow—whether they reside on campus or not. (Those that do reside on campus are subject to student conduct guidelines developed for residential students.) The guiding principle for all our relationships is found in 1 Timothy 4:12 “*set an example for the believers in speech, in life, in love, in faith, and in purity.*”

The following areas of student life have specific guidelines that must be followed. By applying to and enrolling in the Hargrove School, students agree to abide by these guidelines. Students who violate any of these policies may be subject to various actions, ranging from a conversation, a request to change/cease the behavior, a request to seek counseling, being placed on probation (with conditions described in writing), suspension (removal from campus for a specified period), or dismissal (which could be immediate). The [Director of Student Services](#)

oversees student life concerns in the Hargrove School, though other personnel may also be consulted. If laws are suspected of being broken, legal authorities may also be contacted.

Drugs and Alcohol: Possession, sale, delivery, or use of any illegal drug is prohibited and subject to disciplinary action. Use of any illegal drug may be turned over to the police and State's Attorney. Possession, sale, or delivery of any illegal drug will be turned over to the police and State's Attorney. Lincoln Christian University also does not allow any alcohol or tobacco products on its campus, nor does it permit students to be intoxicated.

Sexual Behavior: Scripture makes it clear that among Christians "*there must not be even a hint of sexual immorality, or of any kind of impurity . . . because these are improper for God's holy people. Nor should there be obscenity, foolish talk or coarse joking, which are out of place*" (Ephesians 5:3-4). Any such behavior is also "out of place" in the Christian community of Lincoln Christian University and will be treated very seriously. The University defines sexual immorality as sexual relations in violation of the law, outside the marriage covenant, between members of the same sex, or otherwise in violation of Scriptural teaching (as determined by the Board of Trustees). This policy also prohibits use of pornography (including inappropriate Web sites, with school computers monitored for such use) and sexual harassment. The latter is defined generally as "improper and/or unwelcome sexual advances, requests, and other verbal or physical contact of a sexual nature, whether subtle or explicit, in a work or classroom environment."

Weapons or Violent Threats: Lincoln Christian University does not allow any kinds of weapons or tolerate any threats or acts of violence on its campus. Students who violate this policy may be asked to leave immediately and/or be subject to suspension or dismissal. Police or other legal authorities may also be called. Lincoln Christian University also does not permit rude or insubordinate behavior, whether threats of violence are present or not.

The Hargrove School seeks to work redemptively, rather than punitively, in addressing student life concerns. While some violations of these policies may warrant immediate dismissal, the faculty and staff of the Hargrove School prefer, when possible, to work with students pastorally. Students may also be referred to professionals for counseling beyond the scope and ability of the Hargrove School personnel. Students who feel the school has acted inappropriately in any of these policy areas, may follow the [Appeals](#) policy described earlier in this chapter.

Time Limitations

As a general rule, degree programs should be completed within twice the amount of time normally required with full-time study. This means that a Master of Arts degree should be completed within four years (10 terms), the degree completion Bachelor of Arts degrees within five years (10 terms), and the two-year associate degree programs within four years (8 terms). Students may petition for additional time for extenuating circumstances (see also the [Satisfactory Academic Progress](#) policy in Chapter 7 for financial aid limitations).

Transfer of Credit

Lincoln Christian University 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.

Note: The Hargrove School also accepts undergraduate credits through other sources, including [ACE](#), [AP](#), [CLEP](#), [DANTES](#), and various forms of Credit for Prior Learning (CPL). For more information on earning credit through these various sources, please consult our [Web site](#) (see also the policy above on "Military Credit"). Please note that the Hargrove School does not award credit merely for life experience, but only for actual college-level learning that is documented and approved. A maximum of 30 hours of credits through other sources (those listed above) may be applied toward an undergraduate degree program. Students desiring such credit must apply before the beginning of their final semester. Also, the Hargrove School limits vocational credits (e.g. technical courses taken as part of an A.A.S. degree) to no more than 12 hours. None of the options listed above apply toward graduate credit.

Transcripts

Current students may access and print an unofficial copy of their transcripts by accessing their own academic records through LCU's student records management system, called CAMS, at the online access point called Student Portal. 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 web site; former students and those enrolled in courses outside of LCU should send a written request to the office of the Registrar, Lincoln Christian University, 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.

Vocational Credit

The Hargrove School of Adult & Graduate Studies accepts up to 12 hours of credits from courses considered technical or vocational in nature. Such courses are usually taken as part of an Associate of Applied Science degree. Vocational credits are applied to electives, not required courses, though such credits may be counted towards requirements if the vocational course matched a required course—provided it is of the same level and rigor and is deemed equivalent by an appropriate faculty member. Vocational credits accepted in this way can exceed the prescribed limit of 12 hours.

Withdrawal

Students withdrawing from an individual course should follow the policy described earlier in this chapter under Dropping or Adding a Course. Students withdrawing from the Hargrove School must contact the [Director of Student Services](#). Refunds will be made and grades given based on the [Refund Policy](#).

Chapter 5. Financial Information

Tuition and Fees

The Hargrove School has established the following tuition and fees during the 2010-11 school year. ***These rates are subject to change at any time by the University.***

Tuition per credit hour (Graduate or Undergraduate)* \$399

* Students taking courses in the Spiritual Formation program at Eastview Christian Church in Normal (IL) are charged a reduced rate of \$299 per credit hour (\$150 per course for certificate only students in that program).

Change of Major	\$10
Change of Schedule (adding/dropping class after registration)	\$10
Credit for Prior Learning (CPL) Fee	(see CPL)
Deferred Payment	\$50
Graduation Fee (diploma)	\$25
HS299/HS499 Course Fee	\$20
HS505 Introduction to Research Course Fee	\$150
HS600 Introduction to Online Learning Course Fee	\$50
Incomplete Grade	\$25
Independent Study Fee (per credit hour)	\$75
Late Registration	\$35
Transcript Copy	\$5
Transcript Request (overnight)	\$35
Undergraduate Orientation Fee	\$75

Special Notes Concerning Fees

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

Spouses of full-time undergraduate students may take any course for **credit** for one half (50%) of the current tuition rate.

Textbook costs vary according to the course schedule of each student.

Payments

Students unable to pay their account balance in full when due may enroll in a payment plan arrangement. Lincoln Christian University offers the opportunity to spread the amount due over several interest-free monthly payments by enrolling in a payment plan. The cost for this service is a \$50 annual enrollment fee. Students may make payments in one of three ways:

1. **Automatic Bank Payment (ACH):** ACH payments are those payments students have authorized Lincoln Christian University to process directly with the students' financial institutions. It is simply a bank-to-bank transfer of funds that a student has pre-approved for his or her expenses at the University. Payments may be made from either one's checking or savings account. Payments are processed on the 15th of each month beginning in July until the balance is paid in full.
2. **Credit Card Option:** Many students have requested the option of charging their monthly tuition payment to their credit card. This enables students to take advantage of various bonus programs, like frequent flyer miles, offered by credit card companies. Students electing to use this option will have their monthly payment automatically charged to the credit card they designate. Payments will be charged on the 15th of each month beginning in July until the balance is paid in full.
3. **PayPal Option:** In addition to paying via ACH or credit card, students have the option of paying their student bills through PayPal. Information on this option is available on the Student Portal.

Refunds

Students withdrawing from (dropping) one or more courses in the Hargrove School must contact the [Director of Student Services](#), notifying that office of what course(s) they are dropping. Refunds and grades for dropped courses are based on the following progressive schedule. All refunds are based on the date of the official contact (office visit or email).

1. Courses dropped *at least two weeks before the class starts* are eligible for a full refund. All such dropped courses are deleted from the record with no grades given. As noted in the introduction to this policy, students **MUST** contact the [Director of Student Services](#) during this period (or for any following period noted below) to drop a class.
2. Courses dropped *during the two weeks preceding the start of the course* are eligible for a 75% tuition refund. All such dropped courses are deleted from the record with no grades given.
3. Courses dropped *before the start of the second class session* (e.g. before the second Monday class for all Monday evening courses, or before the start of the second week for online courses) are eligible for a 50% refund. Grades of W are recorded on the transcript for classes dropped during this time.
4. Courses dropped *after the second class session* (e.g. after the second Monday class for all Monday evening courses, or after the second week for online courses) are not eligible for any refund. Grades of WF are recorded on the transcript for all classes dropped during this time. The only exception is that a grade of W may be granted (but no refund) in courses for students with extenuating circumstances (e.g. extended illness), but students must appeal in writing to the [Director of Student Services](#) as soon as possible and before the end of the course.

Financial Aid

The Financial Aid Office of Lincoln Christian University coordinates federal, state, institutional, and private financial aid programs. Students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility for federal, state, and institutional need-based financial assistance. This form can be completed and submitted online at www.fafsa.ed.gov. To qualify for financial aid, all Hargrove School students must be fully admitted as degree-seeking students, must be enrolled in at least six hours that lead to that degree, and must make satisfactory academic progress (see next section below). The Financial Aid Office administers the following programs for Hargrove School students. For more information contact the [Financial Aid Office](#).

Federal and State Grants

Undergraduate students may receive grant assistance from federal and state programs. These programs include the Federal Pell Grant, Federal SEOG, and the Illinois Monetary Award Program. Graduate students are not eligible for grant assistance from these federal and state programs.

Federal Stafford Loan Program

This loan program is available to undergraduate and graduate students. Loan amounts are determined by the year of study and dependency status of the student.

Institutional Scholarships

There are a limited number of University-endowed scholarships for undergraduate and graduate students. Scholarship applications are available from the Financial Aid Office or online. The application deadline is March 1 for the following year. Additional institutional scholarships are available for undergraduate students. For more information on those additional scholarships, contact the [Hargrove School Admissions Office](#).

Veterans

Assistance for education is available under the GI Bill. For more information contact the [Financial Aid Office](#).

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 University:

1. **Minimum Grade Point Average** –The following sliding scale of minimum GPA applies to undergraduate students: 1.50 after 1 semester, 1.75 after 2 semesters, and 2.00 after 3 semesters. Graduate students must maintain a 2.5 (on a 4.0 scale).
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 Lincoln 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 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: 90 hours for an associate, 180 hours for a bachelor’s, and 45 hours for a master’s.
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

Admissions

The Hargrove School is a school for adult learners who desire to become more effective in their chosen professions through undergraduate or graduate programs delivered through non-traditional means that suit their busy lives. We are especially seeking Christian adults who have a heart for God, a hunger for serving, an ability to succeed academically, and an affinity with the University's mission and core values. The term "adult learner" includes any non-traditional student (typically aged 23 or older) with significant work experience (usually two years or more of paid or volunteer service in a for-profit or non-profit setting). Students are admitted to the Hargrove School once they have demonstrated through the application process that they meet the characteristics described above. Additional admission requirements for international students are described below. The Admissions Committee for the Hargrove School may waive one or more of any of these admission requirements.

Admission Procedures

Students desiring admission to the Hargrove School of Adult & Graduate Studies should complete the [application process online](#). For further information contact the [Hargrove School Admissions Office](#) or call 1-888-522-5228.

Undergraduate Applications

All applicants for an undergraduate degree or certificate from LCU's Hargrove School of Adult & Graduate Studies must complete the [online application process](#). Admission requirements include these three elements:

1. Be a Christian adult (typically aged 23 or older) with at least two years of work experience (paid or volunteer) who resonates with LCU's mission and desires to pursue a program taught from a Christian worldview; some form of church involvement is also expected.
2. Complete the online application form that includes the following:
 - a. A written essay of 150-300 words that focuses on one's professional and spiritual pilgrimage, as well as a statement of why the program you are interested in would be beneficial.
 - b. The names and addresses of three references, including references who are *professional* (able to speak to your work experience/habits), *pastoral* (able to speak to your spiritual and moral character), and *personal* (able to speak to your individual characteristics and qualities; not a relative).
 - c. Request that all official transcripts for any previously completed college work be sent to Lincoln Christian University—[Hargrove School Admissions Office](#) (100 Campus View Drive, Lincoln, IL 62656). All previous college work must have a cumulative grade point average of at least 2.0 (on a 4.0 scale).^{*} Students with less than 30 hours of previous college work are required to complete an associate's degree, though any student may appeal that requirement by contacting the [Director of Student Services](#). Those with no prior college work must submit an official high school transcript (or GED diploma) in lieu of college transcripts.
 - d. A digital photo of yourself (comparable to passport quality).
3. Be willing to be interviewed by the Admissions Office (in person or via phone or online) at a mutually convenient time, after all application materials have been submitted.

After acceptance, students will be asked to complete placement tests in reading and writing skills during their first course. Students who score below a certain level will be required to enroll in LA090 Writing Enhancement for 1 hour (simultaneous with HS290). For more information, contact the [Hargrove School Admissions Office](#).

*** Note:** Any undergraduate student who has been out of college at least five years and whose previous college work results in a cumulative grade point average below 2.0 may be considered for admission under a "Fresh Start" policy. If all other admissions requirements are met, those earlier grades will not be considered in determining that student's current academic or acceptance status. LCU's [Transfer of Credit](#) policy (see Chapter 4) does not allow any course grade below C (2.0) to be accepted from another school, but any previous grades below 2.0 earned at LCU will be used to determine a student's current cumulative grade point average. The semester-by-semester academic status for all students (e.g. probation or Dean's List) will be based only on their current grades, which must be above 2.0 every semester. In terms of graduation requirements, students admitted under the "Fresh Start" policy will be allowed to graduate with less than a 2.0 cumulative GPA, provided their Hargrove School GPA is at least 2.0. Honors status at graduation, however, is based on a student's entire cumulative GPA, not just the grades earned in the Hargrove School.

Graduate Applications

All applicants for graduate programs in the Hargrove School of Adult & Graduate Studies at Lincoln Christian University must complete the [online application process](#). Admission requirements include these three elements:

1. Be a Christian adult with an accredited baccalaureate degree who resonates with LCU's mission and desires a graduate degree taught from a Christian worldview; some form of church involvement is also expected.
2. Complete the online application form that includes the following:
 - a. A written essay of 250-300 words that focuses on one's professional and spiritual pilgrimage, as well as a statement of why the program you are interested in would be beneficial. The Admissions Committee will review this essay both for content and for clarity of expression.
 - b. The names and addresses of three references, including references who are *professional* (able to speak to your work experience/habits), *pastoral* (able to speak to your spiritual and moral character), and *personal* (able to speak to your individual characteristics and qualities; not a relative).
 - c. Request that your official transcript documenting your attainment of an accredited baccalaureate degree (as well as transcripts for any graduate courses taken) be sent to Lincoln Christian University—[Hargrove School Admissions Office](#) (100 Campus View Drive, Lincoln, IL 62656).*
 - d. A digital photo of yourself (comparable to passport quality).
3. Be willing to be interviewed by the program director or designate (via phone, online, or in person) at a mutually convenient time, once all application materials have been submitted.

* Students with a cumulative grade point average lower than 2.5 (on a 4.0 scale) may be required to complete the Miller Analogies Test at an authorized center (www.milleranalogies.com) and have the scores sent to LCU. Students applying for the M.A. in Organizational Leadership who have not had an undergraduate course in business research may be required to enroll in the 0-credit online course HS505 Introduction to Research (which has a course fee of \$150).

International Student Applications

Applicants whose first language is not English or whose undergraduate degree is not from an English-speaking school are required to take the "Test of English as a Foreign Language" (TOEFL) exam with a minimum total score of 79 for the Internet-based version and 550 for the paper-based version. See the TOEFL Web site at ETS for a list of authorized testing centers (www.ets.org).

Applicants who are not United States citizens or legal residents but plan to live in the United States while pursuing a degree program are required to follow regulations set by the federal government through a program called SEVIS (Student and Exchange Visitor Information System). Typically those regulations require the completion of special government forms called I-20 and I-901, which, among other things, require applicants to document their ability to cover their educational costs. For more information, contact the [Hargrove School Admissions Office](#) and/or the SEVIS Web site (www.ice.gov/sevis).

International students planning to reside in the United States should submit application materials at least six months in advance of any desired date of enrollment in order to allow for the processing of various forms required for international students and travel (i.e., federal I-20 forms, passports, and visas). LCU has an [International Students Office](#) to assist internationals with academic and student life issues.

Internal Applications

Students who are currently enrolled in one of the other schools at LCU who wish to complete a degree in the Hargrove School must still apply to the Hargrove School. That can be done fairly simply by contacting the [Hargrove School Admissions Office](#).

Admission of Applicants

When all of the required materials have been received, the Hargrove School Admissions Committee will review this information and make a decision as to whether or not the applicant meets the admission requirements. Students will then be notified in writing or electronically of the Admissions Committee's decision. Application materials should be returned as early as possible. Contact the [Hargrove Schools Admissions Office](#) for further information on application deadlines. Students without all requirements completed may be admitted provisionally, but all application requirements must be completed within the time stated in the provisional acceptance letter.

Military Veterans

Applicants who are military veterans must supply a photocopy of discharge papers or relevant official documents. Disabled veterans and others eligible 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 (1-888-442-4551 or <http://www.gibill.va.gov>). General questions concerning application for veteran's benefits may be directed to the [Financial Aid Office](#) (or call 217-732-3168, ext. 2250).

At Large (Non-Admitted) Students

Students may be allowed to take courses in the Hargrove School on a “non-admitted” status if they have no desire to complete a degree from the Hargrove School or if they are not sure if they wish to pursue a degree program. Such students may be allowed to enroll as “at large” or “non-admitted students” and take up to three courses (9 hours), but they must still complete a basic information form and there must be space available in those classes. The same tuition rates and fees apply as for admitted students, and the same academic policies and student life guidelines also apply. Such students, if allowed to enroll, will be advised by the Director of Student Services and/or the Academic Dean. After three courses (9 hours), students must formally apply and be admitted to be allowed to continue.

Re-Admission

Any former student who has been out of school more than two semesters must reapply for admission. Students out more than two years must enter under the current catalog. Any former student who left or was dismissed for violating any policy described in this catalog must reapply for admission regardless of how long he or she has been out of school. Re-admission of such students requires not only the approval of the Admissions Committee, but also the approval of the Director of Student Services and the Academic Dean.

Transfer Students

See [Transfer of Credit](#) policy in Chapter 4.

Chapter 7. Faculty and Staff

Personnel

While the previous chapters of this catalog have described the purpose, programs, and policies at Lincoln Christian University, it is the people that most reflect the heart of the Hargrove School of Adult & Graduate Studies. Listed below are the trustees, administrators, staff, 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 and academic support staff 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.

Board of Trustees

The program of Lincoln Christian University is directed by a Board of Trustees composed of leaders from for-profit and non-profit organizations. The Trustees for the current year are listed here:

Jennifer Armstrong (Bloomington, IL)	Certified Public Accountant
Carolyn Bartlett (Normal, IL)	University Registrar (retired)
Kevin Hazelwood (Amarillo, TX)	Employee Development
Dwain Illman (Bloomington, IN)	Physician (retired)
Gail Long (Riverside, RI)	Executive Assistant
Michael McElyea (Robinson, IL)	Associate Pastor
Sherry Miller (Hickory Hills, IL)	Professor
Keith H. Ray (Lincoln, IL)	President of LCU
Les White (Painesville, OH)	Minister
Sara Wills (Bloomington, IL)	Financial Administrator
Wing Wong (Manchester, NH)	Minister

University Administration

President	Keith H. Ray (M.Div., D.Min.)
Provost	Clay Ham (M.Div., Ph.D.)
Vice President of Finance	Andrea Short (M.B.A.)
Vice President of Student Development	Brian Mills (M.Div.)
Vice President of University Advancement	Gordon Venturella (M.A., C.F.R.E.)
Special Assistant to the President	Lynn Laughlin (M.A.)
Executive Assistant to the President	Linda Seggelke (B.A.)

Hargrove School Administration and Staff

Academic Dean of the Hargrove School	Tom Tanner (M.Div., M.A., M.L.S., Ph.D.)
Associate Dean for Program Development	Bob Monts (M.R.E., M.A.C.M.)
Associate Dean for Undergraduate Programs	Stephen Collins (M.A., M.A., M.Div.)
Director of Student Services	Deb Siltman (M.A.C.)
Director of Graduate Leadership Program	Don Green (M.Div., D.Min.)
Director of Graduate Spiritual Formation Program	J.K. Jones, Jr. (M.A., M.Div., D.Min.)
Director of Graduate TESOL Program	Miriam Windham (M.A., Ph.D.—residency)
Director of Leadership & Management	Rick Champ (M.A.)
Director of Associate of Arts Program	Peter Verkruyse (M.A., M.Div., Ph.D.)
Director of Las Vegas Program	Paul Trainor (M.A., Ph.D.—residency)
Director of Recruitment and Admissions	Jessica Hanson (M.A.)
Enrollment Specialist	Stephanie Umphrey (B.A.)
Administrative Assistant	Bonnie Otto
Financial Aid Director	Nancy Siddens (B.A.)
Registrar	Shawn Smith (M.A., M.Div.)
Library Director	Nancy Olson (M.L.S., M.Div.)
Chief Technology Officer	Mark A. Houpt (B.A.)

Faculty of the Hargrove School

NOTE: The Hargrove School of Adult & Graduate Studies at Lincoln Christian University has a diverse faculty of more than 70 well credentialed and highly experienced professionals. The list below includes those instructors who regularly teach in the Hargrove School, arranged alphabetically by program area. An asterisk (*) indicates that the person is a regular faculty member or instructor at Lincoln Christian University; all others are adjunct (part-time).

Associate of Arts in General Studies Program Faculty

GARY BUSSMANN

B.A., Lincoln Christian College
M.A., Ball State University
M.Div., Lincoln Christian Seminary
D.Min., Eden Theological Seminary

JESSICA HANSON*

Instructor and Director of Recruitment and Admissions
B.A. Lincoln Christian College
M.A., Lincoln Christian Seminary

TARA HENNESSY

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

SCOTT JONES*

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

CHRIS KEITH*

Assistant Professor of NT and Christian Origins
B.S., Cincinnati Christian University
M.A., M.Div., Cincinnati Christian University
Ph.D., University of Edinburgh, Scotland

SILAS MCCORMICK

B.A., Lincoln Christian College
Ed.M., University of Illinois
J.D., Ohio State University
Ph.D., University of Illinois

SUSAN MCGRATH

B.S., Southern Illinois University
M.A., University of Phoenix

TERRI MYERS

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

NANCY OLSON*

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

MICHAEL REID*

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

MITCH SIMPSON*

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

SHAWN SMITH*

Registrar, Assistant Professor
B.S., Florida Christian College
M.Div., M.A., Lincoln Christian Seminary

TOM SOWERS*

Administrator for Angel Learning Management Suite
B.A., Lincoln Christian College
M.A., University of Illinois at Springfield

ANN SPELLMAN*

Online Instructional Designer, Assistant Professor
B.A., Lincoln Christian College
M.A., University of Illinois, Springfield

LESLIE STARASTA*

Information Services Librarian and Assistant Professor
B.A., Illinois State University
M.S., University of Illinois

TOM TANNER*

Academic Dean of Hargrove School
B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
M.A., M.L.S., University of Illinois
Ph.D., University of Illinois

PETE VERKRUYSE* (Program Director)

Professor at Large of General Education
A.B., Lincoln Christian College
M.A., Lincoln Christian Seminary
M.Div., Lincoln Christian Seminary
Ph.D., University of Illinois

Associate of Applied Science in Early Childhood Education Program Faculty

LYNN BURGETT

B.S., Western Illinois University
M.S., Western Illinois University

DOROTHY DEANY

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

KAREN ESTEP* (Program Director)

Director and Associate Professor of Early Childhood
B.M.E., Northwest Missouri State University
M.A., M.Min., Cincinnati Bible Seminary
Ph.D., Michigan State University

MARIANA HWANG*

Assistant Professor of Christian Education
B.S., Central Washington University
M.Div., Fuller Theological Seminary
Ph.D., Biola University

EMMARY ROEMER

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

LAURA WILGUS

B.S., Johnson Bible College
M.A., Johnson Bible College

Christian Ministry and Bible Program Faculty

TREVOR COCHELL

B.A., Northwest Christian University
M.A., M.Div., Lincoln Christian Seminary
Ph.D., Baylor University

STEPHEN COLLINS* (Program Director)

Assistant Professor of Bible and Ministry
B.A., Lincoln Christian College
M.A., M.A., M.Div., Lincoln Christian Seminary

CLAY HAM*

Provost and Professor of New Testament and Preaching
B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
Ph.D., Southwestern Theological Seminary

JESSICA HANSON*

Instructor and Director of Recruitment and Admissions
B.A., Lincoln Christian College
M.A., Lincoln Christian Seminary

DAVID HARMON*

Instructor and Director of Seminary Admissions
B.A., Crossroads College
M.Div., Lincoln Christian Seminary
D.Min., Lincoln Christian Seminary (ABD)

FRED JOHNSON*

Professor of Bible and Theology
B.A., Johnson Bible College
M.Div., Lincoln Christian Seminary
M.Th., Covenant Theological Seminary
D.Min., Emmanuel School of Religion

ROBERT KURKA*

Professor of Theology and Culture
B.A., Minnesota Bible College
M.Div., Lincoln Christian Seminary
D.Min., Trinity Evangelical Divinity School
Ph.D., Trinity International University (residency)

JASON LECUREUX*

Instructor in Bible and Theology
B.A., Florida Christian College
M.A., M.Div., Lincoln Christian Seminary
Ph.D., University of Gloucestershire

MARK MANGANO*

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

RONDEL RAMSEY*

Associate Professor of Youth Ministry
B.A., Johnson Bible College
M.A., Johnson Bible College
D.Min., Lincoln Christian University (in process)

KEITH RAY*

President and Professor of Theology
B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
D.Min., Trinity Evangelical Divinity School

ART ROEMER

B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
D.Min., Covenant Seminary (residency)

SCOTT STOCKING

Senior Adjunct Faculty
B.A., University of Nebraska - Omaha
M.Div., Lincoln Christian Seminary

J.K. STEVENS

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

LC SUTTON*

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

GREG TAYLOR

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

PAUL TRAINOR* (Program Director)
Academic Director and Instructor for Las Vegas Program
B.S., University of Nevada at Las Vegas
M.A., Fuller Theological Seminary
Ph.D., Radboud University Nijmegen
The Netherlands (in process)

BARNEY WELLS*
Professor of Bible and Ministry
B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
D.Min., Bethel University

SCOTT ZORN
B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary

WALT ZORN*
Professor of Old Testament
B.A., Atlanta Christian College
M.Div., Lincoln Christian Seminary
Ph.D., Michigan State University

Human Services Program Faculty

NEALY BROWN*
Assistant Professor of Counseling
B.S., University of Illinois
M.A.C., Lincoln Christian Seminary
Ph.D., Northcentral University

LORA ERICKSON
B.S., Illinois State University
M.A.C., Lincoln Christian Seminary

BETH GRAVES
B.A., University of Illinois at Springfield
M.A.C., Lincoln Christian Seminary

TONY KIRKMAN
B.S., Illinois State University
M.A.C., Lincoln Christian Seminary

BOB MONTS*
Associate Professor of Adult Education
B.A., Lincoln Christian College
M.R.E., M.A.C.M., Lincoln Christian Seminary
Ed.D., North Central University (in process)

REBECCA PAYNE
B.A., Lincoln Christian College
M.A.C., Lincoln Christian Seminary

CINDY POMMREHN
B.A., Central College
M.A.C., Lincoln Christian Seminary

BRENDA SOMMER
B.A., Lincoln Christian College
M.A.C., Lincoln Christian Seminary

DEB SILTMAN* (Program Director)
Instructor and Director of Student Services
B.A., Lincoln Christian College
M.A.C., Lincoln Christian Seminary

Leadership and Management Program Faculty

KEVIN BOECKENSTEDT
B.A., Lincoln Christian College
M.S., Benedictine University

ZACH BREITENBACH
B.S., North Carolina State University
M.B.A., North Carolina State University

MAC BURBERRY
Senior Adjunct Faculty
B.A., Lincoln Christian College
M.A., M.Div., Lincoln Christian Seminary

RICK CHAMP (Program Director)
Senior Adjunct Faculty
B.A., Lincoln Christian College
M.A., Indiana Wesleyan University

JAMES ESTEP, Jr.*
Professor of Christian Education
B.A., Cincinnati Bible College
M.A., M.A., M.Div. Cincinnati Bible Seminary
D.Min., Southern Baptist Theological Seminary
Ph.D., Trinity Evangelical Divinity School

CARMEN HALSEY
A.A., Morehead State University
B.A., Lincoln Christian College
M.S., Benedictine University

BOB MONTS*
Associate Professor of Adult Education
B.A., Lincoln Christian College
M.R.E., M.A.C.M., Lincoln Christian Seminary
Ed.D., North Central University (in process)

ED PLUMIER
A.B., Lincoln Christian College
B.A., University of Illinois
M.A., Lincoln Christian University (in process)

MARLA RUBLE*
Instructor and Administrative Assistant to the Provost
B.A., Kentucky Christian University
M.B.A., Morehead State University

TOM TANNER*
Academic Dean of Hargrove School
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
A.B., Lincoln Christian College
M.A., Lincoln Christian Seminary
M.B.A., Illinois State University
Ph.D., Northcentral University (in process)

Organizational Leadership Graduate Program Faculty

ALICIA CRUMPTON

B.A., Lincoln Christian College
M.S., University of Michigan
Ph.D., Gonzaga University

JAMES ESTEP, Jr.*

Professor of Christian Education
B.A., Cincinnati Bible College
M.A., M.Div. Cincinnati Bible Seminary
D.Min., Southern Baptist Theological Seminary
Ph.D., Trinity Evangelical Divinity School

DON GREEN (Program Director)*

Director and Professor of Leadership
B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
D.Min., Trinity International University

JON MORRISSETTE

B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
D.Min., Trinity International University

LINDA SEARBY

B.A., Lincoln Christian College
M.S., Eastern Illinois University
Ph.D., Illinois State University

MARK SEARBY

B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
D.Min., Northern Baptist Theological Seminary

TOM TANNER*

Academic Dean of Hargrove School
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
A.B., Lincoln Christian College
M.A., Lincoln Christian Seminary
M.B.A., Illinois State University
Ph.D., Northcentral University (in process)

BARNEY WELLS*

Professor of Bible and Ministry
B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
D.Min., Bethel University

SHANE WOOD

B.B.L., B.Th. Ozark Christian College
M.Div., Lincoln Christian Seminary
Ph.D., Regent University

Spiritual Formation Graduate Program Faculty

J.K. JONES, Jr., (Program Director)*

Director and Professor at Large of Spiritual Formation
B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
M.A., Friends University
D.Min., Dallas Theological Seminary

ROB MAUPIN*

Assistant Professor of Intercultural Studies
B.A., Ozark Christian College
M.A., Wheaton College
D.Miss., Fuller Theological Seminary (in process)

CHUCK SACKETT

B.A., Boise Bible College
M.Div., Lincoln Christian Seminary
D.Min., Trinity Evangelical Divinity School

MARK SCOTT

B.A., Ozark Christian College
M.Div., Lincoln Christian Seminary
D.Min., Denver Seminary

CRAIG SMITH

B.A., Monmouth College
M.Div., Lincoln Christian Seminary
D.Min., Asbury Seminary

NEAL WINDHAM*

Professor of New Testament and Spirituality
B.A., Lincoln Christian College
M.A., Lincoln Christian Seminary
M.Div., Lincoln Christian Seminary
D.Min., Azusa Pacific University

TESOL Graduate Program

JOHN CASTELEIN*

B.A., Lincoln Christian College
M.Div., Lincoln Christian Seminary
Ph.D., University of Chicago

JAMES ESTEP*

B.A., Cincinnati Bible College
M.A., M.A., M.Div., Cincinnati Bible Seminary
D.Min., Southern Baptist Theological Seminary
Ph.D., Trinity Evangelical Divinity School

KIMBERLY FERRARIO

B.S., California State University at Fullerton
M.A., California State University at Sacramento
Ph.D., University of California at Davis

GRETCHEN FORMAN

B.A., Lincoln Christian College
B.S., University of Illinois Springfield
M.A., University of Illinois

MARIANA HWANG*

Assistant Professor of Christian Education
B.S., Central Washington University
M.Div., Fuller Theological Seminary
Ph.D., Biola University

VICTORIA RUHL

B.A., Lincoln Christian College
M.A., University of Illinois Chicago

RONDAL SMITH

B.A., Lincoln Christian College
M.A., Indiana University
Ph.D., Indiana University

MIRIAM WINDHAM* (Program Director)

Professor and Director of TESOL
B.S., Elizabeth City State University
M.S., Illinois State University
TESOL Certification, Lincoln Christian Seminary
Ph.D., Illinois State University (res. completed)

Las Vegas Program

PAUL TRAINOR* (Program Director)

Academic Director and Instructor for Las Vegas Program
B.S., University of Nevada at Las Vegas
M.A., Fuller Theological Seminary
Ph.D., Radboud University Nijmegen
The Netherlands (in process)

MARJ CASTONOVA

B.A., Concordia College
M.S., Colorado State University
Ph.D., Loma Linda University (in process)

LEE COATE

B.A., Northwest University
M.A., Fuller Theological Seminary

GRAY CRAMPTON

B.A., University of Nevada, Las Vegas
M.A., Fuller Theological Seminary

DEBORAH HEDDERLY

B.A., California State University at San Francisco
M.A., Pepperdine University
Ph.D., Pepperdine University

LARRY WILSON

B.A., B.S., California State University
M.S., University of Nevada, Las Vegas
M.Div., Fuller Theological Seminary