

2011-12 CATALOG

Hargrove School of Adult & Graduate Studies



Lincoln Christian
UNIVERSITY



Live Your Mission

Welcome from the Academic Dean



Tom Tanner, PhD
Academic Dean of the
Hargrove School

“From the Grove to the Globe.” Those six words summarize our stance in the Hargrove School at Lincoln Christian University. That is how we “Live Our Mission.” We in **the HarGrove** school have a **global** focus. We are reminded of that constantly, since the “Grove” and “Globe” pictured on the front cover are located on our campus in front of the Timothy Center for Global Ministry, which houses our offices. Since our University’s founding in 1944, nearly 16,000 alumni have gone out to serve in some 160 countries around the world. The 350 students currently enrolled in the Hargrove School represent nearly a dozen countries, from the South Pacific to Southeast Asia.

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. And all with a global focus. Adult learners are one of the fastest growing segments in higher education, and we are glad to be providing these programs—whether you live across town or across the world.

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. Welcome to “the Grove.” Get ready for “the Globe.” We invite you to “Live Your Mission”—locally and globally.

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Table of Contents

Contents

CHAPTER 1. INTRODUCTION	1	CHAPTER 3. COURSE DESCRIPTIONS	22
Our Mission	1	The Curriculum.....	22
Our Student Learning Outcomes	1	Course Numbering.....	22
Our Philosophy of Education.....	2	Business Administration (Leadership & Management)	
Our Assessment of Learning.....	2	23
Our Heritage	3	Bioethics	23
Student Life	3	Bible	24
Diversity Statement.....	3	Biblical Languages	24
Library Resources and Services.....	3	Bible and Theology	25
The Bookstore.....	5	Christian Education	26
Campus Security Report	5	Christian Ministries	26
Graduation and Placement Report	5	Credit for Prior Learning (CPL)	27
Accreditation.....	5	Computer Science.....	27
CHAPTER 2. ACADEMIC PROGRAMS	6	Deaf Studies.....	27
Degree and Certificate Programs	6	Early Childhood Education.....	28
Double Majors/Programs.....	6	English as a Second Language (Teaching English to	
Onsite, Offsite, and Online Options.....	6	Speakers of Other Languages).....	29
M.A. in Bible and Theology (Online).....	7	History	29
M.A. in Bioethics (Offsite)	8	Hargrove School Requirements	30
M.A. in Organizational Leadership (Online)	9	Humanities.....	30
M.A. in Spiritual Formation (Offsite).....	10	Intercultural Studies.....	30
M.A. in Teaching English to Speakers of Other		Interdisciplinary Studies	31
Languages (Online).....	11	Language and Communication	31
B.A. in Christian Ministry	12	Mathematics.....	31
B.A. in Christian Ministry: Alternative Option	13	New Testament	31
B.A. in Human Services	14	Organizational Leadership.....	32
B.A. in Individualized Study	15	Old Testament.....	32
B.A. in Leadership & Management	16	Philosophy	32
B.A. in Urban Ministry (Offsite)	17	Preaching Ministry	33
A.A. in Biblical Studies	18	Science.....	33
A.A. in General Studies	19	Spiritual Formation.....	33
A.A.S. in Early Childhood Education.....	20	Social Sciences	34
Spiritual Formation Certificate	21	Theology.....	35
Teaching English to Speakers of Other Languages		Urban Ministry	35
(TESOL) Certificate	21	Worship Ministry.....	36
		Youth Ministry	36

CHAPTER 4. ACADEMIC POLICIES	37	Proficiency	42
Academic Integrity	37	Registration.....	42
Advising.....	37	Residency	42
Appeals	37	Service Learning.....	43
Attendance	37	Special Needs	43
Catalog Implementation.....	38	Student Life	43
Changes of Major or Degree Program.....	38	Student Portal	44
Class Cancellation	38	Time Limitations	44
Classification of Full-Time/Part-Time Status	38	Transfer of Credit	44
Continuation in School	38	Transcripts	45
Credit for Prior Learning	39	Vocational Credit.....	45
Degree Audit.....	39	Withdrawal	45
Discipline or Dismissal	39	CHAPTER 5. FINANCIAL INFORMATION	46
Distance Learning (Online).....	39	Tuition	46
Dropping or Adding a Course.....	39	Fees.....	46
Due Process	39	Payments.....	46
Educational Rights and Privacy	40	Refunds	47
Extensions.....	40	Financial Aid	47
Extension Sites.....	40	Federal and State Grants.....	47
FERPA.....	40	Satisfactory Academic Progress	48
Grades.....	40	CHAPTER 6. ADMISSION INFORMATION	49
Graduation Policy/Procedures	40	Admissions Overview.....	49
Graduation Requirements	40	Application Process	49
Honors	41	Application Process for Internationals.....	50
Incompletes.....	41	Application Process for LCU Students	50
Independent Study	41	Application Process for Military Veterans	50
Leave of Absence	41	CHAPTER 7. FACULTY AND STAFF	51
Military Credit	41	Board of Trustees.....	51
Military Leave	42	University Administration	51
Nondiscrimination Policy	42	Hargrove School Administration and Staff.....	51
Probation.....	42	Faculty of the Hargrove School.....	52

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 or implement a business plan) 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 350 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 this specific [link](#), as well as these resources:

- more than 112,000 print volumes
- more than 45,000 e-books
- more than 33,000 media items
- more than 8,000 journals with many available in full text
- 62 e-reference titles and 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: onsite, offsite, or online. Many of the libraries resources (books and journal articles) are available online in full-text—regardless of location.

Library Services for Onsite and Offsite 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.

Offsite in Illinois: 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.

Offsite outside Illinois: 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. 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

Lincoln Christian University provides a limited number of bookstore-related resources through an on-campus facility, including some supplies, LCU clothing, and other items. All textbook sales are handled through an outside vendor linked on our University's [home page](#).

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 in the Hargrove School is 66%, well above the national average of 26% for adult learner programs nationwide. 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, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604 (800-621-7440).
- 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](#), 5850 T.G. Lee Blvd, Suite 130, 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 Bible and Theology (online only)
- Master of Arts in Bioethics (offsite only at Methodist Medical Center of Illinois in Peoria)
- Master of Arts in Organizational Leadership (online only)
- Master of Arts in Spiritual Formation (offsite only at Eastview Christian Church in Normal, IL)
- Master of Arts in Teaching English to Speakers of Other Languages (online only)

Undergraduate Degrees:

(onsite, offsite, and online unless otherwise noted)

- Bachelor of Arts in Christian Ministry
- Bachelor of Arts in Christian Ministry (Alternative Option)
- Bachelor of Arts in Human Services
- Bachelor of Arts in Individualized Study
- Bachelor of Arts in Leadership & Management
- Bachelor of Arts in Urban Ministry (offsite only in Peoria, IL)
- Associate of Arts in Biblical Studies
- Associate of Arts in General Studies
- Associate of Applied Science in Early Childhood Education (online only)

Certificate Programs:*

- Spiritual Formation Certificate (non-academic; offsite only)
- TESOL Certificate (academic; online only)

* 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 (see page 12).

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, Offsite, and Online 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 (except the BA in Urban Ministry) are also available at our off-campus site in Las Vegas (NV), which also includes some hybrid courses. Our second off-campus site in Normal (IL) offers only the Master of Arts in Spiritual Formation, as well as a Certificate in Spiritual Formation. Our third off-campus site in Peoria offers an undergraduate degree in Urban Ministry, as well as a Master of Arts in Bioethics. All of these offsite options are described on our [Web site](#).

Most of the degree programs listed above are also available online. For more information on our online programs, please visit [this link](#) on our Web site.

M.A. in Bible and Theology (Online)

The Master of Arts in Bible and Theology is a 12-course, 36-hour, online graduate program designed to enable Christians to understand the Scriptures holistically and to think theologically in order to inform and enrich their personal and professional lives, regardless of their vocation. While not designed to prepare people for full-time, vocational ministry (LCU has a [Seminary](#) that does that), this online program does provide a strong biblical and theological foundation for anyone serving the Church, as well as the workplace. Though it is a graduate degree, it is not a technical degree (no Greek or Hebrew requirements). The only two basic admission requirements are an accredited baccalaureate degree (in any area) and a longing to learn to think biblically and theologically, to view the world from a biblical perspective. The online nature of this program may appeal especially to Christians in various settings in diverse places, including international students.

All online courses are seven weeks in length, with two courses offered back to back each term (Fall, Spring, Summer) in cohorts of 10-15 students (see [this link](#) for a course calendar under “Graduate Programs”). This format allows busy adults to focus on one course at a time and still complete all requirements in two years. The program includes a fixed core of six courses that provide a broad foundation in biblical and theological studies at the graduate level. The program includes a flexible slate of six elective courses that allow students to focus in Old Testament, New Testament, and/or Theology. The entire program culminates in a capstone experience resulting in either a research-based paper or field-based project. For more information, please contact the Program Director, [Dr. Trevor Cochell](#).

Program Learning Outcomes

The M.A. in Bible and Theology is intended to graduate students who will:

1. *Live faithfully* by reflecting key biblical values in their personal and professional lives.
2. *Think biblically* by developing proficiencies in Bible study and in basic theology, particularly from the perspective of a biblical worldview.
3. *Grow intellectually* by thinking critically, learning collaboratively, and communicating effectively, especially in areas related to biblical and theological studies.
4. *Improve professionally* by demonstrating competencies in biblical understanding and theological thinking that are applicable to their professional settings.
5. *Learn continually* by acquiring graduate-level information literacy skills appropriate for lifelong learning in the field of Bible and theology.

Program Requirements

1. HARGROVE SCHOOL REQUIREMENTS		0 hours
	HS600 Introduction to Online Learning (0-credit, 2 weeks)	
2. BIBLE AND THEOLOGY CORE REQUIREMENTS (all 3 hours)		18 hours*
	BT611 Introduction to Christian Theology BT614 Christian Worldview Studies	
	BT612 Introduction to the Bible BT615 Interpreting the Bible	
	BT613 Introduction to Biblical Research BT700 Capstone Project/Paper	
3. BIBLE AND THEOLOGY ELECTIVES (all 3 hours)		18 hours*
	Students may choose any 6 courses (18 hours) in Old Testament, New Testament, and/or Theology (see course listings on pages 25-26).	
	TOTAL:	36 hours

* This 36-hour program allows up to 18 hours of transfer work, though students who have completed comparable course work at Lincoln Christian Seminary (and not already applied to a degree) may transfer up to 27 hours, with program director approval.

M.A. in Bioethics (Offsite)

The Master of Arts in Bioethics is a 12 course, 36-hour professional graduate program. The purpose of this program is to produce professionals, especially in the medical field, who can think and live critically, compassionately, and Christianly in the area of bioethics. It will provide students with the foundational orientation, skills, and clinical experiences critical to the development of core competencies in bioethics—all taught from a Christian worldview perspective. This program will be offered offsite with classes taught at [Methodist Medical Center of Illinois](#) in Peoria, including some online components.

This M.A. in Bioethics is designed with three groups of students in mind: (1) health care professionals such as physicians, advance practice nurses, parish nurses, paramedical personnel, medical school students in residence, nurse educators, and hospital administrators; (2) pastors, church staff members, chaplains, and counselors; and (3) those whose professions/disciplines are related to bioethics such as pharmaceutical representatives, hospital legal counsels, and students with majors in fields such as theology, philosophy, sociology, and political science.

Classes will be offered mostly every other Saturday, with some online components, including clinical experiences at Methodist Medical Center of Illinois (see [this link](#) for a course calendar under “Graduate Programs”). For more information, please contact the program director, [Dr. Robert Kurka](#).

Program Learning Outcomes

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

1. *Live faithfully* by integrating faith and learning for Christian service in medical, legal, pastoral, and academic contexts.
2. *Think biblically* by understanding the foundations of ethical thought and enquiry through the lens of a Christian worldview.
3. *Grow intellectually* by understanding the history of medicine and technology, understand clashing worldviews and value systems, and understand the parameters set by case law/legal precedent.
4. *Improve professionally* by experiencing the clinical environment and understand clinical expectations and outcomes.
5. *Learn continually* by mastering the literature of bioethics as a basis for life-long learning in the discipline.

Program Requirements

1. HARGROVE SCHOOL REQUIREMENTS	0 hours
HS600 Introduction to Online Learning* (0-credit; two weeks)	
2. BIOETHICS REQUIREMENTS	27 hours
BE 600 Biblical & Philosophical Ethics (3 hours)	BE 610 Clinical Bioethics I (4 hours)
BE 601 Foundations of Bioethics I (3 hours)	BE 611 Clinical Bioethics II (4 hours)
BE 602 Foundations of Bioethics II (3 hours)	BE 612 Clinical Bioethics III (4 hours)
BE 603 Foundations of Bioethics III (3 hours)	BE850 Thesis or Field Project (3 hours)
3. BIOETHICS ELECTIVES (all 3 hours; choose three courses as they are offered)	9 hours
BE 605: Science and Theology	BE 706: Advanced Christian Ethics
BE 702: Theology and Technology	BE 707: Future Trends in Bioethics
BE 703: Pastoral Ministry and Bioethics	BE 708: Bioethics and the Law
BE 704: Bioethics and Public Policy	BE 710: Bioethics Conference
BE 705: International Issues in Bioethics	BE 811: Explorations in Neurotheology
	TOTAL: 36 hours

* This program is not an online program but there are online components, so this course is required.

M.A. in Organizational Leadership (Online)

The Master of Arts in Organizational Leadership is a 10-course, 30-hour 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. Students 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 10-12 students per cohort, with starts each fall and spring (see [this link](#) for a course calendar under “Graduate Programs”). 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 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* HS600 Introduction to Online Learning (0-credit; two weeks)	0 hours
2.	ORGANIZATIONAL LEADERSHIP REQUIREMENTS (all 3 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	30 hours
TOTAL:		30 hours

* Any student admitted to this program without an undergraduate course in business research methods may be required to take HS505 Introduction to Research, a 0-credit prerequisite that has no tuition cost but there is a course fee of \$150.

** Students who have completed comparable work in organizational leadership may transfer up to 6 hours with permission of the program director. Also, OL699 may be used as a substitute for up to 6 hours in this program with director approval.

M.A. in Spiritual Formation (Offsite)

The Master of Arts in Spiritual Formation *enables 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 avocationally. 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. 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 (see [this link](#) for a course calendar under "Graduate Programs"). 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 plus 0-hour HS600 Introduction to Online Learning*):

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**

* This course lasts only two weeks and is offered just before the introductory SF601 course begins. Please note that while this M.A. is not an online program, there are several components of this degree program that require online interactions, which is why this 0-hour credit course is required.

** These four courses are not classroom-based; all others are offered at Eastview Christian Church in Normal, Illinois.

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. For more information, please contact the program director, [Miriam Windham](#).

Program Learning Outcomes

The 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 21 months 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 (see [this link](#) for a course calendar under “Graduate Programs”). 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. The 0-credit introductory course (HS600) is only two weeks long.

Program Requirements

1.	HARGROVE SCHOOL REQUIREMENTS	0 hours
	HS600 Introduction to Online Learning (0-credit; two weeks)	
2.	TESOL CORE REQUIREMENTS (all 3 hours)	24 hours
	ES620 Theoretical Foundations for TESOL	ES626 Assessments & Testing 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
3.	TESOL ELECTIVES (all 3 hours; choose three courses as they are offered)	9 hours
	ES627 Teaching ESL Grammar	ES629 Teaching ESL Speaking/Listening
	ES628 Introduction to Applied Linguistics	ES630 Issues in Literacy
	TOTAL:	33 hours*

* Any student with an *undergraduate* TESOL Certificate may complete a 30-hour M.A. by consulting with the program director. 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 9 hours may be transferred. HS600, ES631, and ES710 are required regardless. For clarification, contact the program director, [Miriam Windham](#).

Certificate Option: An 18-hour graduate TESOL Certificate option is available for those not desiring a degree (see page 21).

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 Evangelism (3)	PR302 Church Leadership (3)
CM332 Teaching and Learning (3)	PR308 Homiletics (3)
CM360 Ministry in Context (3)	Christian Ministry Electives (12)*
CM410 Ministerial Ethics (3)	HS499 Capstone Portfolio (0)
4. ELECTIVES	<u>6 hours</u>
Total:	121 hours

* Students may choose a "Ministry Specialty Endorsement" certificate option by taking at least nine hours (3 courses) in one of these four ministry areas: Christian Education (CE320, CE343, CE352, CE439), Preaching (PR310, PR330, PR433), Worship Ministry (WM311, WM313, WM325, WM431), or Youth Ministry (YM311, YM325, YM327).

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)
ID101 An 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
Christian Ministry Electives (per director approval)	(30)
HS499 Capstone Portfolio	(0)
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 LCU's School of 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.

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 our 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

<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. 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, so long as the total number of Bible and Theology courses equals at least 18 hours.

NOTE: All of the Hargrove School baccalaureate programs assume 61 hours of previous college course work, 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 Individualized Study

The Individualized Study degree completion program is designed to provide adult learners a more customized baccalaureate degree option. This program requires students to work with a faculty advisor to develop a personalized program that meets his or her specific needs, both personal and professional. The general goal is to help students develop a Christian worldview and Biblical understanding, build a broad background in general education, and increase their intellectual capacity and curiosity through selected courses in their area(s) of interest. Students interested in this degree program should submit a letter to the program director, [Dr. Peter Verkruyse](#), indicating how they desire to use this program to meet their personal and/or professional goals. For more information, contact the program director, [Dr. Peter Verkruyse](#). 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 developing a basic understanding of Scripture lived out through a Christian worldview.
3. *Grow intellectually* by critically interacting with key areas of general education, including communication, humanities, social science, math, and science.
4. *Improve professionally* by demonstrating skills in one or more selected areas of study that are appropriate for their chosen area(s) of service.
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)	

Hargrove School Requirements

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)	NT243 Acts	(3)
BI264 Foundations of Bible Study	(3)	TH261 Found. of Bib. Theology	(3)
NT143 Life of Christ	(3)	Bible/Theology elective	(3)

3. INDIVIDUALIZED STUDY REQUIREMENTS

42 hours

Electives in any advisor-approved areas
(including transfer courses, credit for prior learning, and independent studies)
HS499 Capstone Portfolio (0)

Total: 121 hours

* Students whose personal and professional goals do not require a broad background in science may reduce the science requirement to 3 hours by taking 4 hours in another area of general education—with advisor approval.

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 an associate degree here are eligible to receive an Associate of Arts from LCU. Students in this B.A. in Individualized Study degree program must complete at least 30 hours from LCU, at least 15 hours of which must be taken within three years of receiving the degree. At least 45 hours for this degree program should be in upper division courses (300/400).

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 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 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; students must still complete a minimum of 18 hours of Bible and Theology.

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 Urban Ministry (Offsite)

The Urban Ministry degree completion program* is designed to provide adult learners the knowledge, attitudes, and skills necessary to serve in the city in a church or other community-based setting. The curriculum focuses on becoming an urban servant leader through God’s Word and God’s work in the city. That is why this program is offered only off campus* in Peoria, Illinois. For more information, contact the program director, [Dr. Gary Jackson](#). 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, particularly in relating to diverse urban cultures and communities.
3. *Grow intellectually* by critically interacting with history, culture, worldviews, ethics, and leadership, especially in an urban context.
4. *Improve professionally* by demonstrating skills in urban ministry inside and outside the Church.
5. *Learn continually* by developing a plan for lifelong learning where they live, work, and worship.

1. PREREQUISITES

64 hours*

These prerequisites may be met by completing the Associate in Arts & Science degree at [Illinois Central College](#) (or another accredited college),* which includes the following:

- 6 hours of English (ENGL 110 and 111 are required)
- 3 hours of Communication (COMM 110 is required)
- 9 hours of Social Sciences (SOC 110, SOC 114, and GEOG 116 are recommended)
- 6 hours of Mathematics (see requirements in [ICC Catalog](#))
- 8 hours of Laboratory Sciences (see requirements in [ICC Catalog](#))
- 9 hours of Humanities/Fine Arts (PHIL 112 and PHIL 116 are recommended, plus Fine Arts)
- 23 hours of electives; chosen with advisor’s help; among the many options at ICC are these:

CRJ 110 Intro to Criminal Justice System (3)	PHIL 115 Ethics (3)
HIST 112 Modern World Civilizations (4)	PSY 110 Introduction to Psychology (3)
HUMSV 127 Community Resources... (3)	SOC 210 Sociology of Race and Ethnicity (3)

2. BIBLE AND GENERAL MINISTRY REQUIREMENTS**

33 hours

- | | |
|---|--|
| HS290 Introduction to Adult Studies (3) | TH312 Theology of Community Transformation (3) |
| HS295 Dynamics of Self-Leadership (3) | TH313 Theology and Sociology of Poverty (3) |
| HS297 Character and Ethics (3) | TH320 Theology of Community (3) |
| HI241 History of the Church (3) | TH491 Biblical Theology for Leadership (3) |
| ID101 Introduction to Worldviews (3) | Bible and Theology electives (6) |

3. URBAN MINISTRY REQUIREMENTS

27 hours

- | | |
|--|----------------------------------|
| UM311 Cultural Diversity for Urban Leadership (3) | UM415 Urban Internship I (6)*** |
| UM312 Cultural Competence in Your Organization (3) | UM416 Urban Internship II (6)*** |
| UM313 Community-Based Practicum (6)*** | HS499 Capstone Portfolio (0) |
| UM414 Cultural Competence in Your Community (3) | |

Total: 124 hours

NOTES:

- * This degree completion program is also called a “2+2” program, which includes 2 years at Illinois Central College in the Peoria area and 2 years at LCU’s site at ICC’s [North Campus in Peoria](#). The ability to complete each part in 2 years depends on the number of courses taken each semester, so completing this degree in 4 years is not guaranteed. Students may choose to complete the 64 hours of prerequisites at any accredited college, including online or onsite courses at LCU’s Hargrove School of Adult & Graduate Studies (following the A.A. in Biblical Studies requirements on page 18).
- ** Students who have already completed any of these requirements may substitute other courses in Bible and/or in Ministry with the approval of the program director, provided the total of hours in Bible and Theology equals at least 18 hours.
- *** Students completing UM313, UM415, and/or UM416 must complete at least 250 clock hours of work per 6 hours credit, including a combination of actual field experience and reading/writing assignments. Students may choose two elective courses in lieu of UM313 with the permission of the program director.

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 hours)

LA101-102 Written Composition 1-2 (6 hours)

LA113 Speech (3 hours)

Humanities (9 hours)

HI241 History of the Christian Church (3 hours)

ID101 Introduction to Worldviews (3 hours)

Humanities Elective* (3 hours)

Social Sciences (9 hours)

Social science electives (IC/ SS prefix)

Math (3 hours)

Any math elective (e.g. MA197)

Sciences (7 hours)

Any science electives (with 1 hour lab)

2. BIBLE AND THEOLOGY REQUIREMENTS 18 hours

BII11 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 the total Bible/Theology hours from 18 to 21 hours, since students would still need to take another Bible/Theology elective.

** 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

Communication (9 hours)

LA101-102 Written Composition 1-2 (6 hours)

LA113 Speech (3 hours)

Humanities (9 hours)

HI241 History of the Christian Church (3 hours)

ID101 Introduction to Worldviews (3 hours)

Humanities Elective (3 hours)

Social Sciences (9 hours)

Social science electives (IC/ SS prefix)

Math (3 hours)

Any math elective (e.g. MA197)

Sciences (7 hours)

Any science electives (with 1 hour 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, thereby increasing their total hours to 64.

A.A.S. in Early Childhood Education

The Associate of Applied Science in Early Childhood Education is a 61-hour, online degree program that prepares professionals for positions in private or public early child care and education settings, preschool center-based care, family home child care, and day care settings. 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.* Lincoln Christian University's Hargrove School of Adult & Graduate Studies offers this online degree for the reduced tuition rate of only \$249 per credit hour. Additional scholarship opportunities are available to qualified students through Illinois' [Gateways to Opportunity](#).

All courses are offered online in an accelerated format (6 weeks per course). Students must also complete 155 clock hours of field experience, as well as demonstrate satisfactory professional dispositions, develop an electronic portfolio to demonstrate their achievement of specified Illinois teaching standards, and complete first aid and infant/toddler CPR training. Graduates of this program may also 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	24 hours
<i>Communication (6 hours)</i>	<i>Humanities (9 hours)</i>
LA101 Written Composition 1	HI241 History of the Christian Church
LA113 Speech	ID101 Introduction to Worldviews
<i>Math (3 hours)</i>	TH261 Foundations of Biblical Theology
Math elective (MA190, MA197, MA295)	<i>Electives (6 hours)</i>
2. BIBLE AND THEOLOGY REQUIREMENTS	6 hours
BI111 Introduction to the Bible (3)	<i>NOTE: 12 hours total counting HI241 and</i>
BI264 Foundations of Bible Study (3)	<i>TH261 listed above (General Education)</i>
3. EARLY CHILDHOOD EDUCATION REQUIREMENTS (FE = Field Experience Hours)	31 hours
EC101 Intro to Professional Education Studies (2)	EC237 Survey of Exceptional Child (3) + 30 FE
EC126 Phonics in Review (1)	EC238 Child Growth & Development (3) + 10 FE
EC134 Intro to Early Childhood Ed. (3) + 20 FE	EC243 Care of Infants and Toddlers (3) + 10 FE
EC147 Health, Safety, and Nutrition (3)	EC254 Early Childhood Practicum I (4) + 35 FE
EC221 Teaching Pre-Primary Curric. (2) + 15 FE	EC255 Early Childhood Practicum II (4) + 35 FE
EC234 Child, Family, and Community (3)	EC290 Professional Portfolio for ECE (0)
	TOTAL HOURS: 61 hours

NOTE:

This 61-hour program meets requirements for two Illinois credentials: ECE Credential Level 4 and Infant Toddler Credential Level 4 as described by Illinois' [Gateways to Opportunity](#). Those desiring the Illinois Director Credential Level 1 need to complete 8 additional hours: EC246 (2 hours), EC261 (3 hours), and EC262 (3 hours). Please also note that the name for this degree (Associate of *Applied Science*) indicates this program is more professionally oriented. As such, it does not meet all 37 hours of General Education normally required in an A.A. program to transfer into a bachelor's degree program. For those desiring to complete a B.A. later, please contact the program director.

Spiritual Formation Certificate

This non-academic certificate program is an option described under the M.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 or graded). For more information, contact the program director, [Dr. J.K. Jones, Jr.](#) The cost for the certificate option is \$150 per course, plus any applicable fees.

Teaching English to Speakers of Other Languages (TESOL) Certificate

This graduate-level, academic certificate program is an option described under the M.A. in TESOL. This option requires 18 hours of graduate TESOL courses, including ES620-626, ES700, and the 0-credit HS600. The courses are offered consecutively, enabling the student to complete the certificate within two semesters and one summer. Please consult with the program director, [Miriam Windham](#), for further information. The cost is the standard tuition rate of \$399 per credit hour (though see also page 46).

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 alphabetical 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 Adm. (Leadership & Management)	IC	Intercultural Studies
BE	Bioethics	ID	Interdisciplinary Studies
BI	Bible	LA	Language and Communication
BL	Biblical Languages	MA	Mathematics
BT	Bible and Theology	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
DS	Deaf Studies	SC	Science
EC	Early Childhood Education	SF	Spiritual Formation
ES	English as a Second Language (TESOL)	SS	Social Science
HI	History	TH	Theology
HS	Hargrove School Requirements	UM	Urban Ministry
HU	Humanities	WM	Worship Ministry
		YM	Youth Ministry

Course suffixes:

000	Any level (ordinarily non-transferable nor applicable to degree program requirements)
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
600-800	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 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, budgeting, planning, 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. (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. (1-8)

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 upon the American workplace and the helping professions. 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)

Bioethics

BE 600 Biblical and Philosophical Ethics. A comparative analysis of theistic and non-theistic approaches to ethics and their application to moral issues in today's world. Ethical principles arising from Scripture are compared with key philosophical options in ethical theory. (3)

BE 601 Foundations of Bioethics I. An overview of the history of Western medicine and medical ethics through the nineteenth century, with special attention to the role of a biblical worldview in the development of medicine. (3)

BE 602 Foundations of Bioethics II. An overview of developments in Western scientific research, medicine, and medical ethics in the 20th century with special attention to the rise of bioethics as a discipline following the Second World War. (3)

BE 603 Foundations of Bioethics III. An analysis of the contemporary and future scene in bioethics, with focus on biotechnologies, philosophical approaches in a postmodern society, and the challenges of a distinctly Christian worldview in contemporary bioethics. Special attention will be given to bioethics-related case law, public policy, and politics. (3)

BE 605 Science and Theology. An analysis of the relationship between science and Christian theology. Consideration is given to recent developments in the philosophy of science. Several critical issues are addressed, e.g. cosmology and big bang theory, relativity, quantum theory, the anthropic principle, biological and chemical evolution, creation and evolution. (3)

BE 610 Clinical Bioethics I. An introductory course to the world of clinical medicine which will include readings in clinical bioethics, rounds with physicians, and exposure to various clinical situations. (4)

BE 611 Clinical Bioethics II. An intermediate course which will include involvement with ethics consultation, orientation to policy development, and background readings in landmark legal cases. (4)

BE 612 Clinical Bioethics III. An advanced course with readings in transplantation and emerging trends in health care, with exposure to beginning and end of life issues, as well as practical experience in highly specialized medical care situations with acute ethical dimensions. (4)

BE 702 Theology and Technology: The Challenge of Creative Stewardship. The creation narrative invests human beings with the mandate and ability to be “caretaker-toolmakers” of God’s creation and the subsequent story of humanity is steeped in technological invention. This course will attempt to provide a sound, biblical and theological basis for thinking Christianly about technology, especially in relation to our role as *stewards* (not sovereigns) of all God’s creation, notably humans. (3)

BE 703 Pastoral Ministry and Bioethics. Explores the intersection of bioethics and Christian ministry and equips both vocational ministers and lay leaders to address bioethical issues and challenges through the preaching, teaching, worship, counseling, and outreach ministries of the local church. (3)

BE 704 Bioethics and Public Policy. This course addresses the interface between bioethics and public policy as it has been played out in both North American and international contexts. Special attention will be given to such topics as the early twentieth-century eugenics movement in the United States, medicine in Nazi Germany, and *Roe v. Wade*, as well as such recent concerns as euthanasia, the Human Genome Project, new healthcare legislation, and resource allocation issues. (3)

BE 705 International Issues in Bioethics. An introduction to global bioethical issues, including various religious perspectives, economics, allocation of resources, political/legal factors, and pandemics. (3)

BE 706 Advanced Christian Ethics. This course will be a critical examination, using primary readings and discussion, of major ethical approaches in Roman Catholic, Mainline Protestant, Evangelical, and Orthodox traditions. (3)

BE 707 Future Trends in Bioethics. An examination, through primary readings and critical analysis, of 21st century trends in bioethics such as nanotechnology, cloning, cybernetics, genetic engineering, neuro-manipulation, and trans-humanism. (3)

BE 708 Bioethics and the Law. Taught by a legal expert, this course will be an overview of the symbiotic relationship that exists between bioethics and the U.S. law. Students will analyze landmark legal cases involving issues such as reproductive rights, end-of-life, doctor-patient relationship, transplantation, new technologies, and allocation of resources. (3)

BE 710 Center for Bioethics and Human Dignity/Trinity International University Annual Bioethics Conference. The student will attend the annual Center for Bioethics and Human Dignity Conference on Bioethics at Trinity International University, completing both pre- and post-conference work assigned by the professor. (3)

BE 811 Explorations in Neurotheology. This course introduces the student to the challenging new field of neurotheology. It seeks to evaluate critically and theologically how recent neuroscientific understandings of the brain, the mind, and the soul are impacting the Christian worldview. Students in this class will help develop the curriculum of this new discipline and participate in formulating the questions and possible answers that are emerging. (3)

BE 850 MA Thesis or Field Project. The M.A. thesis or field project is designed to produce a capstone written document that brings together in a comprehensive manner the student’s entire program experience. For students anticipating further graduate study in the area of bioethics, a more theoretical, research-based thesis is highly suggested. Others may choose a field-oriented project related to his/her particular professional context. (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 undergraduate studies in Biblical issues. (1-3)

BI 599 Special Issues in Bible. Directed graduate 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 with a focus on online tools that utilize Greek and Hebrew. Prerequisite: BI 264 (3)

Bible and Theology

BT 611 Introduction to Christian Theology. An introduction to the key Biblical beliefs that define the historic Christian faith (e.g. God, Christ, Holy Spirit, humanity, sin, salvation, etc.), with attention given to the credibility of such beliefs. (3)

BT 612 Introduction to the Bible. A survey of the key figures and texts in the Old Testament and New Testament, focusing particularly on the development of the covenant theme throughout the Bible. (3)

BT 613 Introduction to Biblical Research. This course introduces the tools necessary for interacting with biblical thinkers and resources. Specific emphasis will be given to methods employed by historical-critical, literary, and theological scholars by using recent advances in information technology. (3)

BT 614 Christian Worldview Studies. This course attempts to set out a distinctive, “Christian” approach to engaging culture by providing students with the critical tools necessary to the formation of a “Biblical Worldview.” The history, multiple applications, and contemporary criticisms of the concept of worldview will be analyzed in order to facilitate the kind of holistic model that is demanded by the Scriptures and has been evidenced in the practice of the faithful Church. (3)

BT 615 Interpreting the Bible. A survey of resources, principles, and methods of interpreting the Bible with special emphasis on contemporary hermeneutical approaches. (3)

BT 619 Bible Language Tools. This course will introduce students to Bible software, with a particular focus on using that software to better understand the Old and New Testament. (3)

BT 621 The Church’s Use of the Old Testament. This course examines how the contemporary church uses the Old Testament in its teaching and preaching. (3)

BT 623 Interpreting Genesis. A study of the book of Genesis giving attention to its role as the first book in the Bible and exploring important themes such as creation and covenant in Genesis and beyond. (3)

BT 627 Interpreting Deuteronomy. A study of the book of Deuteronomy covering structure, key themes, interpretation of Old Testament law, and the book’s contribution to the messages of the Old and New Testaments. (3)

BT 629 Interpreting 1 and 2 Samuel. A study of the books of 1 and 2 Samuel with attention to history and historiography and an emphasis on interpreting Old Testament narratives. (3)

BT 631 Interpreting the Psalms. An introduction to features of Hebrew poetry and methods of interpreting the Psalms as well as the use of the Psalms in the New Testament and their continuing value to the church. (3)

BT 635 Survey of the Prophets. An overview of the Old Testament prophetic books. (3)

BT 640 Interpreting Isaiah. A study of the book of Isaiah including historical contexts and literary features. Emphasis is on holistic and poetic interpretation of the book. (3)

BT 641 Interpreting Jeremiah. A study of the book of Jeremiah, its historical context, key themes, and literary features. (3)

BT 651 The Life and Teaching of Jesus the Messiah. A comprehensive survey of the life, ministry, and teaching of Jesus the Messiah. This course will focus on the Gospels drawing a portrait of Jesus of Nazareth, the man and the Savior, from the Gospels. (3)

BT 653 The Sermon on the Mount and Beyond. This course is a study of the origins and Biblical bases of Christian Ethics with a focus on the Sermon on the Mount (Matthew 5-7). It is an exegetical study of the Sermon on the Mount but also is designed to help the student determine appropriate Christian responses to present day issues in personal spiritual life, family life, church life, and public life, as well as making decisions involving issues surrounding one’s nation and the world. (3)

BT 654 Jesus and Spiritual Formation. This class focuses on the use of the classic spiritual disciplines (e.g. prayer, Bible study, fasting, worship, frugality, meditation, evangelism, confession, etc.) in the life and teaching of Jesus of Nazareth. The student will explore each of the spiritual disciplines and learn how to practice the spiritual disciplines in the process of spiritual formation. (3)

BT 656 Mark. An introduction to the Gospel of Mark with an emphasis on its main narrative, theological, and historical emphases. (3)

BT 659 Acts. An introduction to the Book of Acts with a focus on history, chronology, biography, theology, soteriology, and ecclesiology, with special attention to the role of the Holy Spirit. (3)

BT 660 Embracing the Mystery of Romans. This course draws deeply from the wells of salvation as we follow the theological currents of Paul’s greatest letter. With special emphasis on the themes of election, grace, ethnicity, and the reality of being “in Christ,” we will stand in humble deference to what Paul calls the unsearchable and unfathomable wisdom and knowledge of God. (3)

BT 674 Hebrews. An introduction to the Book of Hebrews with a focus on the book’s rhetoric, use of the Old Testament, and Christology, with special attention to how each of these contribute to the book’s overall purpose. (3)

BT 681 History of Theology. This course examines the story of the Church and the Christian faith throughout history, with a particular focus on this question: How did Christianity develop to the point where we are today? (3)

BT 683 Church History Survey. This course provides an overview of church history from Biblical times to the present, with some attention paid to the unique contributions of the American born Stone-Campbell (Restoration) Movement. (3)

BT 684 Theology and Postmodernity. This course addresses, more generally, the issue of the proper relation between secular thought or philosophy and Christian theology and, more specifically, the constructive relationships that Christian theology can have with more recent philosophies. (3)

BT 689 Apologetics. An introduction to Christian evidences, from the Creation/Evolution debate to Archaeology to Theodicy (the problem of suffering) and beyond. Learn how to construct convincing presentations for unbelievers and make apologetics a part of your own personal ministry. (3)

BT 691 Theological Ethics. An examination of the thought of Christian ethicists with application to contemporary problems. Course includes an emphasis on self-appropriation and decision making. (3)

BT 692 Theology of Work. A theological exploration of the nature and meaning of work and leisure. Topics include the cultural mandate and human flourishing, eternal significance and impact of work, vocation, economic systems, stewardship, and sabbath. (3)

BT 694 Theology of Worship. This course explores the biblical foundations of worship through theological reflection on scripture along with ancient and modern worship practices of the church. Students will study worship accounts in the Old and New Testaments and then dialogue with both ancient and modern forms of worship. Emphasis will be given to developing a theology of worship that spans biblical, cultural, and ecclesiological concerns. (3)

BT 696 Christian Theology and World Religions. A serious look at the major religions of the world, including their scriptures, and how they relate to Christian theology. Field trips to a mosque and a Hindu or Buddhist temple. Goal: to building understanding for “pre-evangelism,” implementing new strategies for connecting with outsiders. (3)

BT 700 Capstone Paper/Project. This course assesses how well students have achieved the program’s five learning outcomes through one of two means: 1) either a 35-45 page research paper or an approved topic or, 2) a field-based project completed in an approved setting that includes a well-documented summary of 20-30 pages. (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 360 Ministry in Context. This course looks at four congregational dynamics: theology, ecology, history, and identity, with a focus on students developing their own philosophy of ministry and how that works in their context (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)

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 (see also the [CPL link](#) on the LCU Hargrove School home page). 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)

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. (1-27, with 3-hour increments most common).

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. (1-27, with 3-hour increments most common)

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)

Deaf Studies

DS 135. Conversational Sign Language. This course introduces students to Conversational Sign Language, with a focus on every day, conversational vocabulary. Religious terms are also addressed. No prior sign language knowledge is required. (3)

Early Childhood Education

NOTE: In addition to the courses listed below that are all online, students are required to complete two offsite training modules (see www.redcross.org for locations): 1) **Infant/Child CPR** and 2) **First Aid**. Both modules must be completed by the summer after the first year with certification maintained through June 1 of the graduating year.

EC 101 Introduction to Professional Education Studies. This two-week course is an introduction to professional education for early childhood majors, especially how they can be successful online learners. This five-part course addresses LCU's online course software, online learning in general, library resources, university resources, and the Early Childhood program. The last module introduces portfolio requirements for the education program using LiveText web based portfolios to help students reach required educational technology competencies. (2)

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 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. This course is a study of developmentally appropriate methods and techniques for pre-primary education, emphasizing differentiated instruction, play, classroom management, the use of appropriate technology, family involvement, and authentic assessment. 15 hours of field experiences required. (2)

EC 234 Child, Family, and Community Education. This course explores the interrelatedness between families and communities with an emphasis on cultural and ability diversity and its impact on the early childhood education process. It includes the study of strategies for facilitating effective relationships between parents and community resources. (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, including learners with disabilities as well as students who possess giftedness. Covered are 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. The course also 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 243 Care of Infants and Toddlers. This course examines spiritual, social, emotional, language, and motor developments of infants and toddlers. Family assessment and involvement are also examined. It includes 10 hours of field experiences. (3)

EC 246 Organization and Administration for Early Childhood Directors. This course provides an in-depth examination of the Biblical, legal, and administrative functions for directing early childhood programs. Students will be prepared to administrate a day care or preschool program. Students must complete 10 hours of field experience. (2)

EC 254 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. (4)

EC 255 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. (4)

EC 261 Director's Practicum I. This course includes a field experience of at least 150 hours of supervision required for those in the AAS in Early Childhood program seeking Illinois Director Credential (IDC) Level I. The foci of this practicum 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 AAS in Early childhood program seeking Illinois Director Credential (IDC) Level I. The foci will be on technology use, program budget planning and management, and environmental assessment. (3)

EC 290 Professional Portfolio for Early Childhood Education. This course requires students to submit evidence of their achievement of the program's five student learning outcomes, using the Web-based Live Text program. (0)

English as a Second Language (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. The course deals with learner needs, in addition to approaches, methods, and techniques of teaching and speaking, listening, and pronunciation for learners. (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)

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)

HI243 Acts: History of the Church. 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. Same as NT243. (3)

HI 342 Church History Survey. This course provides an overview of church history from Biblical times to the present, with some attention paid to the unique contributions of the American born Stone-Campbell (Restoration) Movement. (1-3)

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)

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) NOTE: Failure to pass this course will result in dismissal from the program.

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 capstone 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. NOTE: Failure to pass this course will result in dismissal from the program.

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 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 servants in the establishment and growth of the earliest Christian communities. Same as HI243. (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 expository 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)

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 699 Special Topics in Organizational Leadership. With the permission of the program director, students may choose one or more topics for special study in the area of organizational leadership. (1-6)

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)

Old Testament

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)

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 church. (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 165 Biology and Society: Lab. A laboratory experience offered in conjunction with SC155. Co-requisite: SC155 (1)

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

SC 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)

Spiritual Formation

SF 601 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)

SF 602 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)

SF 603 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)

SF 604 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)

SF 605 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)

SF 606 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)

SF 607 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)

SF 608 Spiritual Direction. Looks at the ancient prayer process whereby spiritual directors and their directee establish an ongoing conversation about practicing the presence of God. The course focuses on duplicating this practice in the local church. (3)

SF 609 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)

SF 610 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)

SF 611 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)

SF 612 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).

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. IAI Code H5 904N. (3)

SS 299 Special Issues in Social Sciences. Directed study in the field of social sciences for the student who desires to pursue a topic of study not covered in the regular curriculum. (1-3)

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 upon the American workplace and the helping professions. 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)

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 312 Theology of Community Transformation Ministry. This course introduces Biblical principles and models that provide important lessons about transforming communities in today's urban context. (3)

TH 313 Theology and Sociology of Poverty. This course examines theological and sociological issues that shed light on the concept of poverty, especially in urban contexts, in order to provide students with the tools to transform communities (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)

Urban Ministry

UM 311 Cultural Diversity for Urban Leadership. This course studies diverse lifestyles, values, socio-economic classes, ethnic, racial, and immigrant backgrounds, and their social significance from a leadership perspective in urban settings. (3)

UM 312 Cultural Competence in Your Organization. This course examines the importance of building cultural capital on a micro level in businesses, churches, and schools as a primary responsibility of 21st century leaders. Prerequisite: UM311. (3)

UM 313 Community-Based Practicum. This field-based experience offers practical application in an approved urban context that focuses on gaining first-hand knowledge of the impact of community development in Urban Ministry. A minimum of 250 clock hours of work is required, typically over a 6-month period. Prerequisite or Co-requisite: UM311. (6)

UM 414 Cultural Competence in Your Community. This course addresses importance of building cultural capital on a macro level in business, government, and educational systems as a primary responsibility of 21st century leaders. Prerequisite: UM311. (3)

UM 415 Urban Internship I. This internship experience equips students to serve in an approved urban setting, with a particular focus on the impact of community planning and reconciliation in Urban Ministry. A minimum of 250 clock hours of work is required, typically over a 6-month period. Prerequisite: UM312 (6)

UM 416 Urban Internship II. This capstone field experience is learning in action. Students are provided the unique opportunity to put theory into practice as 21st century leaders in Urban Ministry while providing a public service. All five program learning outcomes are addressed. A minimum of 250 clock hours of work is required, typically over a 6-month period. Prerequisite: UM415. (6)

Worship Ministry

WM 311 Theology of Worship. This course explores the biblical foundations of worship through theological reflection on scripture along with ancient and modern worship practices of the church. Students will study worship accounts in the Old and New Testaments and then dialogue with both ancient and modern forms of worship. Emphasis will be given to developing a theology of worship that spans biblical, cultural, and ecclesiological concerns. (3)

WM 313 History of Christian Worship. This course follows the development of Christian worship from the post New Testament Era through the 21st century. Students will follow a historical case study approach that plunges them into the worshipping life of specific worshipping communities throughout history in order to appreciate and understand how different communities and cultures throughout time have appropriated Christian worship in their own contexts. (3)

WM 325 Worship Design and the Arts. This course explores theological foundations for the use of art (music, visual art, media arts, etc.) in worship through the lens of worship design. A basic and flexible model of worship design will be examined along with the unique functions of art within the worship experience. Students will learn the fundamentals of worship design (along with evaluation) and the unique contributions the arts bring to the worship of the church. (3)

WM 431 Worship and Spiritual Formation. This course seeks to examine the intersection between the practice of worship and the practice of spiritual formation. Focus will be given to the formative and liturgical nature of the sacred actions of Baptism and the Lord's Supper, as well as formative aspects of the Christian Year. (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 Academic Counseling](#), though graduate students typically interact most often with their [Program Director](#).

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 undergraduate student may appeal to the [Associate Dean](#); graduate students may appeal directly to the [Academic 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 satisfactorily. If 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 satisfactorily. 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 \$300. To convert a course to independent study, please complete the “Independent Study Request” form on the Student Portal (see also the [Independent Study](#) policy later in this chapter; any such independent study must be completed by the end of that six-week class session). Students who miss more than two class sessions will receive a grade of “WF” (Withdraw Failing), which may impact eligibility for financial aid (see Chapter 5). 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 Academic Counseling and the program director. The Hargrove School [refund policy](#) 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).

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 Academic Counseling](#) to change to a new or revised program described in a later catalog (see Change of Major or Degree Program below).

Changes of Major or Degree Program

Students changing from one major or degree program to another (or from one catalog to another) should complete a Change of Major/Degree form on the Student Portal, get the necessary signatures, and return it to the [Director of Academic Counseling](#). The fee for such changes is \$10 fee. Students making such changes will be responsible for meeting the degree and other program requirements shown in the catalog in effect at the time of the change.

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’s degrees, students enrolled for 6 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 hour minimum also applies.

Continuation in School

Students must pass HS290 (for undergraduates) or HS600 (for graduates) in order to continue as a degree-seeking student in the Hargrove School. The sole exception is that students majoring in Early Childhood Education must pass EC101, not HS290, to continue.

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 (Online)

The Hargrove School offers most of its courses and programs online, including some programs that are offered only online (see list on our [Web site](#)). For more information about our technology requirements for online learners, please visit [this link](#) on our Web site. Credit earned through distance learning from other institutions will be accepted per the Transfer of Credit policy listed below. Students who live outside of Illinois and desire to take one or more courses online should check first with the [Academic Dean](#) to make sure that our school is authorized by that state to offer online courses to residents of that state.

Dropping or Adding a Course

To drop or add a course, please contact the [Director of Academic Counseling](#). 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" (or "WF"). 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 (see "Appeals" policy above). 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 to comply with FERPA requirements.

Extensions

Students who are not able to complete their coursework by the end of the semester may request an extension (also called an “Incomplete”) by following the guidelines described below under “Incompletes.”

Extension Sites

The Hargrove School offers courses for academic credit from time to time at off-campus extension sites that are not part of our approved locations for degree programs (see [this link](#) for those approved sites). Extension courses are offered either on an irregular basis or, where approved, on an ongoing basis, though no more than four courses may be taken for credit at an extension site.

FERPA

The Family Educational Rights and Privacy Act ([FERPA](#)) affords students certain rights for their educational records (see “Educational Rights and Privacy” section above).

Grades

Lincoln Christian University uses a 4.0 grading scale, where 4.0 is an A and 1.0 is a D. Each instructor may establish their own course grading scale, but the Hargrove School recommends 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), which may impact eligibility for financial aid (see Chapter 5). A grade of W (withdraw) may be granted for cases with extenuating circumstances (e.g. extended illness), but only with the approval of the Academic 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 should 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 complete the Declaration of Intent to Graduate form on the Student Portal. 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 3.75-3.89 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. The Hargrove faculty selects qualified graduates for induction into the Alpha Sigma Lambda honor society.

Incompletes

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 class may be extended at most by only one week beyond that date, because final grades for all 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 (incompletes) 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. The Request for Extension (Incomplete) may be found on the Student Portal, and it must be submitted before the last day of class to the [Director of Academic Counseling](#). If not requested before the last day of class and/or 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 \$300 per 3-hour course beyond the current tuition rate, much of which covers University overhead costs. Students may request an Independent Study Form by contacting the [Director of Academic Counseling](#) or accessing the Student Portal, which is explained during orientation and registration. All independent studies are to be completed within the normal six-week class session (seven weeks for graduate students), unless the Director of Academic Counseling grants a longer period.

Leave of Absence

Students who withdraw from a course once it has begun and who intend to return in a subsequent course must complete a Leave of Absence form (found on the Student Portal) if they wish to maintain their eligibility status for federal financial aid. See also the Withdrawal policy section later in this chapter.

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 LCU. The Hargrove School of Adult & Graduate Studies is also a member of the Servicemembers Opportunity Colleges ([SOC](#)), a national consortium of nearly 2,000 colleges that cooperate to provide college learning opportunities for military personnel. For further information, please contact the [Director of Academic Counseling](#).

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. Normally, a student who has completed at least four weeks of the course may receive the grade earned at that point, while a student who has completed less than four weeks may receive a grade of “W” (Withdraw), with no academic penalty. The usual refund policy applies.

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.

Plagiarism

Our policy on plagiarism is part of our Academic Integrity policy described earlier in this chapter.

Probation

Undergraduate students failing to achieve the minimum cumulative grade point averages will be placed on academic probation and notified in writing of that status by the Hargrove School. The minimum 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 Hargrove School 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 Hargrove School will notify 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 Academic Counseling](#).

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. They also form part of the HS299/499 Capstone Portfolio course. For more information, contact the [Director of Academic Counseling](#).

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 Academic Counseling](#) 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 Academic Counseling](#) 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.

Student Portal

Lincoln Christian University provides students with online to access important academic records (e.g. transcripts, grades, etc.) and forms (e.g. Request for Independent Study, Intent to Graduate, etc.), as well as financial information (e.g. Student Bill, Payment Plans, etc.). This online access is provided through a Student Portal. Once a student is officially registered, he or she will be provided a username and password that allows them to access the Student Portal through the University’s learning management software (called *Angel*).

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, in consultation with the Academic Dean, using the above criteria. Credits from non-accredited institutions may be considered for transfer under one of the four following scenarios:

- 1) The student demonstrates through a comprehensive exam that he or she has met the expected learning outcomes for the desired transfer courses.
- 2) The student provides copies of all pertinent syllabi to the Hargrove School, so a qualified faculty member here can assess their appropriateness. Copies of course assignments may also be requested.
- 3) The student documents that his or her non-accredited institution has established an agreement (or a track record) with an accredited college that demonstrates its students do well at an accredited school.
- 4) The student may also be admitted provisionally, pending demonstration that he or she can complete the required work here successfully. Students so admitted who fail to earn at least a B- on each course they take here will be subject to dismissal.

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. The Hargrove School will accept up to 4 hours of academic credit for previous college work in the area of music lessons or physical education, provided those credits are applicable to the student's academic program (e.g. fit a general education requirement or an elective requirement).

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](#). A \$5 fee for an electronic copy (\$7 for paper) 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 Academic Counseling](#). Refunds will be made and grades given based on the [Refund Policy](#). Please also note that students who withdraw from a course once it has begun and who plan to enroll in a subsequent course must complete a Leave of Absence form on the Student Portal—if they wish to maintain their eligibility for financial aid (see also Leave of Absence policy earlier in this chapter).

CHAPTER 5. FINANCIAL INFORMATION

Tuition

The Hargrove School has established the following tuition and fees for 2011-12. *These rates are subject to change at any time by the University.* Please note that the University is also adding this year an \$8 per credit hour Technology Fee to the tuition rates listed below, so a 3-hour course at \$399 per hour will actually cost \$1,221 ($\$399 \times 3 + \8×3) and a 3-hour course at \$50 per hour will actually cost \$174 ($\$50 \times 3 + \8×3). This modest new fee will help our Campus Technology department keep current with the rising cost of information resources. The new Technology Fee applies to all Hargrove School students—whether onsite, offsite, or online. The tuition rates listed below are otherwise the same as last year, or less in some cases.

\$399	Tuition per credit hour for all Hargrove School programs—except those noted below Note: All students aged 60 and older will receive a \$100 per hour scholarship, making their effective tuition rate \$299 per hour.
\$299	Tuition per credit hour for classroom-based courses in the <i>BA in Urban Ministry</i> in Peoria
\$299	Tuition per credit hour for <i>MA in Spiritual Formation</i> in Normal—degree-seeking students only
\$249	Tuition per credit hour for AAS in Early Childhood Education majors (online program only)
\$150	Tuition per credit hour for field-based practicums and internships in the <i>BA in Urban Ministry</i> in Peoria
\$ 50	Tuition per credit hour for all auditors,* including Spiritual Formation Certificate students in Normal

* An auditor may enroll in any class that has not reached an enrollment limit and will receive all appropriate course content and lesson materials, but an auditor is not required nor expected to complete any assignments. Nor is the instructor obligated to grade any assignments from an auditor. Students are officially noted as auditors (on course rosters and on transcripts) and do not receive any academic credit for an audited course. The University has a special discount fee of only \$25 per semester for any spouse of a full-time student (see Spouse Audit Fee below).

Fees

Change of Major Fee	\$10
Change of Schedule (adding/dropping class after registration)	\$10
Credit for Prior Learning (CPL) Fee	(see CPL)
Deferred Payment Fee	\$50
Graduation Fee (for diploma only)	\$25
HS290 Course Fee (Orientation and Textbook Costs)	\$75
HS299/HS499 Course Fee	\$25
HS505 Introduction to Research Course Fee (no tuition)	\$150
HS600 Introduction to Online Learning Course Fee (no tuition)	\$100
Incomplete Grade	\$25
Independent Study Fee (per credit hour)	\$100
Late Intent to Graduate Filing	\$25
Late Registration	\$35
Proficiency Fee (per credit hour)	\$50
Spouse Audit Fee (per semester)	\$25
Technology Fee (per credit hour)	\$8
Textbook Fees (these vary widely, depending on the course)	NA
Transcript Copy (electronic)	\$5
Transcript Copy (paper)	\$7
Transcript Request (overnight; per destination)	\$35
Transcription Fee (per credit hour)	\$50

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 (described on our [Web site](#) and on the Student Portal):

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 Academic Counseling](#), 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 or phone call).

1. Courses dropped *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 Academic Counseling](#) during this period (or for any following period noted below) to drop a class. NOTE: Students who do not successfully complete the 0-credit course HS600 will be considered to have dropped their first credit course that follows—before it starts.
2. Courses dropped *after class starts but before the start of the second class session* (e.g. before the second Monday class for 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.
3. 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 Academic Counseling](#) as soon as possible and before the end of the course.

NOTE: All financial aid will be refunded based on the student's withdrawal date and on a formula set by the United States Department of Education's policy on Return of Title IV Funds. Please also note the Leave of Absence policy and the Withdrawal policy described in Chapter 4.

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 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, though there are deadlines for applying for such grants (see [Hargrove Web site](#)). 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. Most Hargrove School undergraduate scholarships are based on the student's EFC (Expected Family Contribution), determined through the [FAFSA](#) filing. Scholarship applications are available from the Financial Aid Office or [online](#). The deadline for application is March 15 for the following academic year.

Veterans

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

Satisfactory Academic Progress

Federal regulations require that financial aid recipients meet certain academic standards to be eligible for federal financial aid. To ensure financial aid recipients are making Satisfactory Academic Progress (SAP), academic transcripts are reviewed at the end of each term to determine eligibility for the next term. All terms of attendance are reviewed, including periods in which the student did not receive financial aid. The following guidelines for SAP have been established by Lincoln Christian University.

- 1. Minimum Grade Point Average Requirement:** 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) each semester.
- 2. Minimum Credit Completion Requirement:** 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. Transfer hours will be included in hours attempted. The phrase "hours attempted" is defined as the sum of the hours for all LCU courses and transfer courses for which registration charges were incurred. This includes "W" courses for which no refund was given.
- 3. Maximum Timeframe Requirement:** Eligibility is terminated at a point when total hours attempted equals 150% of the total degree hours: 90 hours for an associate, 180 hours for a bachelor's, 45 hours for a 30-hour master's, and 54 hours for a 36-hour master's. Students will be suspended as soon as it is mathematically not possible to graduate within the 150% timeframe.
- 4. Financial Aid Warning and Suspension:** Recipients are placed on financial aid warning for the next semester of enrollment when they fail to meet the Minimum Grade Point Average Requirement and/or the Minimum Credit Completion Requirement. Recipients are suspended from receiving financial aid if they do not meet Satisfactory Academic Progress by the end of their warning term.

Students may appeal their suspension if criterion #1 and/or #2 above is not met. Appeal forms are found on the Student Portal, along with instructions for completing them. Part of the appeal process is establishing an academic plan with the Director of Academic Counseling. 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 or the student has successfully followed the academic plan approved by the advisor.

Students on financial aid suspension will not receive any form of federal, state, or LCU financial aid (grants, scholarships, student loans, student employment, etc.). Financial aid eligibility may be reinstated when all requirements for Satisfactory Academic Progress are met. Students suspended from receiving federal financial aid are not eligible for a financial aid deferment. This suspension pertains only to financial aid and does not prevent students from enrolling in and paying for classes on their own.

Please note that Financial Aid Warning and Suspension are separate conditions from Academic Probation (see page 42). It is possible, for instance, to be on Financial Aid Warning or Suspension because of not meeting the Maximum Timeframe Requirement, even though academic progress (e.g. grade point average) is acceptable.

CHAPTER 6. ADMISSION INFORMATION

Admissions Overview

The Hargrove School is a school for adult learners who desire to become more effective in their chosen professions. We accomplish that through undergraduate and graduate programs delivered through non-traditional means that suit adults' 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) and some college experience (or a college degree if a graduate applicant).

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. One may contact the Hargrove School Admissions Office at [this link](#) or by calling 1-888-522-5228.

Once all of the required application information has been received, the Hargrove School Admissions Committee will make a decision—usually within a few weeks—as to whether or not the applicant meets our admission requirements. Students will then be notified via regular mail and/or email of the Admissions Committee's decision. Application information should be submitted as early as possible.

NOTE: Students who have not submitted all required information *may* on occasion be admitted, but their acceptance letter will note what information is missing (usually a transcript) and the deadline for submitting what is missing. Those so admitted are limited to 12 hours (typically one semester) before they must either submit any missing materials or withdraw.

Application Process

All applicants for LCU's Hargrove School of Adult & Graduate Studies must complete the [online application form](#). This same online application form is used for non-degree-seeking auditors taking classes, though auditors do not need to supply any transcripts. Any former Hargrove student who has not been enrolled for at least 12 months must reapply through this same process. The application process includes these expectations for applicants to the Hargrove School:

1. All applicants should be at least 23 years old (though exceptions may be granted for unusual circumstances), with at least two years of work experience (paid or volunteer).
2. All applicants should support LCU's [mission](#) and [beliefs](#) statements, follow our "Student Life" code (see page 43), and desire an education taught from a Christian worldview.
3. Undergraduate applicants typically will have completed some college work previously. Those with less than 30 hours of transferable college credits are expected to begin with one of our Associate degree programs. An applicant may request permission from the [Admissions Office](#) to begin with a bachelor's degree program—provided that program's prerequisites are met in a timely manner. All previous college work is to be documented through official transcripts submitted to the Admissions Office as part of the application process. If the applicant has had no previous college work, then an official high school transcript must be submitted.
4. Graduate applicants must have earned a bachelor's degree from an accredited institution (see "Transfer of Credit" policy on page 44). All previous academic work (other than work at LCU) is to be documented through official transcripts submitted to the Admissions Office as part of the application process.
5. All applicants are to schedule an interview with the Admissions Office (via phone, online, or in person) at a mutually convenient time, after all application materials have been submitted. This may be waived for auditors.

Note: Any undergraduate applicant 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 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 GPA. 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. Official graduation honors, however, are based on a student's entire cumulative GPA, not just Hargrove grades.

Note: Any graduate applicant with an undergraduate cumulative GPA 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's Hargrove School.

Application Process for Internationals

International applicants who are not citizens of the United States must still complete the same online application process as described above—and must meet the same expectations described above. In addition, international applicants whose first language is not English and 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). International applicants who prefer may use instead the International English Language Testing System (IELTS); see their [Web site](#). A minimum score of 6.5 (out of 9.0) in the Academic Module is required for undergraduate applicants and a minimum score of 7.0 (out of 9.0) in the Academic Module is required for graduate applicants. Costs vary widely, depending on the country and city in which the applicant chooses to sit for the IELTS exam of English-language proficiency.

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 living in the United States while pursuing a Hargrove School degree are limited to no more than one *online* course (3 hours) each term, so pursuit of an online degree program under those conditions would not be feasible.

International applicants 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.

NOTE: Securing official transcripts for international students whose academic work has been completed outside the United States can be complex. We require international applicants to utilize one of the following transcript evaluation services (though an applicant may appeal this requirement if there are extenuating circumstances):

- AACRAO (www.aacrao.org/credential/index.htm)
- World Education Services (www.wes.org)
- Educational Credential Evaluators, Inc. (www.ece.org)
- Josef Silny & Associates (www.jsilny.com)
- International Education Research Foundation (<http://www.ierf.org>)

Application Process for LCU Students

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](#).

Application Process for 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).

CHAPTER 7. FACULTY AND STAFF

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 twelve trustees for the current year are listed here:

Jennifer Armstrong (Bloomington, IL)—CPA
 Carolyn Bartlett (Normal, IL)—Registrar (retired)
 Millie Beverly (Columbus, IN)—Attorney
 Kevin Hazelwood (Amarillo, TX)—HR Officer
 Dwain Illman (Bloomington, IN)—Physician (retired)
 Michael McElyea (Robinson, IL)—Associate Pastor

Sherry Miller (Hickory Hills, IL)—Professor
 Mont Mitchell (Bolingbrook, IL)—Pastor
 Keith H. Ray (Lincoln, IL)—President of LCU
 David Upchurch (Rochester, IL)—Pastor
 Les White (Painesville, OH)—Pastor
 Sara Wills (Bloomington, IL)—Finance Administrator

University Administration

President
 Provost
 Vice President of Enrollment Management
 Vice President of Finance
 Vice President of Student Development
 Vice President of University Advancement
 Special Assistant to the President
 Executive Assistant to the President

[Keith H. Ray](#) (M.Div., D.Min.)
[Clay Ham](#) (M.Div., Ph.D.)
[Krista Wong](#) (B.A.)
[Andrea Short](#) (M.B.A.)
[Brian Mills](#) (M.Div.)
[Gordon Venturella](#) (M.A., C.F.R.E.)
[Lynn Laughlin](#) (M.A.)
[Linda Seggelke](#) (B.A.)

Hargrove School Administration and Staff

NOTE: The faculty listed below have separate Web pages with fuller descriptions at [this link](#).

Academic Dean of the Hargrove School
 Associate Dean for Adult and Continuing Education
 Associate Dean for Undergraduate Programs
 Director of Academic Counseling
 Director of Graduate Bible & Theology Program
 Director of Graduate Bioethics Program
 Director of Graduate Leadership Program
 Director of Graduate Spiritual Formation Program
 Director of Graduate TESOL Program
 Director of Associate of Arts Program
 Director of A.A.S. in Early Childhood Program
 Director of B.A. in Human Services Program
 Director of B.A. in Individualized Study Program
 Director of B.A. in Leadership & Management
 Director of B.A. in Urban Ministry Program
 Director of Undergraduate Las Vegas Program
 Director of Recruitment and Admissions
 Enrollment Counselor
 Financial Aid Counselor
 Administrative Assistant for Hargrove Office
 Administrative Assistant for Admissions/Student Services
 Financial Aid Director
 Registrar
 Library Director
 Chief Technology Officer

[Tom Tanner](#) (M.Div., M.A., M.L.S., Ph.D.)
[Bob Monts](#) (M.R.E., M.A.C.M., D.Min. in process)
[Stephen Collins](#) (M.A., M.A., M.Div.)
[Deb Siltman](#) (M.A.C.)
[Trevor Cochell](#) (M.Div., Ph.D.)
[Robert Kurka](#) (M.Div., D.Min., Ph.D. in process)
[Don Green](#) (M.Div., D.Min.)
[J.K. Jones, Jr.](#) (M.A., M.Div., D.Min.)
[Miriam Windham](#) (M.A., Ph.D. residency completed)
[Peter Verkruyse](#) (M.A., M.Div., Ph.D.)
[Karen Estep](#) (M.A., Ph.D.)
[Deb Siltman](#) (M.A.C.)
[Peter Verkruyse](#) (M.A., M.Div., Ph.D.)
[Rick Champ](#) (M.A.)
[Gary Jackson](#) (M.A., Ph.D.)
[Paul Trainor](#) (M.A., Ph.D. in process)
[Jessica Hanson](#) (M.A.)
[Stephanie Umphrey](#) (B.A.)
[Jason Farr](#) (B.A.)
[Bonnie Otto](#)
[Lindsey Clark](#) (B.A.)
[Nancy Siddens](#) (B.A.)
[Shawn Smith](#) (M.A., M.Div.)
[Nancy Olson](#) (M.L.S., M.Div.)
[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 100 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

LARRY BLEVINS

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

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 University

TARA HENNESSY

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

IDA JOHNSON

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

SCOTT JONES*

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

SALLY LITTERLY

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

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
B.R.E., Great Lakes Bible College
M.S.L., Western Michigan University
M.Div., Lincoln Christian Seminary

TOM SOWERS*

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

DEBRA NOYES

B.S., Eastern Illinois University
 M.S., Southern Illinois University
 Ph.D., Southern Illinois University

EMMARY ROEMER

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

DARCIE SIVYER

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

LAURA WILGUS

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

Bible and Theology Program Faculty**TREVOR COCHELL*** (Graduate Program Director)

Professor at Large of Old Testament
 B.A., Northwest Christian University
 M.A., M.Div., Lincoln Christian Seminary
 Ph.D., Baylor University

STEPHEN COLLINS* (Undergraduate Program Director)

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

STEVEN CONE*

B.A., Lincoln Christian College
 M.A., Lincoln Christian Seminary
 Ph.D., Boston College

GLENN GILES

B.A. Lincoln Christian College
 M.Div., Lincoln Christian Seminary
 ThM., Trinity Evangelical Divinity School
 Ph.D. (res.), Marquette University

DOUGLAS JACOBY

B.A., Duke University and Oxford University
 M.T.S., Harvard University Divinity School
 D.Min., Drew University

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

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

CHRIS KEITH*

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

STEVE KINNARD

B.A., Freed-Hardeman College
 M.Div., Southeastern Baptist Theological Seminary
 D.Min., Drew University

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)

ANTHONY LEDONNE*

Assistant Professor of NT and Second Temple Judaism
 B.A., Trinity Western University
 M.A., Trinity Western University
 Ph.D., Durham University

MARK MANGANO*

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

CHRISTOPHER BEN SIMPSON*

B.A., Eastern New Mexico University
 M.A., Lincoln Christian Seminary
 M.A., University of Iowa
 Ph.D., University of Nottingham

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)

PAUL TRAINOR*

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

Bioethics Program Faculty

LISA ANDERSON-SHAW

B.S.N., Southern Illinois University
 M.S.N., Indiana University
 M.A., Loyola University
 Dr.PH., University of Illinois

PATRICK ANDRESEN

B.A., University of Northern Iowa
 M.Div., Lincoln Christian Seminary
 D.Min., Lincoln Christian University (residency)

JOHN CASTELEIN*

Professor of Contemporary Theology at LCU
 B.A., Lincoln Christian College
 M.A., M.Div., Lincoln Christian Seminary
 Ph.D., University of Chicago

TODD T.W. DALY

B.S. Iowa State University
 M.Div., Trinity Evangelical Divinity School
 Ph.D., University of Edinburgh

DALE ERICKSON

B.A., Lincoln Christian College
 B.A., Indiana University
 M.A., Trinity International University
 M.D., Indiana University School of Medicine

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

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 B.A., Minnesota Bible College
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 D.Min., Trinity Evangelical Divinity School
 Ph.D., Trinity Evangelical Divinity School (res.)

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 MA., Michigan State University
 Ph.D., Saint Louis University (res.)

ALBERT MAURER

B.S., University of Illinois College of Medicine
 M.D., University of Illinois College of Medicine

PAUL MCALISTER

B.A., Minnesota Bible College
 M.A., Lincoln Christian Seminary
 D.Min., Bethel Theological Seminary

MICHAEL SLEASMAN

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 M.Div., Trinity Evangelical Divinity School
 Ph.D., Trinity Evangelical Divinity School

MAILEE SMITH

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Christian Ministry Program Faculty

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

ISAAC GAFF

B.A., Lincoln Christian College
 M.S., Indiana University
 D.W.S., Institute for Worship Studies

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

DAVID HARMON*

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

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

J.K. STEVENS
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 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
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 M.A., Lincoln Christian Seminary

BARNEY WELLS*
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