



Live your mission.



Lincoln Christian
UNIVERSITY

Undergraduate Studies
2012-14 Catalog

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Chapter 1

Introduction

Servant Leadership

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

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

Servant Leadership at Lincoln

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

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

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

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 School of Undergraduate Studies is a residential undergraduate school whose educational goal is to *prepare servant leaders who know God’s Word, engage God’s world, and pursue God’s will for their lives*. The School of Undergraduate Studies has adopted a set of student learning objectives to further clarify these goals for each student.

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

Undergirding our educational approach is a fundamental commitment to a Biblical worldview. We want our students to look at and live all of life from a distinctively Christian perspective that is derived from Scripture so

they can “think with the mind of Christ.” We want them to see everything through the larger Biblical story of creation, fall and redemption. We also want our students to understand and respect those with other worldviews in order to engage them with integrity and 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 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. While we have our doctrinal distinctive, we welcome all those who share our common concern for Christ’s church and God’s world. Located in America’s heartland, we have a heart for the world in all its diversity because God does.

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

To help fulfill our mission we have adopted a vision and a set of core values and beliefs, as well as institutional goals:

- 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 with alumni, churches, donors, and other constituents.

All of our planning, our policies, and our programs are directed toward these ends as we seek to be good stewards of the resources entrusted to us by God and His people.

Our Learning Objectives

In fulfillment of our mission, the faculty of the School of Undergraduate Studies is committed to helping every student:

1. *Know God’s Word* by understanding and living the Scriptures with the aid of a Biblical worldview, a faithful interpretive community and a disciplined Christian life. The Bible and Theology Field has developed objectives that focus especially on this learning outcome.
2. *Engage God’s World* by interacting critically with multiple disciplines from a Biblical worldview perspective and by communicating effectively (through listening, speaking, writing, media and other means). The General Education Field has developed objectives that focus especially on this learning outcome.
3. *Pursue God’s will* by discovering and using their gifts to minister passionately and compassionately in their chosen vocations, inside and outside the Church, especially in serving an increasingly diverse world. The Christian Ministries and Christian Education Ministries Fields have developed objectives that focus especially on this learning outcome.
4. *Live as lifelong learners* by developing the skills and attitudes needed for lifelong learning, beginning with satisfactory learning experiences while a student. The University academic support and student development programs have developed objectives that focus especially on this learning outcome.

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

Our Philosophy of Education

The purpose of a philosophy of education is to clarify educational concepts, strategies, and outcomes. At Lincoln Christian 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 a learner-disciple led by the Holy Spirit within a covenant community.

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

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

This community of teachers and learners strives to strengthen the learning partnership in a variety of ways. We employ a variety of educational strategies, both pedagogical and andragogical, to address the diversity of our learners’ ages and life experiences. We promote a variety of settings and opportunities for learning, both formal and informal, focusing on individuals and on groups, located inside and outside the classroom, occurring on-campus and around the world, and involving both scholarship and service, academics and ministry.

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

Our Focus on Assessment of Learning

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

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 the U.S. Lincoln Christian was founded in 1944, but its religious heritage extends back to the early 19th century, to a nation-wide revival among various Protestant churches often called “the Great Revival.” From that Great Revival came a grass-roots movement among many faith groups led by Thomas Campbell, Alexander Campbell, Barton Stone, and Walter Scott. It was

known as the Restoration Movement. The plea of this movement, to which Lincoln 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 website and select the "About Us" link.)

Our Campus

The campus of Lincoln Christian University is located in central Illinois in the community of Lincoln, christened by, and named for, Abraham Lincoln. The town, located about halfway between Chicago and St. Louis on I-55, has approximately 15,000 people with many small town amenities. The campus is located on the east edge of Lincoln, along Illinois Route 10, on more than 100 acres. Its buildings include the Charles E. Mills Administration Building, the Jessie C. Eury Library, Henderson Hall cafeteria, the Earl C. Hargrove Chapel, the Laughlin Center (an athletic facility which includes the 1,100-seat Gaston Arena), Restoration Hall (the home of the Seminary), Timothy Center (home to the Hargrove School and the Undergraduate Christian Ministry Field), Harmony Hall (housing the Campus Technology Department and the Undergraduate Professional Education Field), the student center (known as "The Warehouse"), three dormitories, 56 student apartments, and various service and maintenance facilities. The grounds also include outdoor athletic facilities for baseball, softball, and soccer.

Student Life

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

Diversity Statement

Located in America's heartland, Lincoln Christian 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.

The LCU Lectures

Lincoln Christian University fulfills its mission of "nurturing and equipping Christians" in a variety of ways—inside and outside the classroom. One of the "outside-the-classroom" ways is through annual lectureships on our campus. These lectures provide a forum for bringing to campus a wide range of noted scholars, teachers, preachers and others who are major influencers "in the church and in the world." These free lectures are for the benefit of our own students and employees, as well as for the general public. Currently, LCU offers two lecture series each year: one in the fall and one in the spring.

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

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

The Library

The Jessie C. Eury Library staff is dedicated to every student being able to locate, evaluate, and communicate information—empowering them to be lifelong learners. In that regard, the Library’s website (www.lincolnchristian.edu/library) is a key tool in our students’ pursuit of academic success and lifelong learning. It provides access to information about the Library’s resources and services on and off campus. Our Library is one of the largest Bible college libraries in the country, with almost 185,000 volumes and access to more than 32 million volumes in 80 I-Share Illinois libraries and more than one billion volumes worldwide. It subscribes to over 46,000 e-books, plus over 8,500 journals in full text, and includes a collection of about 22,000 media resources. The Library is equipped with wireless internet access, and laptops are available for check out in the Library only.

The Online Bookstore

Students may purchase required and recommended textbooks and University-related clothing through our [Online Bookstore](#). Contact the Provost Office at 217-732-3168 ext: 2241 for questions.

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 to and accessible from the campus. The report also includes institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. This report may be accessed at www.lincolnchristian.edu by clicking on “About Us” or by contacting the Office of the President.

Graduation and Placement Report

As required by federal and accreditation guidelines, the University publishes in its catalog its most recent graduation and placement rates. Our most recent graduation rate is 51%, above the national average of 39% for Christian universities and colleges. The graduation rate for Christian universities and colleges is typically lower than comparable private universities, since many students come to Christian universities and colleges “for a year or so” to deepen their faith without any intention of graduating. Our most recent placement rate is 69%, meaning that 69% of those graduates had found a ministry or other position in an area related to their undergraduate major at the time of graduation.

Our Accreditation

[Higher Learning Commission of the North Central Association of Colleges and Schools](#)

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Chicago, IL 60604

800-621-7440 www.ncahlc.org

[Association of Biblical Higher Education](#)

5850 T.G. Lee Boulevard, Suite 130

Orlando, FL 32822

407-207-0808

www.abhe.org

Approval and Authorization

Approved by the Illinois State Approving Agency, Department of Veterans’ Affairs, for the training of veterans. Authorized under federal law to enroll non-immigrant alien students.

Chapter 2

Academic Programs

Degree Programs

LCU's School of Undergraduate Studies offers programs leading to the Bachelor of Arts (BA) degree (see pages 13-26), the Bachelor of Science (BS) degree (see pages 26-31), the Associate of Arts (AA) degree (see pages 32-35) and the Associate of Science (AS) degree (see page 36), and a certificate program (see page 37, as well as minors. The Bachelor of Arts degree is offered in 12 areas and can typically be completed in four years. The Bachelor of Science degree is offered in a "3 + 2" joint arrangement with several area colleges and universities in the areas of teacher education and communication. It typically takes five years and results in two baccalaureate degrees: one from LCU and one from the consortium school. The University also offers a "2 + 2" program in Elementary Education with Greenville College, with all years offered on the LCU campus. The Associate of Arts degree is offered in three areas and can be completed in two or two and a half years. The Associate of Science degree is offered in pre-nursing and can be completed in two and a half years. Certificate programs usually take one year.

The Major

Every Undergraduate Studies student completes a core of General Education and Bible and Theology courses in addition to the major they choose. Our basic focus is on servant-leadership ministry, and we believe that such ministry occurs in many ways, inside and outside the Church. Consequently, students choose from a variety of majors or specializations that they believe best suits their gifts. At Lincoln Christian, we have the following majors or specializations:

Bible*	Education &	Psychology
Biblical Studies	Discipleship	Spiritual Formation &
Business Administration	General Studies	Ministry
Children and Family Studies	Intercultural Studies	Teacher Education+
Communication+	Philosophy	Worship Ministry
Early Childhood*	Preaching Ministry	Youth and Family Ministry
Education*	Pre-Nursing**	

* Available only in the Associate of Arts degree

** Available only in the Associate of Science degree

+ Available only in the consortium Bachelor of Science degree

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

The Minor

In addition to the major, students may also select an 18 hour minor from a broad range of options. Students seeking to complete a minor as part of their undergraduate studies must complete a bachelor degree through LCU or through an LCU partnership school (e.g. the AA in Education/Bachelors through Greenville College, etc.) Double dipping of courses between the minor and major or core is limited to 6 credit hours. Minors are designed to allow students a formally recognized secondary focus, resulting in custom degrees carefully suited both to individual student interest and the unique needs of prospective employers. Students selecting a minor would do well to declare the minor early in their studies at LCU since their open electives will be limited to as few as six hours. At Lincoln Christian, we have the following minors:

Bible Translation	Early Childhood	Philosophy
Bible Exposition	Education and Discipleship	Pre-Nursing
Biblical Languages	Global Youth Ministry	Preaching Ministry
Biblical Studies	History	Psychology
Business Administration	Intercultural Studies	Spiritual Formation
Children and Family Studies	Media Arts and Worship	TESOL
Children and Youth Ministry	Technology	Theology and Philosophy
Christian Ministry	Music	Women in Society
Church Planting	New Testament	Youth and Family Ministry
Communication	Old Testament	

Two Majors or Specializations

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

Two Degrees

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

Students may not earn an AA in Bible with the same graduation date as a BA or BS. The AA in Bible must be completed and awarded prior to the BA or BS.

Program Requirements

The following pages contain a brief description of the requirements of each of the academic programs offered by the University, many of which can be taken with an "honors" emphasis (see page [64](#) and [89](#)).* The academic programs described in this chapter are listed in the following order:

BACHELOR OF ARTS DEGREE PROGRAMS (130 hours)

Biblical Studies	Philosophy
Business Administration	Preaching Ministry
Children and Family Studies	Psychology
Education & Discipleship	Spiritual Formation and Ministry
General Studies	Worship Ministry
Intercultural Studies	Youth and Family Ministry

BACHELOR OF SCIENCE DEGREE PROGRAMS

- Bible for Communication (150 hours)
- Bible for Teacher Education (hours vary)

ASSOCIATE OF ARTS DEGREE PROGRAMS

- Bible (64 hours)
- Early Childhood (hours vary)
- Education for UTEP (67-75 hours)

ASSOCIATE OF SCIENCE DEGREE PROGRAM (70 hours)

- Pre-Nursing

CERTIFICATE PROGRAM (18 hours)

- Certificate in Teaching English to Speakers of Other Languages

ENGLISH LANGUAGE ACADEMY

CHINA INSTITUTE

The China Institute is a strategic partnership with the American Chinese Civic Exchange (ACCE) for international program development. See pages [102-103](#) for further information (also online at www.lincolncristian.edu/international/china-institute.php.)

* Suggested course sequences are available through advisors and the website.

The Common Core for Bachelor of Arts Programs

The following courses are common to all the Bachelor of Arts programs of 130 hours.

1. BIBLE AND THEOLOGY CORE REQUIREMENTS	30
BI 111 Introduction to the Bible	3
BI 270 Interpreting the Christian Scriptures	3
BI 413 Senior Seminar in Bible	3
NT 204 Introduction to Jesus and the Gospels	3
NT 333 Pauline Epistles	3
OT 105 Pentateuch	3
OT 232 Hebrew History and Literature I	3
OT 302 Hebrew History and Literature II	3
TH 160 Basic Christian Beliefs	3
TH 416 Systematic Theology	3
2. GENERAL EDUCATION REQUIREMENTS	37
HI 280 History of American Christianity and the Stone-Campbell Movement	3
ID 101 Introduction to Worldviews	3
ID 201 Ancient Civilizations	3
ID 202 From Early Church to Medieval World	3
ID 301 The Emerging Modern World	3
ID 302 The Modern and Postmodern World	3
LA 111 Introduction to Written Composition*	3
LA 113 Introduction to Speech*	3
PE 191 Physical Fitness (two ½-hour semesters)	1
<i>Choose one of the following courses: **</i>	3
MA 197 Math for Life*	
SC 155 Biology and Society*	
SC 157 Chemistry and Society*	
SC 251 Microbiology	
<i>Choose two of the following courses: **</i>	6
SS 164 Introduction to Sociology*	
SS 171 Principles of Psychology*	
SS 260 Introduction to Cultural Anthropology	
SS 268 Non-Western Religions	
General Education Elective	3
TOTAL HOURS IN THE 130-HOUR BA COMMON CORE:	<u>67</u>

Note: A passing grade in Chapel (CM 100) and Service Learning (CM 101) is required during each semester in which you are taking 12 or more hours of credit.

* External proficiency exams are available for these courses.

** Psychology Majors should take SC 251 and SS 171.

BA in Biblical Studies

The Biblical Studies major is focused on preparing servant-leaders for advanced theological study and teaching and leadership positions in the Church. We believe that training leaders to think critically, constructively, and Christianly on Biblical and theological matters is crucial to the health of the local and universal Church. We thus give students the linguistic, historical, and theological knowledge necessary to succeed in this service. Although not all our students will or should proceed to advanced studies at the graduate level, all our students will be able to succeed there if they choose to do so. For more information, please contact program director, Dr. Steve Cone, at scone@lincolnchristian.edu.

Program Objectives:

Upon graduation, students will:

1. Interpret the Bible based on original-language study of the Old and New Testament texts.
2. Know the social and historical contexts of the Biblical world.
3. Be able to interpret God's Word for their own world.
4. Grow in love for God and God's Word.

Program Requirements:

1. BIBLE AND THEOLOGY CORE (see page 12)	30
2. GENERAL EDUCATION CORE (see page 12)	37
3. BIBLICAL EXPOSITION REQUIREMENTS	39
7 BL Prefix Classes	21
BI 393 History and Literature of 2 nd Temple Period	3
BI 417 Scripture in the Early Church	3
BI 427 Advanced Hermeneutics	3
Bible Book Study	3
CM 098 Life @ LCU	0
CM 099 AIM: Developing a Christ-Centered Life	0
CM 100 Service Learning (each semester)	0
CM 101 Chapel (each semester)	0
<i>Choose an option below</i>	
CM 438 Expository Teaching <i>and</i>	3
PR 212 Homiletics	3
OR	
BI 400 Orientation to Internship <i>and</i>	0
BI 401 Internship	6
4. OPEN ELECTIVES	<u>24</u>
TOTAL:	130

BA in Business Administration

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

Program Objectives:

Upon graduation, students will:

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

For a more complete description of the program objectives, please refer to the Business Administration program handbook provided by the Program Director.

Program Requirements:

All students are expected to:

1. Adhere to the guidelines listed in the Business Administration program handbook.
2. Maintain a minimum of a 3.0 GPA in the major coursework (courses with an AD designation).
3. AD 291, AD 380, AD 381, and AD 480 must be taken at LCU. If a student transfers any of these courses to LCU, the course(s) may count toward elective hours and the corresponding course(s) will be retaken at LCU.
4. Students must complete 24 hours of AD courses at LCU. Excess hours, either transferred or taken at LCU, may count toward elective hours.

1. BIBLE AND THEOLOGY CORE (see page 12)		30
2. GENERAL EDUCATION CORE (see page 12)		37
3. BUSINESS ADMINISTRATION REQUIREMENTS		39
AD 101 Introduction to Business	3	
AD 250 Business Statistics	3	
AD 291 Presentation Design and Delivery	3	
AD 292 Business Communication	3	
AD 350 Principles of Accounting	3	
AD 360 Principles of Finance	3	
AD 373 Marketing I	3	
AD 374 Marketing II	3	
AD 380 Organizational Behavior	3	
AD 381 Human Resource Management	3	
AD 480 Principles of Management	3	
AD 488 Operations Management	3	
AD 497 Principles of Macroeconomics	3	
CM 098 Life @ LCU	0	
CM 099 AIM: Developing a Christ-Centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
4. OPEN ELECTIVES*		<u>24</u>
TOTAL:		130

* As a possible elective for this degree the student may select to do an internship.

BA in Children and Family Studies

The Children and Family Studies program is for students who are interested in working with children and their families through churches, faith-based organizations, or public organizations as minister, director, social worker, skilled helper, researcher, and preparation for graduate studies. The program equips the students to become competent professionals in their vocations through teaching Biblical, theological, psychological, and social foundations of children, families, church and community/society, and their relationship and dynamics in children’s spiritual growth and their welfare through lectures, field experiences, and internship. For more information contact the program director, Dr. Mariana Hwang, at mhwang@lincolnchristian.edu.

Program Objectives:

Upon graduation, students will:

1. Understand, research, and articulate the Biblical, theological, psychological, social, and cultural foundation of children and family studies and its related services.
2. Design and implement various educational ministries for the purpose of Christian formation of children and family in the church, faith-based organizations as well as public contexts.
3. Understand and work with today’s families as they continue to change and diversify.
4. Demonstrate his/her administrative and leadership skills for church and community education, such as planning, developing, organizing and implementing educational ministries for children and family, and recruiting, training and equipping teachers and volunteers.
5. Serve children and family affairs in the capacity of minister, director, social worker, and skilled helper.

Ministry (Career) Opportunities:

- Graduate studies
- Church ministries: Director of children and family ministry, urban ministry, family ministry, children’s Christian camping ministry
- Christian Education: Teacher or administrator in Christian schools or church/faith-based schools
- Ministries in faith-based organizations: Leader or staff member in parachurch organizations, cross-cultural missions, curriculum developer for Christian education
- Community services: Leader or staff member of community centers, leader or staff member of community programs servicing children and adults with special needs
- Social services: Leader or staff member of children and youth social service agencies, family support specialist

Program Requirements:

1. BIBLE AND THEOLOGY CORE (see page 12)	30
2. GENERAL EDUCATION CORE (see page 12)	37
3. CHILDREN AND FAMILY MINISTRY REQUIREMENTS	39
CE 131 Technology Seminar	0
CE 211 Foundations of Children and Family Studies	3
CE 220 Child Theology and Spiritual Development	3
CE 230 Skills of the Helping Professionals	3
CE 235 Marriage and the Family	3
CE 305 Worship & Arts for Children & Family Ministry	3
CE 306 Teaching and Learning in the Church	3
CE 348 Junior Children & Family Studies Field Experience	0
CE 400 Orientation to Internship	0
CE 401 Internship	12
CE 423 Leadership in Children and Family Ministry	3
CE 441 Ministry to Children in Crisis	3
CM 098 Life @ LCU	0
CM 099 AIM: Developing a Christ-Centered Life	0
CM 100 Service Learning (each semester)	0
CM 101 Chapel (each semester)	0
ED 448 Colloquy	0
Children and Family Studies Elective <i>choose 1</i> :	3
CE 328 Ministry to Urban Children and Youth	
CM 320 Christian Character and Leadership	
ED 237 Survey of the Exceptional Child	
PS 397 Special Issues in Ministry to Females	
4. OPEN ELECTIVES	<u>24</u>

TOTAL: 130

BA in Education and Discipleship

The Education and Discipleship program is for the students who are interested in making disciples of Jesus through educational ministries in churches as well as in faith-based organizations. This program equips students to be leaders of the education and discipleship ministry, who can understand and work with various age groups through the courses such as Biblical and theological foundations of teaching and discipleship, social science studies and spiritual formation, Biblical leadership, and field experiences, in order for them to prepare themselves to become effective leading models in education and discipleship ministry in the capacity of minister of Christian education, director of educational ministry, director of discipleship ministry or leader of small group ministry. For further information please contact the program director, Dr. Mariana Hwang, at mhwang@lincolnchristian.edu.

Program Objectives:

Upon graduation, students will:

1. Serve as a servant leader who is equipped with knowledge, skills, and character suitable to discipleship ministries in the local churches as well as parachurch settings.
2. Develop, design, and oversee various educational ministry models and programs appropriate for different age groups to help them attain Christian spiritual formation.
3. Lead and train leaders of various educational ministries through mentoring and discipleship programs.

Ministry (Career) Opportunities:

- Graduate studies (MCE, MRE, and EDD)
- Church ministries: director of Christian education and discipleship; youth director; children's director; young adult ministry; small group ministry; leadership training ministry

Program Requirements:

1. BIBLE AND THEOLOGY CORE (see page 12)	30
2. GENERAL EDUCATION CORE (see page 12)	37
3. EDUCATION AND DISCIPLESHIP REQUIREMENTS	42
CE 230 Skills of the Helping Professional	3
CE 306 Teaching and Learning in the Church	3
CM 098 Life @ LCU	0
CM 099 AIM: Developing a Christ-Centered Life	0
CM 100 Service Learning (each semester)	0
CM 101 Chapel (each semester)	0
CM 438 Expository Teaching	3
EL 386 Leadership for Christian Formation	3
EL 400 Orientation to Internship	3
EL 401 Internship	12
SF 260 Christian Spirituality	3
SF 340 Human Development and Ministry	3
Educational Leadership Elective <i>choose 3</i> :	9
CE 211 Foundations of Children and Family Studies	
CE 315 Leading and Learning in Small Groups	
CM 320 Christian Character and Leadership	
EL 321 Ministry to Young Adults	
SF 398 Readings in Contemporary Christian Spirituality	
YM 211 Foundations for Youth and Family Ministry	
4. OPEN ELECTIVES	<u>21</u>
TOTAL:	130

BA in General Studies

The General Studies program is designed to educate students who want to pursue a focused Christian worldview that encompasses a broad spectrum of a general knowledge curriculum. Graduates are encouraged to view this degree as preparatory to career advancement or to consider advanced study at the master's and doctoral levels in certain disciplines. This program is designed primarily for transfer students. For further information on this program, please contact the program advisor, Mitch Simpson, at msimpson@lincolnchristian.edu.

Program Objectives:

Upon graduation, students will:

1. Integrate a wide-ranging spectrum of studies in various disciplines into a cogent Christian worldview.
2. Grasp a specific personally-selected academic discipline in further depth.
3. Develop rhetorically sound communications skills in oral and written communication using various media.
4. Demonstrate effective critical thinking in the acquisition, evaluation, analysis, and synthesis of new information.

Program Requirements:

Students must complete:

- At least 30 hours of the degree at Lincoln Christian University
- A minimum of 45 hours of upper level courses (300 and 400 level)
- One 18 hour minor
- A degree-capstone project consisting of developing a personal web portfolio highlighting the student's knowledge and skills which prepare him/her for specific future career and academic pursuits. The General Studies Capstone Project will use various media in its presentation and incorporate case study in the student's area for concentration. This will be taught as an independent study.

1. BIBLE AND THEOLOGY CORE (see page 12)	30
2. GENERAL EDUCATION CORE (see page 12)*	37
3. GENERAL STUDIES REQUIREMENTS	9
CM 098 Life @ LCU	0
CM 099 AIM: Developing a Christ-Centered Life	0
CM 100 Service Learning (each semester)	0
CM 101 Chapel (each semester)	0
LA 210 Advanced Composition	3
LA 410 General Studies Capstone Project	3
PH 201 Introduction to Logic	3
4. OPEN ELECTIVES	<u>54</u>
TOTAL:	130

* If importing in a transferable core (IAI GECC) from another Illinois college or university, additional LCU distinctive courses may be required (ID 101, ID 301, ID 302, PE 191, and HI 280 but NOT LA 210). These will then reduce the number of hours for open electives.

BA in Intercultural Studies

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

The BA degree in Intercultural Studies is designed to prepare students for both **traditional** missionary service (e.g. evangelism, preaching, teaching, church planting, and leadership training) as well as holistic **non-traditional** missionary roles. Mission teams today need expertise from a large variety of disciplines and vocational areas. These areas include education, teaching English, business administration, computer skills, media, health care, mechanics, relief and development, engineering, children’s ministry, youth ministry, athletics, agriculture, etc. Students also have the option of choosing a semester-long internship (12 credit hours) or a two-month summer internship (4 credit hours). For further information please contact the program director, Mike Nichols, at mnichols@lincolnchristian.edu.

Program Objectives:

Upon graduation, students will:

1. Minister cross-culturally with missions principles that are Biblically based in ways consistent with what is taught in IC 251 Biblical and Historical Foundations for Missions.
2. Minister cross-culturally in the current era, standing on the shoulders of the missionaries of history, having learned valuable lessons from them in ways consistent with what is taught in IC 251 Biblical and Historical Foundations for Missions.
3. Minister cross-culturally through learning new cultures and languages and by communicating the good news of Jesus Christ in ways consistent with what is taught in IC 371 Language and Communication and IC 372 Culture and Contextualization.
4. Minister cross-culturally through creative methods and strategies in ways consistent with what is taught in IC 368 Missions in the 21st Century.
5. Minister cross-culturally having been prepared for the emotional stresses of living and working in other cultures long-term in ways consistent with IC 460 Preparation for Cross-Cultural Ministry.
6. Minister cross-culturally by learning from direct field experiences and working with veteran missionaries in ways consistent with their internship.
7. Minister cross-culturally with skills learned in a specific focus area in ways consistent with what is taught in the courses of their electives.

Program Requirements:

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

1. BIBLE AND THEOLOGY CORE (see page 12)		30
2. GENERAL EDUCATION CORE (see page 12)		37
*IC students are encouraged to take SS 260 and SS 268.		
3. INTERCULTURAL STUDIES REQUIREMENTS		39
CM 098 Life @ LCU	0	
CM 099 AIM: Developing a Christ-Centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
CM 152 Introduction to Purpose of the Church	3	
CM 320 Christian Character and Leadership	3	
IC 251 Biblical/Historical Foundations for Mission	3	
IC 277 Spiritual Conflict	3	
IC 368 Missions in the 21 st Century	3	
IC 371 Language and Communication	3	
IC 372 Culture and Contextualization	3	
IC 400 Orientation to Internship	0	
IC 401 Internship	9	
IC 460 Preparation for Cross-Cultural Ministry	3	
NT 243 Acts	3	
SF 260 Christian Spirituality	3	
4. OPEN ELECTIVES		<u>24</u>
TOTAL:		130

BA in Philosophy

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

Program Objectives:

Upon graduation, students will:

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

Program Requirements:

1. BIBLE AND THEOLOGY CORE (see page 12)	30
2. GENERAL EDUCATION CORE (see page 12)	37
3. PHILOSOPHY MAJOR	30
CM 098 Life @ LCU	0
CM 099 AIM: Developing a Christ-Centered Life	0
CM 100 Service Learning (each semester)	0
CM 101 Chapel (each semester)	0
PH 201 Introduction to Logic	3
PH 202 Ancient Philosophy	3
PH 203 Medieval Philosophy	3
PH 301 Modern Philosophy	3
PH 302 Contemporary Philosophy	3
PH 314 Metaphysics and Epistemology	3
PH 482 Ethics	3
PH 487 Philosophy of Religion	3
Philosophy electives (<i>choose 2 from the following</i>)	6
PH 499 Readings in Philosophy	
ID 316 Christianity and Science	
ID 318 Kierkegaard	
ID 320 Theology and Postmodernity	
4. OPEN ELECTIVES	<u>33</u>
TOTAL:	130

BA in Preaching Ministry

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

Program Objectives:

Upon graduation, students will:

1. Teach and preach from the Bible in ways consistent with what is taught in PR 212 Homiletics.
2. Teach and preach through the Bible in ways consistent with what is taught in PR 310 Expository Preaching.
3. Teach and preach like preachers of the Bible in ways consistent with what is taught in PR 320 The Preacher's Inner Life.
4. Teach and preach the Bible with a life of Christian character in ways consistent with what is taught in PR 425 Theology of Ministry and PR 330 Crucial Issues in Ministry.
5. Find meaningful places of ministry during University and after graduation.

Program Requirements:

1. BIBLE AND THEOLOGY REQUIREMENTS (see page 12)	30
2. GENERAL EDUCATION CORE (see page 12)	37
3. PREACHING MINISTRY REQUIREMENTS	39
BL 243 Elem Greek I	3
BL 244 Elem Greek II	3
BL 341 Adv. Greek I	3
BL 343 Adv. Greek II	3
CM 098 Life @ LCU	0
CM 099 AIM: Developing a Christ-Centered Life	0
CM 100 Service Learning (each semester)	0
CM 101 Chapel (each semester)	0
PR 212 Homiletics	3
PR 310 Expository Preaching	3
PR 320 The Preacher's Inner Life	3
PR 330 Crucial Issues in Ministry	3
PR 400 Orientation to Internship	0
PR 401 Internship	9
PR 415 Advanced Preaching Lab	3
PR 425 Theology of Ministry	3
4. OPEN ELECTIVES	<u>24</u>
TOTAL:	130

BA in Psychology

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

Program Objectives:

Upon graduation, students will:

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

Program Requirements:

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

1. All students are required to establish and maintain a minimum cumulative 2.5 grade point average.
2. In order for any psychology course to count toward graduation, a minimum 2.0 grade point must be achieved for that course.
3. Each student will meet all of the disposition requirements in order to qualify for graduation with a psychology major.

1. BIBLE AND THEOLOGY CORE (see page 12)	30	
2. GENERAL EDUCATION CORE (see page 12)	37	
Psychology Majors are advised to take SS 171, SC 251, and MA 295 since they are pre-requisites for courses in the major.		
3. PSYCHOLOGY REQUIREMENTS	39	
CM 098 Life @ LCU	0	
CM 099 AIM: Developing a Christ-Centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
PS 230 Skills of the Helping Professional	3	
PS 249 Lifespan Developmental Psychology	3	
PS 289 Personality Theory	3	
PS 308 Abnormal Psychology	3	
PS 365 Psychology and Religion	3	
PS 371 Research Methods	3	
PS 376 Social Psychology	3	
PS 380 Physiological Psychology	3	
PS 400 Orientation to Internship	0	
PS 401 Internship	6	
PS Psychology Electives	9	
<i>Choose any 3</i>		
4. OPEN ELECTIVES		<u>24</u>
TOTAL:		130

BA in Spiritual Formation and Ministry

The Spiritual Formation and Ministry program is a four-year, 130 hour B.A. designed for students who are passionate about facilitating holistic Christian spiritual growth in local church and parachurch settings. This is a classic Christian spiritual formation program, grounded in the spiritual disciplines, with emphasis upon personal and group spiritual formation practices, prayer and retreat ministries, ministries of compassion and mercy, and spiritual guidance/soul care. The Spiritual Formation and Ministry program prepares students for entry-level ministries of spiritual formation in church and parachurch settings. The program also serves to ground those wanting to do graduate work in spiritual formation and related disciplines, as well as those desiring to acquire certificates in spiritual direction. Its chief emphasis is on the role of spiritual formation in ministry, and through careful advising students will be encouraged to customize elective hours to fit their unique ministry objectives. For further information, please contact the program director, Dr. Neal Windham, nwindham@lincolnchristian.edu.

Program Objectives:

Upon graduation, students will:

1. Demonstrate broad acquaintance with selected history, theology and literature of Christian spirituality.
2. Know and understand how and why you and others experience God and God's creation in authentic and inauthentic ways.
3. Understand, practice, and teach established holy habits as means of fulfilling the twin commandments to love God and neighbor.
4. Assess spiritual growth in church, parachurch, and other settings.
5. Design and implement appropriate individual and group spiritual formation curricula.
6. Utilize basic skills in spiritual direction and soul care.

Program Requirements:

All students are expected to adhere to the guidelines listed in the Christian Spiritual Formation Handbook provided by Program Director.

1. BIBLE AND THEOLOGY CORE (see page 12)		30
2. GENERAL EDUCATION CORE (see page 12)		37
3. SPIRITUAL FORMATION REQUIREMENTS		39
CM 098 Life @ LCU	0	
CM 099 AIM: Developing a Christ-Centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
SF 247 Prayer Practice and Spiritual Transformation	3	
SF 260 Christian Spirituality	3	
SF 277 Spiritual Conflict	3	
SF 366 Compassion	3	
SF 398 Readings in Contemporary Christian Spirituality	3	
SF 445 Spiritual Direction and the Care of Souls	3	
SF 449 Assessing and Coordinating Spiritual Growth	3	
SF 451 Seminar in Christian Spirituality	3	
SF 400 Orientation to the Internship	0	
SF 401 Internship	6	
TH 463 Christian Spirituality, East and West	3	
Spiritual Formation Electives (<i>choose 2 courses below</i>)	6	
CE 315 Leading and Learning in Small Groups		
CM 320 Christian Character and Leadership		
ED 249 Lifespan Development Psychology		
PS 230 Skills of the Helping Professional		
SF 340 Human Development and Ministry		
Up to 6 hours with a BL prefix		
5. OPEN ELECTIVES		<u>24</u>
TOTAL:		130

BA in Worship Ministry

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

Program Objectives:

Upon graduation, students will have obtained the following skills:

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

Program Requirements:

1. BIBLE AND THEOLOGY CORE (see page 12)	30
2. GENERAL EDUCATION CORE (see page 12)	37
3. WORSHIP MINISTRY REQUIREMENTS*	45
CM 098 Life @ LCU	0
CM 099 AIM: Developing a Christ-Centered Life	0
CM 100 Service Learning (each semester)	0
CM 101 Chapel (each semester)	0
WM 170-180 Applied Lessons	6
WM 181 Musicianship Skills I	3
WM 182 Musicianship Skills II	3
WM 186 Introduction to Worship Technology	3
WM 189 Keyboard Skills I	1
WM 273 Keyboard Skills II	1
WM 276 Arranging I	2
WM 277 Arranging II	2
WM 281-284 (<i>choose 3 of the 4 below; see advisor</i>) ** +	3
WM 281 Vocal Basics for Ensembles (1)	
WM 282 Keyboard Basics for Ensembles I (1) ++	
WM 283 Guitar Basics for Ensembles (1) ++	
WM 284 Percussion Basics for Ensembles ++	
WM 285 Programming and Design for Worship	2
WM 381 Vocal Ensemble Rehearsals	2
WM 382 Worship Band Rehearsals	2
WM 383 Biblical Theology of Worship	3
WM 384 Practicum in Worship Design	0
WM 386 History and Literature of Music I	2
WM 388 History and Literature of Music II	2
WM 400 Capstone in Worship Ministry Leadership	2
WM 401 Orientation to Worship Ministry Internship	0
WM 402 Internship in Worship Ministry	6
5. OPEN ELECTIVES	<u>18</u>
TOTAL:	<u>130</u>

Note: Besides the usual University admissions requirements, Worship Ministry majors also must pass an interview/audition and several aptitude/theory tests to be admitted to the program.

* Satisfactory participation on the Chapel Worship Team is required each semester you are a full-time student except for the semester of internship.

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

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

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

++ Students may proficiency out of WM 282, WM 283, or WM 284 by following the procedures for internal proficiencies found on page [90-91](#).

BA in Youth and Family Ministry

The Youth and Family Ministry program prepares individuals to discover and develop the necessary mindset and skills to serve the church in a variety of ministry settings (birth to college age) youth ministries, age-level student ministries (e.g., junior high ministry), family ministries, associate ministers working with youth, church-related organizations, campus ministry, urban and international settings, and related areas. Students develop a theologically-grounded philosophy of ministry that will guide their acquired skills to be faithful and relevant in empowering leaders, partnering with families, and encouraging the spiritual formation of adolescent disciples. For further information, contact the program director, Rondel Ramsey, at ramsey@lincolnchristian.edu.

Program Objectives:

Upon graduation, students will:

1. Possess a humble, Christ-like character and God-honoring work ethic that is consistent with godly and Biblical standards and that models the spiritual formation of a Christ-follower.
2. Articulate and implement a well-developed, Biblical, and relevant philosophy of ministry for youth and their families that focuses on creating environments where spiritual formation naturally develops.
3. Demonstrate community-based skills necessary to develop, lead, and empower a team in the implementation of a disciple-making youth and family ministry.
4. Identify, exegete, counsel, and appropriately respond by ministering on the redemptive edge to the major adolescent and cultural trends and issues with both a Biblical worldview and an incarnational perspective.
5. Serve with administrative wisdom and practical skills to successfully navigate through ministry challenges, rapid change, relational conflict, long and short range planning, and delicate decisions that directly impact the ministry to and with young people and their families.
6. Clearly, creatively, and effectively communicate through preaching, teaching, and facilitating learning experiences in a variety of group formats and age groups that produce life-long disciples of Jesus.

Program requirements:

1. Students are expected to adhere to the guidelines listed in the Youth Ministry Program Handbook.
2. All majors must maintain a minimum of 2.5 GPA in the major coursework (i.e., courses with a YM and/or PR designation). Students not maintaining the minimum may be subject to probation or dismissal from the program.
3. YM211, YM325, YM327, YM480, YM401 must be taken at LCU to be counted toward the program hours. These youth ministry hours can be transferred in but may need to be counted as elective hours.
4. Students must complete 24 hours of youth ministry required hours (below) at LCU. Excess transferred hours may count towards elective hours.

1. BIBLE AND THEOLOGY REQUIREMENTS (see page 12)	30
2. GENERAL EDUCATION CORE (see page 12)	37
3. YOUTH MINISTRY REQUIREMENTS	40

Students are encouraged to take additional Greek and/or Hebrew classes to deepen their foundation for learning and teaching.

BL 243 Elementary Greek I	3
BL 244 Elementary Greek II	3
CM 098 Life @ LCU	0
CM 099 AIM: Developing a Christ-Centered Life	0
CM 100 Service Learning (each semester)	0
CM 101 Chapel (each semester)	0
PR 212 Homiletics	3
YM 100 Orienteering Youth and Family Ministry	1
YM 202 Pre-Internship Ministry Experience Req.	0
YM 211 Foundations for Youth and Family Ministry	3
YM 213 Creative Communication for Ministry	3
YM 325 Relational Dynamics for Youth Ministry	3
YM 326 Youth Ministry Nuts and Bolts	3
YM 327 Social Issues for Youth and Family Ministry	3
YM 401 Orientation to Internship	0
YM 402 Internship	12
YM 480 Mathetes: Spiritual Formation for Youth Min.	3

5. OPEN ELECTIVES IN ANY FIELD	<u>23</u>
TOTAL:	<u>130</u>

BS in Communication and Bible

(Joint program with University of Illinois at Springfield)

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

Program Objectives:

Upon graduation:

1. Successfully complete the program requirements at LCU.
2. Be prepared to enter and do well in the communications program at UIS.
3. Demonstrate the attitudes and values characteristic of a Christian servant leader in this profession.

Program Requirements:

1. BIBLE AND THEOLOGY (Completed at LCU)*	33	
BI 111 Introduction to the Bible	3	
BI 270 Interpreting the Christian Scriptures	3	
BI 413 Senior Seminar in Bible	3	
NT 204 Introduction to Jesus and the Gospels	3	
NT 243 Acts	3	
NT 333 Pauline Epistles	3	
OT 105 Pentateuch	3	
OT 232 Hebrew History and Literature I	3	
OT 302 Hebrew History and Literature II	3	
TH 160 Basic Christian Beliefs	3	
TH 416 Systematic Theology	3	
2. GENERAL EDUCATION (completed at LCU)	46	
CM 098 Life @ LCU	0	
CM 099 AIM: Developing a Christ-Centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
HI 280 History of American Christianity and the Stone-Campbell Movement	3	
ID 101 Introduction to Worldviews	3	
ID 201 Ancient Civilizations	3	
ID 202 From Early Church to the Medieval World	3	
ID 301 The Emerging Modern World	3	
ID 302 The Modern and Postmodern World	3	
LA 111 Introduction to Written Composition	3	
LA 113 Introduction to Speech	3	
LA 210 Advanced Composition	3	
MA 197 Math for Life or MA 295 Statistics	3	
SC 155 Biology and Society	3	
SC 251 Microbiology	3	
SC 252 Microbiology (lab)	1	
SS 164 Introduction to Sociology	3	
OR SS 171 Principles of Psychology	3	
SS 263 Citizens and Government	3	
SS 260 Introduction to Cultural Anthropology	3	

OR SS 268 Non-Western Religions

3

3. COMMUNICATION MAJOR

71

(completed at UIS; see UIS catalog/advisor)

TOTAL AT LCU:	<u>79</u>
TOTAL FOR DEGREE:	150

*Course names and numbers have been updated to follow the new core requirements and are pending formal approval from UIS.

Professional Education Unit: Teacher Education Programs

As part of its mission *to nurture and equip Christians with a Biblical worldview to serve and lead in the church and the world*, Lincoln Christian University offers Teacher Education Programs to prepare Christian educators to serve diverse learners in diverse cultures, believing that God has charged us with this responsibility and privilege. It is our goal to produce Christian educators who are life-long learners becoming master teachers – following the example of the Master Teacher, Jesus Christ. For further information contact Dr. Karen Estep, Director of Professional Education, at kestep@lincolnchristian.edu or Barbara Messner, TECP Coordinator, at bmessner@lincolnchristian.edu.

Teacher Education Programs are offered at the following levels:

1. Consortium Programs Leading to Illinois State Teacher Certifications (joint partnership programs)
 - a. BS in Bible and BS in Education
 - b. AA in Education and BS in Elementary Education
2. Associate Program
 - a. AA in Early Childhood
3. Minor in Early Childhood – see page [42](#)
4. Certificate in Teaching English to Speakers of Other Languages (TESOL) – see page [37](#).
5. Child Development Associates (CDA) Credential from the [Council for Professional Recognition](#) – see page [37](#).

1. Teacher Education Consortium Programs (TECP)

Through a joint arrangement with three nearby colleges and universities, LCU offers the opportunity for students to receive a strong foundation in Bible and theology and general education from a Christian worldview, in addition to professional education courses and teacher certification in many areas.

- a. BS in Bible and BS in Education/Content Area
 - TECP with Illinois State University (ISU)

This program results in a Bachelor of Science degree in Bible from LCU and a Bachelor of Science degree and teacher certification in a field of education from ISU. The choices of majors/degrees at ISU include: Early Childhood, Elementary, Middle Level, Secondary 6-12 (in areas such as Biological Science, Chemistry, English, French, German, Health, History, Home Economics, Math, Spanish, Speech, etc.), Physical Education, Special Education, and Special K-12 (art or music). This program typically takes 5 years to complete (*3 at LCU and 2 at ISU*) but may vary depending on the major selected.
 - TECP with the University of Illinois at Springfield (UIS)

This program results in a Bachelor of Science degree in Bible from LCU and a Bachelor of Science degree and teacher certification from UIS. At UIS students may choose to major in Psychology and minor in Elementary Education or major in Social Sciences, English, Math, or Science and minor in Secondary Education. This program typically takes 5 years to complete (*3 at LCU and 2 at UIS*) but may vary depending on the major selected.
 - TECP with Greenville College (GC)

This program results in a Bachelor of Science degree in Bible from LCU and a Bachelor of Science degree and teacher certification in a field of education from GC. At GC the choices of majors/degrees

include: Early Childhood, English, Language Arts, Math, Science, History, Spanish, Special Education, and Music. This program typically takes 5 years to complete (*3 at LCU and 2 at GC*) but may vary depending on the major selected.

- b. AA in Education and BS in Elementary Education
 - TECP with Greenville College (GC) – UTEP, Four Year Program
This program results in an Associate of Arts degree in Education from LCU and a Bachelor of Science degree in Elementary Education from GC. This program typically takes **4 years to complete** (*2.5 with LCU and 1.5 with GC at GC tuition rates*) and is **offered entirely on the LCU campus**.

Career and Ministry Opportunities:

- Teaching in Christian (certified by the Association of Christian Schools International) and public schools (certified by the state of Illinois) in the U.S. and internationally
- Church and parachurch ministry positions related to children/youth
- Church leadership, positions in public or private social service agencies.
- Because of our unique partnerships, graduates are prepared for jobs in both the public and Christian sectors.

Program Objectives:

Upon graduation, students will:

1. Develop professional critical thinking skills founded in a Biblical worldview.
2. Acquire, develop, and apply professional dispositions through Service Learning and Restoration Week activities.
3. Appreciate the value of both public and Christian schools around the world.

Program Requirements:

All students are expected to adhere to the guidelines listed in the Teacher Education Consortium Program Handbook. In addition, all majors must establish and maintain a **minimum** 2.7 grade point average (3.25 is required for some programs). In order to receive a teaching license from the state of Illinois, students are required to pass certain standardized tests and meet specific qualifications, which are also outlined in the TECP Handbook.

Important Note for TECP Majors:

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

BS in Bible/BS in Education
TECP with Illinois State University

Program Requirements:

1. BIBLE AND THEOLOGY		30
BI 111 Introduction to the Bible	3	
BI 270 Interpreting the Christian Scriptures	3	
HI 242 Acts : A History of the Early Church	3	
NT 204 Introduction to Jesus and the Gospels	3	
NT 333 Pauline Epistles	3	
OT 105 Pentateuch	3	
OT 232 Hebrew History and Literature I	3	
OT 302 Hebrew History and Literature II	3	
TH 160 Basic Christian Beliefs	3	
TH 416 Systematic Theology	3	
2. GENERAL EDUCATION		53-55
HI 141 American History*	3	
HI 280 History of American Christianity and the Stone-Campbell Movement	3	
ID 101 Introduction to Worldviews	3	
ID 201 Ancient Civilizations	3	
ID 202 From Early Church to Medieval World	3	
ID 301 The Emerging Modern World	3	
ID 302 The Modern and Postmodern World	3	
LA 111 Introduction to Written Composition*	3	
LA 113 Introduction to Speech	3	
MA 161 Mathematical Reasoning I**	3	
MA 295 Statistics	3	
PE 191 Physical Fitness	1	
SC 155 Biology and Society*	3	
OR SC 157 Chemistry and Society*		
SC 156 Biology and Society Independent Study (Elementary, Mid-Level Majors Only)	1	
SC 251 Microbiology (Lecture Only)	3	
SC 252 Microbiology (Lab) [Mid-Level Majors Only]	1	
SC 258 Physical Science	4	
SS 171 Principles of Psychology*	3	
SS 223 World Human Geography*	3	
OR SS 268 Non-Western Religions		
SS 263 Citizens and Government*	3	
3. CHRISTIAN EDUCATION		6-9
CM 098 Life @ LCU	0	
CM 099 AIM: Developing a Christ-Centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
ED 237 Survey of the Exceptional Child (Early Ch., Elem., Mid-Level, Spec. Ed. only)	3 (30 FE)	
ED 238 Child Growth and Development (Early Ch., Elem., Mid-Level and some K-12 only)	3 (15 FE)	
ED 343 Educational Psychology (Secondary and Special Ed., some K-12 only)	3 (10 FE)	
ED 344 Faith, Schools, and Society	3	
ED 448 Colloquy (each fall until graduation)	0	
ED 450 Christian Educator Symposium (each spring until graduation)	0	
TOTAL:		89-94 (10-45 Field Experience: FE)

* External proficiency exams may be accepted for these courses (LCU requirements may differ from ISU). See page 91.

** Prerequisite required: At least a C grade in MA 099 Intermediate Algebra or College Algebra, a score of 18 or higher on the ACT, or a passing grade on LCU's Mathematics Placement Test.

BS in Bible/BS in Content Area
TECP with University of Illinois Springfield

Program Requirements:

1. BIBLE AND THEOLOGY	30
BI 111 Introduction to the Bible	3
BI 270 Interpreting the Christian Scriptures	3
HI 242 Acts : A History of the Early Church	3
NT 204 Introduction to Jesus and the Gospels	3
NT 333 Pauline Epistles	3
OT 105 Pentateuch	3
OT 232 Hebrew History and Literature I	3
OT 302 Hebrew History and Literature II	3
TH 160 Basic Christian Beliefs	3
TH 416 Systematic Theology	3
2. GENERAL EDUCATION	50
HI 141 American History* OR SS 263 Citizens & Gov't*	3
HI 280 History of American Christianity and the Stone-Campbell Movement	3
ID 101 Introduction to Worldviews	3
ID 201 Ancient Civilizations	3
ID 202 From Early Church to Medieval World	3
ID 301 The Emerging Modern World	3
ID 302 The Modern and Postmodern World	3
LA 111 Introduction to Written Composition*	3
LA 113 Introduction to Speech	3
LA 210 Advanced Composition	3
MA 161 Mathematical Reasoning I**+	3
MA 295 Statistics	3
PE 191 Physical Fitness	1
SC 155 Biology & Society*	
OR SC 251 Microbiology (Lecture)	3
SC 258 Physical Science	4
SS 171 Principles of Psychology*	3
SS 260 Introduction to Cultural Anthropology	3
3. CHRISTIAN EDUCATION	15-18
CM 098 Life @ LCU	0
CM 099 AIM: Developing a Christ-Centered Life	0
CM 100 Service Learning (each semester)	0
CM 101 Chapel (each semester)	0
ED 222 Adolescent Development	3
ED 237 Survey of the Exceptional Child	3 (30 FE)
ED 238 Child Growth and Development (Elem. Ed. only)	3 (15 FE)
ED 249 Lifespan Developmental Psychology	3
OR PS 230 Skills of the Helping Professional	
OR PS 235 Marriage and Family (Elem. Ed. only)	
ED 343 Educational Psychology	3 (10 FE)
ED 344 Faith, Schools, and Society	3
ED 448 Colloquy (each fall until graduation)	0
ED 450 Christian Educator Symposium (each spring until graduation)	0
TOTAL:	95-98 (40-55 FE)

Note: UIS majors must also fulfill the Engaged Citizenship Common Experience requirements at UIS

* External proficiency exams may be accepted for these courses (LCU requirements may differ from UIS). See page 91.

** Prerequisite required: At least a C grade in MA 099 Intermediate Algebra or College Algebra, a score of 18 or higher on the ACT, or a passing grade on LCU's Mathematics Placement Test.

+ Pending approval

BS in Bible/BS in Education
TECP with Greenville College

Program Requirements:

1. BIBLE AND THEOLOGY		30
BI 111 Introduction to the Bible	3	
BI 270 Interpreting the Christian Scriptures	3	
HI 242 Acts: A History of the Early Church	3	
NT 204 Intro to Jesus and the Gospels	3	
NT 333 Pauline Epistles	3	
OT 105 Pentateuch	3	
OT 232 Hebrew History and Literature I	3	
OT 302 Hebrew History and Literature II	3	
TH 160 Basic Christian Beliefs	3	
TH 416 Systematic Theology	3	
2. GENERAL EDUCATION		47-53
HI 141 American History*	3	
HI 280 History of American Christianity and the Stone-Campbell Movement	3	
ID 101 Introduction to Worldviews	3	
ID 201 Ancient Civilizations	3	
ID 202 From Early Church to Medieval World	3	
ID 301 The Emerging Modern World	3	
ID 302 The Modern and Postmodern World	3	
LA 111 Introduction to Written Composition*	3	
LA 113 Introduction to Speech	3	
LA 210 Advanced Composition	3	
MA 161 Mathematical Reasoning I** (Secondary Ed. Majors take MA 295)	3	
MA 208 Mathematical Reasoning II (Not Secondary Ed.)	3	
PE 191 Physical Fitness	1	
SC 155 Biology and Society*	3	
SC 258 Physical Science	4	
SS 164 Introduction to Sociology	3	
SS 223 World Human Geography* (Not Secondary Ed)	3	
SS 263 Citizens and Government*	3	
3. CHRISTIAN EDUCATION		12-18 (140 FE)
CM 098 Life @ LCU	0	
CM 099 AIM: Developing a Christ-Centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
ED 141 Introduction to Educational Practice	3 (70 FE)	
ED 147 Health, Safety, and Nutrition (Not Secondary Ed.)	3	
ED 221 Cultural Awareness in the Classroom	3 (40 FE)	
ED 222 Adolescent Development	3	
ED 223 Children's Literature (Not Secondary Ed)	3	
ED 237 Survey of the Exceptional Child	3 (30 FE)	
ED 448 Colloquy (each fall until graduation)	0	
ED 450 Christian Educator Symposium (each spring until graduation)	0	
TOTAL:		89-101 (140 FE)

* External proficiency exams may be accepted for these courses (LCU requirements may differ from GC). See page 91.

** Prerequisite required: At least a C grade in MA 099 Intermediate Algebra or College Algebra, a score of 18 or higher on the ACT, or a passing grade on LCU's Mathematics Placement Test.

**AA in Education/BS in Elementary Education
TECP with Greenville College – UTEP, Four Year Program**

Program Requirements:

1. BIBLE AND THEOLOGY		12
BI 111 Introduction to the Bible	3	
BI 270 Interpreting the Christian Scriptures	3	
NT 204 Introduction to Jesus and the Gospels	3	
TH 160 Basic Christian Beliefs	3	
2. GENERAL EDUCATION		43
HI 141 American History*	3	
HI 280 History of American Christianity and the Stone-Campbell Movement	3	
ID 101 Introduction to Worldviews	3	
ID 201 Ancient Civilizations	3	
LA 111 Introduction to Written Composition*	3	
LA 113 Introduction to Speech	3	
LA 210 Advanced Composition	3	
MA 161 Mathematical Reasoning I**	3	
MA 208 Mathematical Reasoning II	3	
SC 155 Biology and Society*	3	
SC 258 Physical Science	4	
SS 164 Introduction to Sociology	3	
SS 223 World Human Geography*	3	
SS 263 Citizens and Government*	3	
3. CHRISTIAN EDUCATION		18
CM 098 Life @ LCU	0	
CM 099 AIM: Developing a Christ-Centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
ED 141 Introduction to Educational Practice	3 (70 FE)	
ED 147 Health, Safety, and Nutrition	3	
ED 221 Cultural Awareness in the Classroom	3 (40 FE)	
ED 222 Adolescent Development	3	
ED 223 Children's Literature	3	
ED 237 Survey of the Exceptional Child	3 (30 FE)	
ED 448 Colloquy (each fall semester until graduation)	0	
ED 450 Christian Educator Symposium (each spring semester until graduation)	0	

TOTAL: 73 (140 FE)

Note: This program results in an Associate of Arts degree in Education from LCU and a Bachelor of Science degree in Elementary Education from GC. This program typically takes **4 years to complete** (2.5 with LCU and 1.5 with GC at GC tuition rates) and is **offered entirely on the LCU campus**.

* External proficiency exams may be accepted for these courses (LCU requirements may differ from GC). See page 91.

** Prerequisite: MA 099 Intermediate Algebra or College Algebra with a C or better, a score of 18 or higher on the ACT test or a passing grade on LCU's Mathematics Placement Test.

2. Associate Program

LCU offers an Associate of Arts degree in Early Childhood through the School of Undergraduate Studies. While this excellent degree fulfills professional requirements, the Professional Education Unit strongly recommends that students obtain a Bachelor's degree in the field, particularly as Illinois state guidelines are moving toward the requirement of a Bachelor's degree for most areas of early childhood.

AA In Early Childhood

This degree requires 67 - 75 semester hours in Bible and theology, general education and Early Childhood Education courses with 155 - 465 clock hours of supervised observation and experience in Early Childhood (Field Experience, FE). To complete the program, students must demonstrate satisfactory professional dispositions, develop an electronic portfolio to demonstrate their achievement of specified Illinois teaching standards and complete first aid and infant/child CPR training. For more information, contact the program director, Dr. Karen Estep, at kestep@lincolnchristian.edu

Career/Ministry Opportunities

This two-year program will prepare the graduate for positions in private or public early care and education settings, preschool center-based care, family home childcare, and day care settings. A student may also choose the option of preparing to serve as an assistant teacher, teacher, and/or director, as well as meeting Illinois Department of Child and Family Services (DCFS) requirements for private administration of day care homes. Students may choose career advancement certifications through Gateways to Opportunity, Illinois Early Care and Education Career Lattice in Early Childhood throughout the program or at the completion of all program requirements. Graduates of this program may apply for provisional Early Education Certification through the Association of Christian Schools International.

Program Objectives:

Upon graduation, students will:

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.

Program Requirements:

1. BIBLE AND THEOLOGY		12
BI 111 Introduction to the Bible	3	
BI 270 Interpreting the Christian Scriptures	3	
NT 204 Introduction to Jesus and the Gospels	3	
TH 160 Basic Christian Beliefs	3	
2. GENERAL EDUCATION		24
HI 280 History of American Christianity and the Stone-Campbell Movement	3	
ID 101 Introduction to Worldviews	3	
ID 201 Ancient Civilizations	3	
LA 111 Introduction to Written Composition*	3	
LA 113 Introduction to Speech	3	
MA 161 Mathematical Reasoning I**	3	
SC 155 Biology and Society*	3	
SS 171 Principles of Psychology* OR		
SS 164 Introduction to Sociology	3	

3. CHRISTIAN EDUCATION	31 (160 FE)
CM 098 Life @ LCU	0
CM 099 AIM: Developing a Christ-Centered Life	0
CM 100 Service Learning (each semester)	0
CM 101 Chapel (each semester)	0
EC 101 Introduction to Professional Education Studies	2
EC 126 Phonics in Review+	1
EC 134 Introduction to Early Childhood Education	3 (20 FE)
EC 147 Health, Safety, and Nutrition	3
EC 221 Teaching Pre-Primary Curriculum	2 (15 FE)
EC 234 Child, Family, and Community Education	3
EC 237 Survey of the Exceptional Child	3 (30 FE)
EC 238 Child Growth and Development	3 (15 FE)
EC 243 Care of Infants and Toddlers	3 (10 FE)
EC 254 Early Childhood Practicum I (Restoration Week)	4 (35 FE)
EC 255 Early Childhood Practicum II (Restoration Week)	4 (35 FE)
ED 448 Colloquy (each fall semester until graduation)	0
ED 450 Christian Educator Symposium (each spring semester until graduation)	0
4. ILLINOIS DIRECTOR CREDENTIAL BUNDLE OPTION	8 (310 FE)
EC 246 Organization and Administration for Early Childhood Directors	2 (10 FE)
EC 261 Director's Practicum I	3 (150 FE)
EC 262 Director's Practicum II	3 (150 FE)

TOTAL: 67 or 75

Note: The 67-hour program meets Level 4 requirements for both the **Illinois ECE (Early Childhood Education) Credential** and **IT (Infant Toddler) Credential** as described by Illinois *Gateways to Opportunity* (www.ilgateways.com), requiring two professional contributions in two different areas within the last five years (one must be in program improvement). Two additional professional contributions are likewise required of individuals desiring the Level 1 IDC (Illinois Director Credential) when they complete the **additional** 8 hours of classes.

* External proficiency exams may be accepted for these courses. See page 91.

** Prerequisite: MA 099 Intermediate Algebra or College Algebra with a C or better, a score of 18 or higher on the ACT test or a passing grade on LCU's Mathematics Placement Test.

+ Internal proficiency exam available. See page 91 and contact program director for details.

Additional Training

Infant/Child CPR and First Aid

All candidates are required to complete Infant/Child CPR and First Aid courses by the summer after the first year. Students must maintain certification through June 1 of the graduating year. To find a course, visit www.redcross.org.

Phonics Proficiency Test

All candidates will be required to pass with 90% accuracy the LCU Phonics Proficiency Test. **The written test must be completed by November 1st of the freshman year** and can be accessed on Angel. Study Materials are available to review prior to taking the Phonics Proficiency Test. Remediation: Candidates who are unable to meet the test requirements must sign up for EC 126 Phonics in Review to be taken during the spring of the freshmen year.

AA in Bible

The Associate of Arts in Bible is a two-year degree program designed for students who expect to serve in church or parachurch organization leadership, as appropriate for students equipped with an associates degree. For further information contact the program advisor, Dr. Steve Cone, at scone@lincolnchristian.edu.

Program Objectives:

Upon graduation, students will:

1. Know the central message of the Old and New Testament and their leading theological emphases.
2. Know the most significant ways in which the Church interprets the Bible, both historically and currently.
3. Describe the history and significant contributions of Western society, especially in its early development, with attention to the development of the Christian church and non-Christian worldviews.
4. Demonstrate knowledge of scientific (including both social and natural sciences) and mathematical concepts about the universe through analysis and application.
5. Communicate effectively in writing and speaking and in evaluating the communication of others.

Program Requirements:

1. BIBLE AND THEOLOGY		21
BI 111 Introduction to the Bible	3	
BI 270 Interpreting the Christian Scriptures	3	
NT 204 Introduction to Jesus and the Gospels	3	
NT 333 Pauline Epistles	3	
OT 105 Pentateuch	3	
OT 232 Hebrew History and Literature I	3	
TH 160 Basic Christian Beliefs	3	
2. GENERAL EDUCATION		37
CM 098 Life @ LCU	0	
CM 099 AIM: Developing a Christ-Centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
HI 280 History of American Christianity and the Stone-Campbell Movement	3	
ID 101 Introduction to Worldviews	3	
ID 201 Ancient Civilizations	3	
ID 202 From Early Church to the Medieval World	3	
LA 111 Introduction to Written Composition	3	
LA 113 Introduction to Speech	3	
LA 210 Advanced Composition	3	
MA 295 Statistics	3	
SC 155 Biology and Society	3	
SC 157 Chemistry & Society (3) & SC 158 Chem Lab(1) OR SC 258 Physical Science (4)	4	
SS 164 Introduction to Sociology OR SS 171 Principles Of Psychology	3	
SS 260 Introduction to Cultural Anthropology	3	
3. OPEN ELECTIVES		<u>6</u>
TOTAL:		<u>64</u>

AS in Pre-Nursing

This 70-hour associate degree program is designed for students who want to pursue a Bachelor of Science in Nursing (BSN) degree program at a college of nursing.* This program not only meets the typical 62 hours of pre-nursing program curriculum requirements from most universities of nursing, but also adds an additional 12 hours of courses in Bible and Christian worldview studies that meet the University's mission of "nurturing and equipping Christians with a Biblical worldview to serve and lead in the church and the world." For further information, contact the program director, Scott Jones, at scottjones@lincolnchristian.edu.

Program Objectives: Upon graduation students will:

1. Demonstrate competency in the biological, chemical, and anatomical foundations of nursing.
2. Demonstrate the ability to serve in the community and church.
3. Demonstrate a breadth of knowledge needed for the nursing field.
4. Demonstrate proper aseptic technique in the microbiology laboratory.

* **Note:** LCU is not a college of nursing, but has established a partnership agreement with Saint Francis Medical Center College of Nursing in nearby Peoria, Illinois, that enables graduates of this associate degree program to have limited priority in admission to their 62 hour Bachelor of Science in Nursing program.

Program Requirements:

All students are expected to adhere to the guidelines listed in the Nursing Program Handbook (which will contain the Partnership Agreement with Saint Francis Medical Center University of Nursing and any work that the student must have completed prior to transferring).

1. BIBLE AND THEOLOGY		12
BI 111 Introduction to the Bible	3	
BI 270 Interpreting the Christian Scriptures	3	
NT 204 Introduction to Jesus and the Gospels	3	
TH 160 Basic Christian Beliefs	3	
2. GENERAL EDUCATION		24
ID 101 An Introduction to Worldviews	3	
ID 201 Ancient Civilizations	3	
HI 280 History of American Christianity and the Stone-Campbell Movement	3	
LA 111 Introduction to Written Composition	3	
LA 113 Introduction to Speech	3	
LA 210 Advanced Composition	3	
SS 164 Introduction to Sociology	3	
SS 171 Principles of Psychology	3	
3. PRE-NURSING COURSES		34
CM 098 Life @ LCU	0	
CM 099 AIM: Developing a Christ-Centered Life	0	
CM 100 Service Learning (each semester)	0	
CM 101 Chapel (each semester)	0	
MA 190 Problem Solving in Math OR MA 197	3	
MA 295 Statistics	3	
SC 112 Nutrition	3	
SC 157 Chemistry and Society	3	
SC 158 Chemistry and Society Lab	1	
SC 251 Microbiology	3	
SC 252 Microbiology Lab	1	
SC 255 Anatomy and Physiology I	4	
SC 256 Anatomy and Physiology II	4	
SS 249 Lifespan Development Psychology	3	
SS 263 Citizens and Government	3	
SS 268 Non-Western Religions	3	
TOTAL:		70

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

The certificate program in TESOL is an 18 semester-hour program designed to prepare Christians to teach English to those whose primary language is not English. The emphasis is upon how this preparation can be used in cross-cultural settings to advance God’s Kingdom. TESOL courses (see list on page 62-63) are offered in non-traditional formats (e.g. evening courses, intensive courses in January, or hybrid courses). Students wishing to complete a TESOL certificate must apply to and be accepted as a student of the University. For more information, contact the program director, Miriam Windham, at mwindham@lincolnchristian.edu. The 18-hour certificate may also be declared as a minor.

Students in Teacher Education programs may complete the TESOL Certificate for a secondary endorsement, which is accepted by the ISBE. Otherwise, the certificate, along with a bachelor’s degree, will enable students to teach ESL/EFL in the states and abroad, but will not act as a state teaching endorsement for U.S. public schools

Program Objectives:

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

Program Requirements:

ES 320 TESOL: Theoretical Foundations	3
ES 322 Introduction to Linguistics	3
ES 323 Cross-Cultural Aspects in TESOL	3
ES 325 TESOL: Methods and Materials	3
ES 326 Assessment and Testing in ESL	3
ES 400 TESOL Practicum	3
TOTAL:	<u>18</u>

Child Development Associates (CDA) Credential

The CDA credential can be earned by qualified child care professionals who document their ability to meet national standards of care and education for young children and their families. The credential may be earned for use in the Family Child Care, Preschool, Infant/Toddler, or Home Visitor setting. Courses for this credential are offered through both the School of Undergraduate Studies and online through the Hargrove School of Adult and Graduate Studies. These courses prepare the candidate by fulfilling the required clock hours of training in eight subject areas needed to apply for the CDA credential:

EC 134 Introduction to Early Childhood Education	3 (20 FE)
EC 147 Health, Safety, and Nutrition	3
EC 238 Child Growth and Development	3 (10 FE)
EC 243 Care of Infants and Toddlers	3 (10 FE)
EC 246 Organization and Administration For Early Childhood Directors	2 (10 FE)

Candidates must also have completed 480 hours of professional experience in the last five years. This experience must be in a group setting with children of the age for which the candidate is seeking the credential. Upon completion of the appropriate course work, candidates may apply for this credential through the Council for Professional Recognition. Students can learn more about the process of and requirements for receiving a CDA at <http://www.cdacouncil.org/>. For information on coursework that can be applied toward this credential, contact the program director, Dr. Karen Estep (kestep@lincolnchristian.edu).

Semester Program at Focus on the Family

Lincoln Christian University has entered into a formal relationship with James Dobson's Focus on the Family organization to provide a semester of study focusing on the challenges facing today's families. This partnership allows qualified students to attend the Focus on the Family Institute in Colorado Springs and receive 15 hours of credit toward a degree program at the University. For more information, contact the undergraduate dean's office at 732-3168 ex: 2254.

MINORS

Minor in Bible Exposition

This minor equips students to serve the preaching and teaching ministry of the Church by better understanding how to teach and interpret the Bible, based on study of the Bible in an original language. For further information, please contact the program director, Dr. Fred Johnson, at fjohnson@lincolnchristian.edu.

BIBLE EXPOSITION MINOR REQUIREMENTS		18
BI 427 Advanced Hermeneutics	3	
CM 438 Expository Teaching	3	
<i>Choose at least 4 courses from Biblical Languages Offerings (all courses in same language)</i>	12	
TOTAL:		18

Minor in Bible Translation

This minor introduces students to the science of linguistics and the task of Bible Translation. Students also choose four foundational courses in Biblical languages. For further information, please contact the program director, Mike Nichols, at mnichols@lincolnchristian.edu.

BIBLE TRANSLATION MINOR REQUIREMENTS		18
ES 322 Introduction to Linguistics	3	
IC 253 Introduction to Bible Translation	3	
<i>Choose at least 4 courses from Biblical Languages offerings</i>	12	
TOTAL:		18

Minor in Biblical Languages

This minor equips the students to understand and interpret the Bible according to its original languages. For further information, please contact the program director, Dr. Mark Mangano, at mmangano@lincolnchristian.edu.

BIBLICAL LANGUAGES MINOR REQUIREMENTS		18
<i>Choose 6 classes with BL prefix</i>		
TOTAL:		18

Minor in Biblical Studies

This minor equips students to understand and interpret the Bible according to its relevant contexts and one of its original languages. For further information, please contact the program director, Dr. Steve Cone, scone@lincolnchristian.edu.

BIBLICAL STUDIES MINOR REQUIREMENTS	18
BI 393 History and Literature of the 2 nd Temple Period	3
BI 417 Scripture in the Early Church	3
BI 427 Advanced Hermeneutics	3
Greek or Hebrew (all in same language)	6
<i>Choose one of the following:</i>	3
BL 341 Advanced Greek I	
BL 351 Advanced Hebrew I	
1 New Testament Book Study	
1 Old Testament Book Study	
TOTAL:	<u>18</u>

Minor in Business Administration

A minor in Business Administration will prepare students for service in the business and non-profit sectors. Distinctives of the minor include smaller classes, real-world projects, and an applied/skill-based approach to learning. Students will develop the business skills, work ethic, and character required to succeed in organizational life. The emphasis is on integrating Christian faith and business. For further information, please contact the program director, Eric Teoro, at eteoro@lincolnchristian.edu.

Program Requirements

1. All students are expected to adhere to the guidelines listed in the Business Administration Program Handbook.
2. AD 381 and AD 480 must be taken at LCU. If a student transfers either of these courses to LCU, the course(s) may count toward elective hours and the corresponding course(s) will be retaken at LCU.
3. Students must complete 9 hours of AD courses at LCU. Excess hours, either transferred or taken at LCU may count toward elective hours.

BUSINESS ADMINISTRATION MINOR REQUIREMENTS	12
AD 350 Principles of Accounting	3
AD 373 Marketing I	3
AD 381 Human Resource Management	3
AD 480 Principles of Management	3
BUSINESS ADMINISTRATION ELECTIVES	6
<i>Choose 2 Business offerings</i>	
TOTAL:	<u>18</u>

Minor in Children and Family Studies

A minor in Children and Family Studies can be an excellent complement for those students who are interested in the spiritual development and welfare of children and their families in mission fields as well as in local churches in the capacity of minister, social worker, or skilled helper. "FE" below refers to the Field Experience hours requirements needed for each course. For further information, please contact the program director, Dr. Mariana Hwang, at mhwang@lincolnchristian.edu.

CHILDREN AND FAMILY STUDIES MINOR REQUIREMENTS	12
CE 211 Foundations of Children and Family Studies	3 (10 FE)
CE 220 Child Theology and Spiritual Development	3 (10 FE)
CE 235 Marriage and Family	3
CE 423 Leadership in Children and Family Ministry	3

CHILDREN AND FAMILY STUDIES ELECTIVES (<i>choose 2</i>)	6
CE 230 Skills of the Helping Professional	3
CE 305 Worship and Arts for Children And Family Ministry	3
CE 328 Ministry to Urban Children and Youth	3
CE 441 Ministry to Children in Crisis	3
EC 237 Survey of the Exceptional Child	3 (30 FE)
TOTAL:	<u>18</u>

Minor in Children and Youth Ministry

This minor helps the students to be equipped with broader perspectives and knowledge on educational ministry for young people, children and youth. Understanding ministry for both children and youth is a vital asset for those students who are interested in the spiritual development and welfare of children, youth, and their families as a director/leader of education ministry, social worker or skilled helper in local churches as well as in a mission field. For further information, please contact the program director, Dr. Mariana Hwang, at mhwang@lincolnchristian.edu.

CHILDREN AND YOUTH MINISTRY MINOR REQUIREMENTS	12
CE 211 Foundations of Children and Family Studies	3
CE 220 Child Theology and Spiritual Development	3
YM 211 Foundations of Youth and Family Ministry	3
YM 327 Social Issues for Youth and Family Ministry	3
CHILDREN AND YOUTH MINISTRY ELECTIVES (<i>choose 2</i>)	6
CE 230 Skills of the Helping Professional	3
CE 305 Worship and Arts for Children And Family Ministry	3
CE 328 Ministry to Urban Children and Youth	3
CE 441 Ministry to Children in Crisis	3
EC 237 Survey of the Exceptional Child	3
YM 329 Ministry to International Children And Youth	3
YM 360 Cultural Intelligence for Youth Ministry	3
TOTAL:	<u>18</u>

Minor in Christian Leadership

This minor is designed to give leadership and management skills to people intending to go into non-profit work or ministry settings. Organizational issues, leadership basics, change dynamics, basic management skills, and Christian character development are all a part of this cross-discipline minor. For further information, please contact the program director, Rob Maupin, rmaupin@lincolnchristian.edu.

CHRISTIAN LEADERSHIP MINOR REQUIREMENTS	15
AD 380 Organizational Behavior	3
AD 453 Not-for-Profit Organization	3
AD 480 Principles of Management	3
AD 485 Business Ethics	3
CM 320 Christian Character and Leadership	3
CHRISTIAN LEADERSHIP ELECTIVES (<i>choose 1</i>)	3
IC 277 Spiritual Conflict	3
SF 247 Prayer Practice and Spiritual Transformation	3
SF 260 Christian Spirituality	3
TOTAL:	<u>18</u>

Minor in Christian Ministry

The Christian Ministry minor is designed to give students a wide range of experiences, to help them prepare for leadership in Christian Ministry areas. The focus is on equipping students with various skills and training that will prepare them to lead in various contexts. Graduates are encouraged to pursue further education through our Seminary, especially the Master of Divinity degree. For further information, please contact the program director, Dr. LC Sutton, at lsutton@lincolnchristian.edu.

Program Requirements

Upon graduation students will:

1. Learn to counsel others with compassion and empathy through PS 230 Skills of the Helping Professional
2. Teach the Bible in both large and small settings. CE 306 Teach/Learn in the Church or CE 315 Lead/Learn in Small Groups
3. The students will be prepared to live as holistic Christian Disciples through CM 219 Discipleship in Postmodern World
4. The student will learn Christian character development and leadership skills that arise out of 1 and 2 Timothy and Titus through CM 320 Christian Character and Leadership
5. The student will examine individual behavior and group, social, and organizational processes through AD 380 Organizational Behavior
6. The student will develop a working theology of worship, by examining Biblical worship principles, themes, vocabulary, and events through WM 383 Biblical Theology of Worship.

CHRISTIAN MINISTRY MINOR REQUIREMENTS	18
AD 380 Organizational Behavior	3
CE 306 Teaching and Learning in the Church OR	
CE 315 Leading and Learning in Small Groups	3
CM 219 Discipleship in Postmodern World	3
CM 320 Christian Character and Leadership	3
PS 230 Skills of the Helping Professional	3
WM 383 Biblical Theology of Worship	3
TOTAL:	<u>18</u>

Minor in Church Planting

This minor introduces students to the church-planting task both in American and global contexts. There is an emphasis on urban ministry and opportunities are given for interaction with church-planting practitioners. For further information, please contact the program director Mike Nichols, at mnichols@lincolnchristian.edu.

Program Requirements:

All students are expected to adhere to the guidelines listed in the Intercultural Studies Program Handbook and must complete the following courses:

CHURCH PLANTING MINOR REQUIREMENTS	15
IC 279 Introduction to Church Planting	3
IC 328 Ministry to Urban Children and Youth	3
IC 352 Exegeting the City (NY or Chicago)	3
IC 389 Global Church Planting	3
YM 453 Not-for-Profit Organizations	3
CHURCH PLANTING ELECTIVES (<i>choose 1</i>)	3
IC 107 Exponential Church-Planting Conference	3
IC 109 Hargrove Church-Planting Institute	3
TOTAL:	<u>18</u>

Minor in Communication

In this minor program, students will understand general communication theory and technology. The minor is designed to allow freedom to explore the varying facets within the field of communication. For further information, contact the program director, Tom Sowers, at tsowers@lincolnchristian.edu.

COMMUNICATION MINOR REQUIREMENTS		6
AD 292 Business Communication	3	
WM 293 Visual Media for Worship I	3	
COMMUNICATION ELECTIVES (<i>choose 4</i>)		12
AD 291 Presentation Design and Delivery	3	
AD 373 Marketing I	3	
AD 374 Marketing II	3	
AD 381 Human Resource Management	3	
AR 101 Drawing I	3	
AR 110 Introductory Photography	3	
AR 201 Illustration and Design	3	
LA 210 Advanced Composition	3	
LA 217 Interpersonal Communication	3	
PR 212 Homiletics	3	
WM 361 Visual Media for Worship II	3	
YM 213 Creative Communication for Ministry	3	
TOTAL:		18

Minor in Early Childhood

These courses can be combined with any other major to enhance knowledge, skills, job performance, and option for employment. These courses alone do not lead to credentialing or state teaching certification. "FE" below refers to the Field Experience hours requirements needed for each course. For further information, please contact the program director, Dr. Karen Estep, at kestep@lincolnchristian.edu.

EARLY CHILDHOOD MINOR REQUIREMENTS		9
EC 134 Introduction to Early Childhood Education	3 (20 FE)	
EC 238 Child Growth and Development	3 (10 FE)	
EC 221 Teaching Pre-Primary Curriculum	2 (15 FE)	
and EC 126 Phonics in Review	1	
OR EC 243 Care of Infants and Toddlers	3 (10 FE)	
EARLY CHILDHOOD ELECTIVES I(<i>choose 3</i>)		9
EC 147 Health, Safety, and Nutrition	3	
EC 221 Teaching Pre-Primary Curriculum	2 (15 FE)	
and EC 126 Phonics in Review	1	
EC 234 Child, Family, and Community Education	3	
EC 237 Survey of the Exceptional Child	3 (30 FE)	
EC 243 Care of Infants and Toddlers	3 (10 FE)	
EC 246 Organization and Administration For Early Childhood Directors	2 (10 FE)	
EC 254 EC Practicum I (Restoration Week)	4 (35 FE)	
TOTAL:		18

Minor in Education and Discipleship

The Education and Discipleship program is an excellent complement for those students who want to study and teach the Bible for discipleship of children, youth, young adults, and their families in mission fields as well as in local churches. For further information, please contact the program director, Dr. Mariana Hwang, at mhwang@lincolnchristian.edu.

EDUCATION AND DISCIPLESHIP MINOR REQUIREMENTS		12
CE 306 Teaching and Learning in the Church	3	
CM 438 Expository Teaching	3	
EL 386 Leadership for Christian Formation	3	
SF 340 Human Development and Ministry	3	
EDUCATION AND DISCIPLESHIP ELECTIVES (<i>choose 2</i>)		6
BI 427 Advanced Hermeneutics	3	
CE 211 Foundations of Children and Family Studies	3	
CE 230 Skills of the Helping Professionals	3	
CM 320 Christian Character and Leadership	3	
EL 321 Ministry to Young Adults	3	
YM 211 Foundations for Youth and Family Ministry	3	
TOTAL:		18

Minor in Global Youth Ministry

This minor introduces students to non-traditional youth ministry contexts such as urban “at risk” ministry as well as ministry in other countries and cultures. Preparation for social and spiritual issues faced in these contexts are emphasized. For further information, please contact the program director, Mike Nichols, at mnichols@lincolnchristian.edu.

Program Requirements:

All students are expected to adhere to the guidelines listed in the Intercultural Studies Program Handbook and must complete the following courses.

GLOBAL YOUTH MINISTRY MINOR REQUIREMENTS		15
IC 277 Spiritual Conflict	3	
IC 328 Ministry to Urban Children and Youth	3	
IC 329 Ministry to International Children and Youth	3	
YM 211 Foundations for Youth and Family Ministry	3	
YM 453 Not-for-Profit Organizations	3	
GLOBAL YOUTH MINISTRY ELECTIVES (<i>choose 1</i>)		3
YM 325 Relational Dynamics for Youth Ministry	3	
YM 327 Social Issues for Youth and Family Ministry	3	
TOTAL:		18

Minor in History

The Christian faith is rooted in history. The more one knows about deep antiquity, the better one can understand both the Old and New Testaments, the deeper one's faith can become. As an ancillary to the IDS program, the minor in history seeks to educate students in nearly all of the major subfields of the discipline: ancient, medieval, modern, US, and the study of the discipline itself (historiography). The discipline of history strongly emphasizes critical thinking and critical writing, two skills much needed by any educated Christian whatever their major or ministry. For further information, please contact the program director, Dr. Brian Messner, at messner@lincolnchristian.edu.

HISTORY MINOR REQUIREMENTS*+		18
HI 141 American History	3	
HI 276 The American Revolution and the Early Republic	3	
HI 292 Global History	3	
HI 305 The Discipline of History	3	
ID 310 Rome and the Early Church	3	
ID 313 The Crusades	3	
TOTAL:		<u>18</u>

- * HI 399 Readings in History could be offered as an Independent Study if there was a particular interest in a time period not covered. This class would be in addition to the courses above.
- ** This minor requires that the student already have taken ID 201, 202, 301, and 302. There could be some overlap between these courses and required courses for the General Education in the major therefore a student may end up only taking 15 hours for their minor.

Minor in Intercultural Studies

The Intercultural Studies program is designed to prepare students for *entry-level* intercultural ministry. This minor allows students to take six foundational courses essential for intercultural ministry. For further information, please contact the program director, Mike Nichols, at mnichols@lincolnchristian.edu.

Program Requirements:

All students are expected to adhere to the guidelines listed in the Intercultural Studies Program Handbook and must complete the following courses.

INTERCULTURAL STUDIES MINOR REQUIREMENTS		18
CM 152 Introduction to the Purpose of the Church	3	
IC 251 Biblical and Historical Foundations for Missions	3	
IC 368 Missions in the 21 st Century	3	
IC 371 Language and Communication	3	
IC 372 Culture and Contextualization	3	
IC 460 Preparation for Cross-Cultural Ministry	3	
TOTAL:		<u>18</u>

Minor in Media Arts and Worship Technology

The minor program in Media Arts and Worship Technology prepares Christian servant leaders for the use of technologies within a corporate worship environment. Three main areas of study will be the use of audio, video, and stage design in a community worship context. For further information, contact Tom Sowers at tsowers@lincolnchristian.edu.

MEDIA ARTS AND WORSHIP TECHNOLOGY REQUIREMENTS 12

WM 186 Introduction to Worship Technology*	3
WM 291 Sound for Worship I	3
WM 293 Visual Media for Worship I	3
WM 367 Special Issues in Worship Technology	3

MEDIA ARTS AND WORSHIP TECHNOLOGY ELECTIVES+ 6

WM 361 Visual Media for Worship II	3
WM 363 Sound for Worship II	3
WM 365 Production Issues for Worship	3

TOTAL: 18**

*For this course, Worship Ministry *majors* must substitute one of the Worship Technology Electives listed.

** Of the 18 hours required, students must complete 9 hours of WM courses at LCU.

+ Worship Ministry *majors* must take all three electives.

Minor in Music

The minor in music is intended to provide students a focused study in the basics of musicianship. Areas of study include private lessons, music theory, history, keyboard, and music technology. For further information, please contact the program director, Jeff Colleen, at jcolleen@lincolnchristian.edu.

MUSIC MINOR REQUIREMENTS 18*

WM 170-180 Applied Lessons (non-major) **	3
WM 181 Musicianship Skills I	3
WM 182 Musicianship Skills II	3
WM 186 Introduction to Worship Technology	3
WM 189 Keyboard Skills I	1
WM 273 Keyboard Skills II	1
WM 386 History and Literature of Music I	2
WM 388 History and Literature of Music II	2

TOTAL: 18

* Of the 18 hours required, students must complete 9 hours of WM courses at LCU.

** All 3 hours of applied lesson hours must be taken at LCU.

Minor in New Testament

This minor equips students to understand and interpret the New Testament according to its relevant contexts and original language. For further information, please contact the program director, Dr. Steve Cone, at scone@lincolnchristian.edu.

NEW TESTAMENT MINOR REQUIREMENTS		9
BI 393 History and Literature of the 2 nd Temple Period	3	
BI 417 Scripture in the Early Church	3	
BI 427 Advanced Hermeneutics	3	
GREEK LANGUAGE ELECTIVE		6
NEW TESTAMENT ELECTIVES		3
BL 341 Advanced Greek I	3	
OR		
NT Book Study	3	
TOTAL:		18

Minor in Old Testament

This minor equips students to understand and interpret the Old Testament according to its relevant contexts and original languages. For further information, please contact the program director, Dr. Mark Mangano, at mmangano@lincolnchristian.edu.

OLD TESTAMENT MINOR REQUIREMENTS		9
BI 393 History and Literature of the 2 nd Temple Period	3	
BI 427 Advanced Hermeneutics	3	
OT Book Study	3	
HEBREW LANGUAGE ELECTIVE (<i>choose 2</i>)		6
OLD TESTAMENT ELECTIVES (<i>choose 1</i>)		3
BI 391 Archaeological Fieldwork	3	
BL 351 Advanced Hebrew I	3	
OT Book Study	3	
TOTAL:		18

Minor in Philosophy

This minor equips students better to understand the world and make assessments of it in light of developments in Christian theology and the history of philosophy. For further information, please contact the program director, Dr. Chris Simpson, at csimpson@lincolnchristian.edu.

PHILOSOPHY MINOR REQUIREMENTS		
6 PH prefixed courses*		18
TOTAL:		18

* This includes any combination of PH prefix classes or philosophy focused Interdisciplinary Studies Electives: ID 316, 318, or 320.

Minor in Pre-Nursing

This minor seeks to equip students with the general knowledge base and Biblical worldview to complete an associate's degree which is part of a consortia program at St. Francis Medical Center College of Nursing. For further information, please contact the program director, Scott Jones, at scottjones@lincolnchristian.edu.

PRE-NURSING MINOR REQUIREMENTS*		16
SC 112 Nutrition	3	
SC 158 Chemistry and Society Lab	1	
SC 251 Microbiology	3	
SC 252 Microbiology Lab	1	
SC 255 Anatomy and Physiology I	4	
SC 256 Anatomy and Physiology II	4	

MATH COURSES		3
MA 190 Problem Solving in Math**	3	

TOTAL: 19

* The following hours will need to be taken as part of the major, General Ed core electives, or major electives if wishing to transfer to St. Francis: MA 295 Statistics, PS/ED 249 Lifespan Development, and LA 210 Advanced Composition.

** Or any other "transferable" math class.

Minor in Preaching Ministry

A minor in Preaching Ministry will prepare students for various pastoral leadership roles in the local church. Distinctives of the minor include smaller classes, and a focus on developing as a pastoral leader. The emphasis will be on developing pastoral leaders who love God and love His people. For further information, please contact the program director, Dr. LC Sutton at lsutton@lincolnchristian.edu.

PREACHING MINISTRY MINOR REQUIREMENTS		18
PR 212 Homiletics	3	
PR 310 Expository Preaching	3	
PR 320 The Preacher's Inner Life	3	
PR 330 Crucial Issues in Ministry	3	
PR 415 Advanced Preaching Lab	3	
PR 425 Theology of Ministry	3	

TOTAL: 18

Minor in Psychology

Since the study of psychology leads to a better understanding of people, a psychology minor is an excellent way to enhance many degrees offered at Lincoln Christian University. Any undergraduate student desiring a minor in psychology will be expected to successfully complete 18 credit hours in the area of psychology, with a minimum of 12 of the credit hours from LCU. Only those courses which the student receives a 2.0 GPA or above will count toward the minor. When a student desires a minor in psychology, he or she will need to make an appointment with the psychology program director. For further information, please contact the program director, Larry Roberts, at lroberts@lincolnchristian.edu.

PSYCHOLOGY MINOR REQUIREMENTS		9
PS 230 Skills of the Helping Professional	3	
SS 171 Principles of Psychology	3	
PS 365 Psychology and Religion	3	

PSYCHOLOGY ELECTIVES*		9
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TOTAL: 18

* Students will also be required to complete three psychology course electives chosen during the initial appointment with the psychology advisor.

Minor in Spiritual Formation

People interested in acquiring skills in prayer, spiritual warfare, leading retreats, organizing ministries of compassion and generosity, practicing the spiritual disciplines for growth and getting grounded in the ministry of spiritual direction should consider this minor. For further information, please contact the program director, Dr. Neal Windham, at nwindham@lincolnchristian.edu.

SPIRITUAL FORMATION MINOR REQUIREMENTS	15
IC 277 Spiritual Conflict	3
SF 247 Prayer Practice and Spiritual Transformation	3
SF 260 Christian Spirituality	3
SF 366 Compassion	3
SF 445 Spiritual Direction and The Care of Souls	3
SPIRITUAL FORMATION ELECTIVES	3
<i>Choose any remaining course with an SF prefix or TH 463</i>	
TOTAL:	<u>18</u>

Minor in TESOL

The TESOL minor is an 18 semester hour program designed to prepare Christians to teach English to those whose primary language is not English. The emphasis is upon how this preparation can be used in cross-cultural settings to advance God's Kingdom. The TESOL minor also leads to the Academic TESOL Certificate and/or to a secondary endorsement for teacher education majors. For further information, please contact the program director, Miriam Windham, at mwindham@lincolnchristian.edu

Program Requirements:

1. Think Biblically by applying Christian worldview thinking to all teaching and learning situations.
2. Grow intellectually by critically engaging theories of language teaching/learning and linguistics.
3. Improve professionally by demonstrating skills appropriate for teaching ESL/EFL at desired levels.

TESOL REQUIREMENTS	18
ES 322 Introduction to Linguistics	3
ES 323 Cross Cultural Aspects in TESOL	3
ES 324 TESOL: Theoretical Foundations	3
ES 325 TESOL: Methods and Materials	3
ES 326 Assessment and Testing in ESL	3
ES 400 TESOL Practicum	3-4
TOTAL:	<u>18</u>

Minor in Theology and Philosophy

This minor equips students to better understand the world and make assessments of it in light of developments in Christian theology and the history of philosophy. For further information, please contact the program director, Dr. Steve Cone, at scone@lincolnchristian.edu.

THEOLOGY AND PHILOSOPHY MINOR REQUIREMENTS	18
2 PH prefixed courses	6
2 TH Prefixed courses	6
2 PH or TH prefixed courses	6
TOTAL:	<u>18</u>

Minor in Women in Society

The Women in Society is an interdisciplinary minor that promotes awareness of the unique experiences women encounter in their individual lives and in their work (ministry). The minor aims to help students take women seriously – in both the manner in which their gender-specific issues are studied, as well as the manner in which these issues are addressed. The minor further aims to provide students with tools that will equip them with knowledge needed to help women in their God-given ministry – be it in the home, the church, or the marketplace. For further information, please contact the program director, Dr. Njere Bere, at nbere@lincolnchristian.edu.

The minor consists of core units and elective courses in many disciplines for a total of 18 minimum credit hours.

WOMEN IN SOCIETY MINOR REQUIREMENTS 18

Choose any 6 of the following:

AD 495 Women in Organizations	3
CE 211 Foundations of Children and Family Studies	3
IC 403 Women in Missions	3
ID 314 Women in Literature	3
PS 390 Human Sexuality	3
PS 397 Special Issues in Ministry to Females	3
SC 112 Nutrition	3
SF 366 Compassion	3
SS 101 Introduction to Sex and Gender	3
SS 235 Marriage and The Family	3

TOTAL: 18

Minor in Youth and Family Ministry

The Youth and Family Ministry program minor prepares and invites individuals to discover the necessary mindset and skills to serve the church in a variety of ministry settings (birth to college age youth ministers, age-level student ministries [e.g., junior high ministry], family ministries, associate ministers working with youth, church-related organizations, campus ministry, urban and international settings, and related areas.) Students develop a theologically-grounded philosophy of ministry that will guide their acquired skills to be faithful and relevant in empowering leaders, partnering with the family, and encouraging the spiritual formation of adolescent disciples. For further information contact the program director, Rondel Ramsey, at rramsey@lincolnchristian.edu *Students with a minor in Youth Ministry are not required to take Greek (6), Homiletics (3), and the YM internship (12).*

Program Requirements:

YM 211, YM 325, YM 327, and YM 480 must be taken at LCU (12) to be counted toward the program hours. Youth ministry hours can be transferred in but may need to be counted as electives.

YOUTH AND FAMILY MINISTRY MINOR REQUIREMENTS 18

YM 100 Orienteering Youth and Family Ministry	1
YM 211 Foundations for Youth and- Family Ministry	3
YM 213 Creative Communications for Ministry	2
YM 325 Relational Dynamics for Youth Ministry	3
YM 326 Youth Ministry Nuts and Bolts	3
YM 327 Social Issues for Youth and Family Ministry	3
YM 480 Mathetes: Advanced Youth Ministry	3

TOTAL: 18

Chapter 3

Course Descriptions

The Curriculum

The foundation of our curriculum may be found in Mark 3:14, “*and Jesus chose the 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. We also want to help you discover what it means to “be sent,” to be a servant leader prepared for the world—in all its complexity and diversity—through ministry inside and outside the Church. Our curricular offerings are divided into four fields.

Bible and Theology Field

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

1. Know the messages of the Old and New Testaments and their leading theological emphases.
2. Be able to interpret the Bible for today with an awareness of how the Church has interpreted the Bible.
3. Present Scripture in a faithful, clear, and culturally relevant manner, both in the Church and in the world.
4. Know how the Bible sets forth Christianity as the true, distinctive, and livable way of understanding reality.
6. Love God and God’s Word.

General Education Field

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

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

Christian Ministries Field

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

Professional Education Field

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

Course Numbering

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

Course Prefixes:

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

Course Suffixes:

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

Note: A number of general education courses have been accepted for transfer credit as part of the Illinois Articulation Initiative (IAI). The specific IAI codes for these courses are listed below for each of those courses. For more information, see page 105-106 or visit the iTransfer website at www.itransfer.org.

Business Administration

AD 101 Introduction to Business. An introduction to major facets of business: marketing, accounting and finance, human resource management, management, and organizational behavior. Additional topics include personal development and theology of work. Students will engage in team-based project competitions. (3)

AD 250 Business Statistics. An examination of descriptive and inferential statistics, including frequency distributions, graphing, measure of central tendency, measure of dispersion, probability theory and distributions, estimation, hypothesis testing, t-tests, nonparametric procedures, ANOVA, correlation, regression, and sampling, with an emphasis on reasoning, problem solving, and utilizing statistics within research and organizational behavior. Prerequisite: AD 101 (3)

AD 291 Presentation Design and Delivery. Effective public speaking and presenting through a three-fold approach to planning, design, and delivery. Students will learn to create and deliver dynamic presentations that inform, inspire, and persuade. (3)

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

AD 350 Principles of Accounting. An introduction to financial and managerial accounting, including an examination of basic accounting concepts, financial statements, the accounting cycle, cost-volume-profit relationships, budgeting, planning and control, cost concepts, and ethics. Prerequisite: AD 250 (3)

AD 360 Principles of Finance. An examination of financial statements and ratios, time value of money, valuation, work capital management, capital budgeting, risk analysis, cost of capital, capital structure, dividend policy, and ethics. Prerequisite: AD 350 (3)

3. COURSE DESCRIPTIONS

AD 373 Marketing I. An examination of customer driven marketing, situational analysis and strategy, segmentation, targeting, positioning, buyer behavior, product development, pricing, distribution, promotion, brand management, and ethics. Includes a team-based marketing plan and brand campaign project. (3)

AD 374 Marketing II. A continuation of concepts introduced in AD 373 with more emphasis given to market research and buyer behavior. Includes a team-based project. Prerequisite: AD 373 (3)

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

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

AD 400 Orientation to Internship. An introduction to the internship experience and requirements. Topics include searching for an internship, resumes, interviews, learning covenants and site, and student requirements. To be taken during the junior year. Pass/No Pass. (0)

AD 401 Internship. A senior-level, supervised internship conducted in a business setting. The internship can be completed with a for-profit or not-for-profit organization. Internships are individually structured according to student career pursuits and the needs of the site organization. Internships can range from 1 to 6 hours, and may be repeated for a maximum of 6 hours. Prerequisite: AD 400. (1-6)

AD 451 Not-for-Profit Finance. An examination of financial planning and forecasting, budgeting, grantsmanship, major gift programs, planned giving, special events, direct fundraising, relationship management, marketing, and ethics. (3)

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

AD 471 Marketing Research. An examination of research processes, data collection, data interpretation and analytical analysis, and summary reporting. Includes a team-based marketing research project. Prerequisite: AD 373 (3)

AD 472 Integrated Marketing Communication (IMC) and Advertising. An examination of brand strategy, management, measurement, advertising, promotions, public relations and direct marketing. Includes a team-based IMC and advertising project. Prerequisite: AD 373 (3)

AD 473 Buyer Behavior and Customer Relationship Management (CRM). An examination of consumer and business buyer decision making, determinants of buyer behavior, influencing buyer behavior, customer service, and customer relationship management. Includes a team-based project. Prerequisite: AD 373 (3)

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

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

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

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

AD 484 Entrepreneurship – Starting a Small Business. An examination of small business entrepreneurship activities including business opportunity screening and start-up, legal structure, operational, strategic, marketing and financial analysis, and business plan development. Prerequisites: AD 360 and AD 373 (3)

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

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

AD 495 Women in Organizations. An examination of women's experience in contemporary organizations. Topics include gender-based challenges, work-life balance, career development and networking, leadership styles and skill development, emotional and social intelligence, stress management, decision-making, trust, and physiological issues. Course includes theological reflection on womanhood, and the development of personal goals and values. (3)

AD 497 Principles of Macroeconomics. An examination of supply and demand, the market structure, inflation, unemployment, economic growth and GDP, and international trade, as well as current economic issues. Same as SS 362. (3)

AD 499 Special Topics in Business or Business Seminar. An in-depth study of various business topics. Topics could include personal finance, economic justice and development, project management, sales, international business, leadership, advanced organizational behavior, business through literature and film, specialized business ethics (marketing, communication, finance, management), and public relations. May be repeated. (1-3)

Art

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

AR 110 Introductory Photography. An introductory class into the practice of photography focusing on technique, composition, style and post-processing. Students will learn how to handle a camera and how to process the image in Photoshop or Photoshop Elements. Students will have to provide a fully manual camera, either film or digital, to complete assignments for the class. (If the student has a question about the camera, please contact the instructor. If film is used, the student will assume the cost of processing.) (3)

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

General Bible

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

BI 270 Interpreting the Christian Scriptures. A study of the resources, principles, and methods of interpreting Scripture. Sophomore standing required. (3)

3 COURSE DESCRIPTIONS

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

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

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

BI 400 Internship Orientation. This course is an introduction to and preparation for the internship experience and life-related skills for all juniors two semesters prior to the planned internship. (0)

BI 401 Internship in Biblical Exposition. A senior level supervised internship experience with an approved mentor in an approved setting, within the student's degree program or focus, evaluated according to the requirements in individually written learning covenants. (6)

BI 413 Senior Seminar in Bible. A senior course designed to draw together the various courses and experiences that students have had which relate to Bible study and preparation to communicate the Biblical truth. (3)

BI 417 Scripture in the Early Church. This is a course focused on the major ideas, figures, and events of the post-Apostolic era, with a particular emphasis on the development of the Christian canon. (3)

BI 427 Advanced Hermeneutics. A course designed to investigate the thought and methods underlying contemporary approaches to interpreting the Bible with a view to preaching and teaching with excellence in various settings. (3)

Biblical Languages

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

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

BL 321 Elementary Hebrew I. A study of elementary Hebrew grammar, syntax and vocabulary, with emphasis upon the attainment of skill in reading from the Hebrew Bible. (3)

BL 322 Elementary Hebrew II. A study of elementary Hebrew grammar, syntax and vocabulary, with emphasis upon the attainment of skill in reading from the Hebrew Bible. Prerequisite: BL 321. (3)

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

BL 343 Advanced Greek II. A course which reviews and expands upon forms, syntax, and vocabulary by means of daily translations from the New Testament and advanced grammar studies. Prerequisite: BL 243, 244, and 341. (3)

BL 351 Advanced Hebrew I. A course which reviews and expands upon forms, syntax, and vocabulary learned in Elementary Hebrew I and II with emphasis on learning to read and interpret Biblical Hebrew. Prerequisite: BL 322. (3)

BL 352 Advanced Hebrew II. A course which reviews and expands upon forms, syntax, vocabulary, and reading practices learned in Advanced Hebrew I with emphasis on learning to read and interpret Biblical Hebrew. Prerequisite: BL 351. (3)

BL 443 Advanced New Testament Exegesis. A course designed to teach the student how to use the historical-grammatical approach in exegeting the Greek New Testament, with a view to making contemporary application. Prerequisite: BL 341 and 343. (3)

Christian Education

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

CE 211 Foundations of Children and Family Studies. This course is an overview of various aspects of children and family ministries and studies. The foci of the course are on Biblical and theological understandings as well as the current cultural issues and trends in children, family, and community in relation to children's Christian formation and welfare. The course also explores parent styles, parent education, and educational communication skills for all children in elementary (K-5) level. Ten (10) hours of field experience are required. (3)

CE 220 Child Theology and Spiritual Development. This course investigates and examines the Biblical and theological foundations of children's spirituality and their spiritual development. Attention will be placed on understanding children's physical, social, emotional, intellectual, as well as spiritual formation, and exploring various aspects of how to help and encourage children to develop a deeper relationship with God and Jesus. This course also includes ten (10) hours of field experience. (3)

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

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

CE 305 Worship and Arts for Children and Family Ministry. This course explores how to organize, develop, and implement a structured or personal worship for children. Emphasis will be placed on children's spiritual formation through worship in light of studying the Scripture, music, prayer, giving, puppets and drama, art and movement, and worship service. Prerequisite: CE 211. (2)

CE 306 Teaching and Learning in the Church. This course is an overview of educational ministries for Christian formation, which surveys the various aspects of educational ministry, including its Biblical, theological, psychological, sociological, and philosophical foundations of Christian formation. It also examines the roles of teacher and students, aim of lesson, curriculum development, teaching methods, learning environment, and evaluation of teaching and learning processes. (3)

CE 315 Leading and Learning in Small Groups. This course will equip students with a foundational understanding of the knowledge and skills required to lead small groups by incorporating spiritual, cognitive, and experiential learning technique. Attention will be given to Biblical and theological foundations, theories, dynamics, principles, and practices of small group ministries, and understanding leading small groups, developing leaders of small groups, devising small group ministries to meet various needs (including mentoring groups, maturity groups, ministry groups, mending groups, mission groups, model groups, etc.) and settings (children, youth, and adults), and organizing and administering a small group ministry. (3)

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

3 COURSE DESCRIPTIONS

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

CE 400 Internship in Children and Family Studies: Orientation. An introduction to and preparation for the internship experiences and life-related skills for all juniors two semesters prior to the planned internship. (0)

CE 401 Internship in Children and Family Studies. A senior-level supervised internship experience with an approved mentor in an approved setting, within the student's degree program or focus, evaluated according to the requirements in individually written learning covenants. Prerequisites: CE 400 and the approval by the Program Director. (12)

CE 423 Leadership in Children and Family Ministry. This course examines the Biblical concept of leadership and the functions of the leader in facilitating positive relationships within Christian organizations; team management in ministry contexts, the recruitment and training of the volunteers and teachers. Attention will also be given to administrative functions, such as ministry planning and program designing, organizing, delegating, implementing, and evaluating processes of Children and Family Ministry in the church. (3)

CE 441 Ministry to Children in Crisis. A survey of the spiritual, emotional, social, intellectual, and physical needs of children aged 2-12 as they respond to a variety of personal and family crises. The course will address at an introductory level ministry models, methods, and resources for ministering to children who are in bereavement, under stress, hospitalized, abused, from divorced homes, in poverty, or living with parents who are substance abusers. Same as PS 441. (3)

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

Christian Ministries

CM 098 Life @ LCU. This course will help new students be more successful at LCU by introducing them to college level writing, college level academic skills, and college level analysis. This course is part of the larger orientation program offered for new students. (0)

CM099 AIM: Developing a Christ-Centered Life. This course, required of all new students, introduces Lincoln Christian University and strategies for making effective decisions for life, for school, and for service. The course is framed by the "X-GPS Life Mapping System," which helps students to identify and to develop their Christ-centered Gifts, Passions and Sense of Calling. Class fee applies. (0)

CM 100 Service Learning. The University's Service Learning program is designed to involve students in supervised Christian service activities on a weekly basis. These activities (ranging from volunteer work to preaching and teaching) are chosen and evaluated by each student's program director and by the Student Development Office. During each spring semester, all full-time students participate in a week of volunteer ministry. The program culminates in a senior-level internship. Further details about the Service Learning program are provided in the freshman-level course, CM 099 AIM: Developing a Christ-Centered Life and on the website. Must be taken every semester. Not required for students on internships. (0)

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

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

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

CM 219 Discipleship in a Postmodern World. A course preparing students for life-long, holistic Christian discipleship that is expressed in all areas of the students' lives with the effect of bearing witness to God's redemption of all things (home, church, social, academic, professional and civic arenas) through Christ. (3)

CM 320 Christian Character and Leadership. A course designed to take the student through an exegetical study of I and II Timothy and Titus. Emphasis will be placed on the basic issue of Christian character development and leadership skills that arise out of the text. (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. Juniors and seniors only. (1-3)

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

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

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

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

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

Deaf Studies

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

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

DS 200 Advanced Deaf Studies. Students interested in additional Deaf Studies may enroll in advanced programs elsewhere (e.g. in Deaf Ministry, Interpreter Preparation, or Deaf Education) and transfer those credits here. The degree program with this option is the Intercultural Studies program. The Deaf Ministry option is available through Deaf Missions of Council Bluffs, IA, which offers an extension program there every other spring semester for up to 16 hours of University credit. For more details, contact the Registrar. (2-16)

Early Childhood

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)

3 COURSE DESCRIPTIONS

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

EC 147 Health, Safety, and 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. Same as ED 147. (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. This course includes 15 hours of field experiences. (2)

EC 223 Children's Literature. A course that considers the selection and evaluation of children's literature, focusing especially on recent material, current trends, controversies, and problems for children birth through age thirteen. Same as ED 223. (3)

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

EC 237 Survey of the Exceptional Child. This course is an introduction to the characteristics of exceptional learners and their educational rights and processes, which will include learners with disabilities as well as students who possess giftedness. Classroom practices and interventions as well as training the educational professional in appropriate observation skills necessary to understand child and adolescent development, classroom dynamics, and appropriate practices for all children are covered. Additionally, the course covers the legal, ethical, family and diversity issues. Thirty (30) hours of field experiences are required. Same as ED 237. (3)

EC 238 Child Growth and 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 experience for observation and reflection in addition to listed class times. Same as ED 238. (3)

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

EC 243 Care of Infants and Toddlers. This course examines the spiritual, social, emotional, language, and motor developments of infants and toddlers. Family assessment and involvement will also be examined. Ten (10) hours of field experience is required. (3)

EC 245 Language Arts. A study about theory and practice in literacy development and the role that speech and language acquisition, children's literature, and early exposure to print and social interaction play in long-term literacy skills. Prerequisites: EC 134, EC 238, the handwriting correspondence requirement (see program handbook), and passing score on the Phonetics proficiency test or successful completion of EC 126 prior to enrollment. Co-requisite: registered in EC 237. (3)

EC 246 Organization and Administration for Early Childhood Directors. An in-depth examination of the Biblical, legal, and administrative functions for directing early childhood programs. Students who successfully complete this course will be prepared to administrate a day care or a preschool program. Students must complete ten (10) hours of field experience. (3)

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 an 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. Student will also 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 and collaboration, reflection concerning teaching, and learning as it applies to child development. Thirty-five (35) clock hours in an Early Childhood setting(s), with a minimum of 25 hours with infants and toddlers are required in an assigned location(s). Students will reflect on and revise a professional development plan. Students will also be required to document their experience using observations and assessment tools. (3)

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

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

EC 332 Teaching Primary Curriculum. This is a study of techniques and methodologies of teaching and assessment for language arts, mathematics, science, and social studies at the primary level. This course includes 15 hours of field experience with children K-3 grades for observation, teaching, and reflection in addition to listed class times. (2)

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

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

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

EC 349 Junior Field Experience. Course description in development. See Professional Education Field Chair for more information. (0)

EC 343 International Field Experience. An intense two-week international teaching experience, including extensive cross-cultural research prior to the experience, cultural and classroom observation, and teaching at least two lessons in an educational setting, as well as reflections on the experience. (3)

EC 399 Special Issues in Early Childhood. Advanced study of one or more topics in the field of Early Childhood Education. (1-3)

3 COURSE DESCRIPTIONS

EC 439 Student Teaching. This course is one semester in length and designed for candidates completing the Early Childhood Education Program for state certification (birth-third grade). Candidates are required to complete 480 hours of clinical practice through Student Teaching. Candidates are to pick two of the following three areas to work in during this time: Birth to 3 years, Pre K-Kindergarten, and 1-3 grades. All program hours must be completed as a prerequisite and the candidate must be admitted into this stage of the program. The student will be required to implement, reflect on, and/or recognize the following: a professional development plan, integrated lesson planning, communicate to official standards and regulations, recognize abuse, health and safety, IEPs, IFSPs or behavior plans, assessment, and families. (12)

Education

ED 099 Preparing for the Test of Academic Proficiency. This course is designed to prepare individuals for the Test of Academic Proficiency through the Illinois Certification Testing System. The course will cover the four subareas for this test: Reading Comprehension, Language Arts, Mathematics, and Writing. This course is required of professional education candidates who have a composite score below 22 on their ACT and/or have not passed one or more subareas of the Test of Academic Proficiency. Course credit will not count toward GPA. (1 credit)

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

ED 147 Health, Safety, and 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. Same as EC 147. (3)

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

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

ED 223 Children's Literature. A course that considers the selection and evaluation of children's literature, focusing especially on recent material, current trends, controversies and problems for children birth through age thirteen. Same as EC 223. (3)

ED 237 Survey of the Exceptional Child. An introduction to the characteristics of exceptional learners and their educational rights and processes, which will include learners with disabilities as well as students who possess giftedness. Classroom practices and interventions as well training the education professional in appropriate observation skills necessary to understand child and adolescent development, classroom dynamics, and appropriate practices for all children are covered. Additionally, the course covers legal, ethical, family, and diversity issues. This course includes 30 hours of field experience. Same as EC 237. (3)

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

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

ED 343 Educational Psychology. A course surveying the principles involved in learning and teaching, including learning theories, student development characteristics, learning styles, objectives, and classroom management. This course includes ten (10) hours of field experience. Same as PS 343. (3)

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

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

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

ED 450 Christian Educator Symposium. A seminar designed to promote critical thinking and dialogue, to challenge and encourage students in the Teacher Education, Early Childhood (AA), and Children and Family Ministry programs in their personal and professional goals, study, and worldview. Attention is also given to introducing students to quality Christian K-12 schools. Participation is required each year until graduation for all majors including off-campus consortium candidates. Pass/No Pass based on seminar registration and attendance. Every spring semester. (0)

Educational Leadership and Discipleship

EL 321 Ministry to Young Adults. This course examines the learning characteristics and the process of faith development of young adults, and the effective ways of how to foster their faith development through educational ministries of the church. (3)

EL 386 Leadership for Christian Formation. This course examines the Biblical principles of leadership for leading church's ministries for Christian formation. Attention will be given to assessing leadership styles and skills, examining the principles of team building and team management in ministry contexts, the recruiting and training of volunteers, teachers, as well as potential leaders. Emphasis will also be given to the functions of a leader in promoting positive relationships within Christian organizations for the maturity of the congregation. (3)

EL 400 Internship Orientation. This course is an introduction to and preparation for the internship experience and life-related skills for all juniors two semesters prior to the planned internship. (0)

EL 401 Internship in Education and Discipleship. A senior-level supervised internship experience with an approved mentor in an approved setting, within the student's degree program or focus, evaluated according to the requirements in individually written learning covenants. (12).

Teaching English to Speakers of Other Languages (TESOL)

ES 320 TESOL: Theoretical Foundations. An examination of theories of first and second language acquisition, with an emphasis on cognitive, affective, and cultural factors in teaching English as a second language. (3)

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

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

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

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

ES 325 TESOL: Methods and Materials. A study of the methodologies and materials for teaching English as a second language. Central to the course will be the evaluation of materials for achieving various skill levels and instructional goals. Prerequisite: ES 324. (3)

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

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

ES 400 TESOL Practicum. Observation, case studies, and experience in tutoring, instructional assistance, and/or direct instruction in English as a second language. Instructor approval required. Prerequisite: ES 324. (3-4)

History

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

HI 242 Acts: A History of the Early Church. An introduction to the historical book of Acts, focusing on its history, theology, and sociology, as well as key people and events in the early church, with special attention given to historical issues and themes. A history-related research paper is required. Same as NT 243. (3)

HI 276 The American Revolution and The Early Republic. This course will examine the period from the origins of the Revolution through the ratification of the Constitution, and will consider topics such as the nature of the Revolution, the debate over the power of our national government after the War and the strengths and weaknesses of the Revolutionary movement. Reading and analyzing primary source documents is an important part of this course. (3)

HI 280 History of American Christianity and the Stone-Campbell Movement. This course surveys the history of Christianity in the United States by examining key ideas, figures, and movements primarily active in the period of 1700-2000. The course discusses the issues involved in transplanting and adjusting old European church systems to the New World and also creating new distinctly American expressions of the Christian faith. Special attention will be given to the rise and development of the Stone-Campbell (or Restoration) Movement in this social and religious context. (3)

HI 292 Global History. This course is a comparative study of a specific period in global history with a particular emphasis on non-European societies. Topics include the histories of China, Japan, India, the Americas, and Africa, as well as a range of issues concerning society, politics, economics, the military, etc. (3)

HI 305 The Discipline of History. This course will consider the nature of the study of history by exploring the nature of history, reading important historical works, and examining the implications of being a Christian historian. Reading and analyzing major works in the field that changed the nature of the study of history is an important part of this course. (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 the 19th century theological thought. Same as TH 470. (3)

Honors

HO 399 Honors Seminar. Students admitted to the Honors Program (see page 89) complete five (5) semester hours of honors seminars and projects under the supervision of their faculty mentor. Prerequisite: admission to the Honors program and consent of faculty mentor. This course may be repeated. (1-5)

Intercultural Studies

IC 107 Exponential Church-Planting Conference. Students are required to attend and participate in the annual church-planting conference called “Exponential.” Students are required to do reading and papers related to the themes addressed during the conference. (3)

IC 109 Hargrove Church Planting Institute. Students are required to attend and participate in a Hargrove School church-planting institute at one of the various locations coordinated by the Hargrove School. Students are required to do readings and papers related to the themes addressed during the institute. (3)

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

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

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

IC 277 Spiritual Conflict. A basic introduction to the Biblical and historical view of spiritual conflict with an emphasis on how repentance, the will, spiritual disciplines and sin affect people. Special note will be taken on practical steps to take in regard to personal life as well as how this affects mission experience and practice. Same as SF 277. (3)

IC 279 Introduction to Church-Planting. A course designed to give basic foundational principles and best practices for doing church planting in the North American context. The course is normally taught in the intensive format by experienced church planters and consultants. (3)

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

3. COURSE DESCRIPTIONS

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

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

IC 352 Exegeting the City. This course is designed to present the need to evangelize cities and the methods for accomplishing the task. Some methods that will be utilized are exposing students to various approaches and models of urban ministry, learning key issues inside urban theology, and examining and defining the tension between gospel and culture. Students will learn God's role in cities ancient and modern. (2)

IC 353 Exegeting the City. For course description, see IC 352. (3)

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

IC 368 Missions in the 21st Century. An examination of the Biblical, historical, and practical aspects of bi-vocational missions ("tent-making") in modern missions. Special attention will be given to the necessity of tent-making, the equipping of kingdom professionals, opportunities for service abroad, and challenges which are uniquely part of bi-vocational, cross-cultural ministry. (3)

IC 371 Language and Communication. A course which equips the student with the skill and knowledge to learn another language in the context of relationships and ministry. Based on the assumption that learning to speak languages is more a social than an academic activity, this course provides on-site practice in actual language learning through interaction with a foreign language and mentor. The course will also deal with principles of communication in cross-cultural contexts. (3)

IC 372 Culture and Contextualization. A course which takes seriously the study of cultures and their contexts toward the goal of equipping students with skills to contextualize the good news of Jesus Christ in any culture. Based on the assumption that all cultures are valid vehicles for the Gospel and yet all cultures need to be redeemed, this course trains future intercultural workers in the practice of critical contextualization. (3)

IC 389 Global Church-Planting. This course examines the theological foundations and place of church-planting in the global missionary task of making disciples of all nations. Various church-planting methods and strategies will be surveyed with an emphasis on best practices and challenges inherent in establishing indigenous churches in intercultural contexts. (3)

IC 399 Special Issues in Intercultural Studies. Directed study in the field of Intercultural Studies for the student who desires to pursue a topic of study not covered in the regular curriculum. (1-4)

IC 400 Internship Orientation. This course is an introduction to and preparation for the internship experience and life-related skills for all juniors two semesters prior to the planned internship. (0)

IC 401 Internship in Intercultural Studies. A senior level supervised internship experience with an approved mentor in an approved setting, within the student's degree program or focus, evaluated according to the requirements in individually written learning covenants. Prerequisite: IC 400. (6)

IC 403 Women In Missions. This course examines the role Christian women have played, and continue to play, in the mission field – both in the developed and developing countries. The course pays special attention to the unique challenges women in missions encounter by virtue of their gender and marital status. It also pays special attention to the practical solutions to these problems that have been generated by women in missions. Through

assigned readings, documentaries, and lectures given by faculty and visiting missionaries, those students who feel called to serve as missionaries will receive invaluable lessons that will help them go into a mission field prepared. Similarly, students who do not feel called to be missionaries will learn how best to support their sisters in the mission field. (3)

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

IC 460 Preparation for Cross-Cultural Ministry. A course designed to deal with practical issues related to the entire life cycle of the missionary. Areas of focus include partnership development, culture shock, team dynamics, overcoming stress, family concerns, personal spiritual life, and re-entry issues. Prerequisites: IC 251, IC 368, IC 371, and IC 372. (3)

Interdisciplinary Studies (IDS)

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

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

IDS Core Courses

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

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

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

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

ID 302 The Modern and Postmodern World. This course surveys and integrates key ideas and developments in history, philosophy, theology, science, technology, music, art, and literature from the middle of the 19th century to the present. Special attention is given to an analysis of contemporary culture from a Christian worldview perspective. Prerequisites: ID 101 and LA 111. (3)

IDS Elective Courses

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

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

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

ID 313 The Crusades. This course surveys the history of the Christian religious wars waged in Palestine and Europe after 1095. Issues considered include crusade as an expression of the “Age of Faith,” the reactions of Christians and non-Christians to crusade, the artistic expressions of crusade and the theological implications of the crusading movement. The course will explore the implications of crusade for the contemporary Middle East. As an interdisciplinary studies course we will consider history, literature, visual art, theology/religious studies, church history, and music. Prerequisites: ID 101, LA 111 and junior standing. (3)

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

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

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

ID 318 Kierkegaard. This course examines the life, thought, and writings of the 19th century Danish philosopher/theologian/author Søren Kierkegaard and his work within the philosophical, theological, social and literary contexts of 19th century Europe and Golden Age Denmark. This course also looks at the relevance of Kierkegaard’s thought and writings in the present postmodern (philosophical, theological, social and literary) context(s). We will look at topics in Kierkegaard’s thought, such as: the nature of human existence, the nature of communication, the nature of a person’s relation to God, the relation between faith and reason, the relation between ethics and religion, Christology, and what it means to be a Christian. Prerequisites: ID 101, LA 111 and junior standing. (3)

ID 319 Literature of the English Renaissance: Shakespeare, Marlowe, Donne, and More. This course surveys the literature of the English Renaissance, including works by Christopher Marlowe, John Donne, Sir

Thomas More, and William Shakespeare. Literary works in 16th and early 17th century England were not created in isolation from other currents in the social, cultural, and religious world. Thus our exploration of Renaissance literature will be closely tied to the life and times of its authors, with particular focus on Tudor and Stuart England and the Reformation. Prerequisites: ID 101, LA 111 and junior standing. (3)

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

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

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

ID 323 Modern Art, Faith, and Culture. This course surveys the visual arts of Western Europe and the United States from ca. 1875 (beginning with Impressionism) through ca. 1970 (ending with Pop/Op Art). The course will explore specific artists and artistic styles as well as how those artists and styles were both driven by a force upon the religious, philosophical, and social tenor of the times. This course will incorporate skills to help perceive and appreciate the nature and significance of conflicting perspectives in the visual arts, along with learning how to analyze worldviews from Christian perspectives. Other topics to be discussed include aesthetics, landscape theory, and theology and the arts. Prerequisites: ID 101, LA 111 and junior standing. (3)

Language and Communication

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

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

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

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

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

LA 111 Introduction to Written Composition. This course emphasizes those facets of composition necessary for effective college writing including information literacy, critical thinking, rhetorical awareness, and principles

3 COURSE DESCRIPTIONS

of revision both global (audience, purpose, structure, genre) and local (style, grammar, mechanics). IAI Code C1 900R. (3)

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

LA 210 Advanced Composition. A course emphasizing critical skills in reading, thinking, and writing, focusing on rhetorical effectiveness in a variety of genres, paying close attention to the ways that readers, writers, and texts interact. This course provides opportunities for personal, academic, and public writing. Prerequisite: LA 111. IAI Code C1 901. (3)

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

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

LA 410 General Studies Capstone Project. This course provides General Studies senior students an opportunity to review, integrate, and apply the knowledge and skills they have achieved through study, research, and service learning through the production of an extensive online ePortfolio. (3)

Mathematics

MA 099 Intermediate Algebra. Intermediate course between one year of high school algebra and college algebra. A scientific calculator is required for this course. This course does not count toward graduation. (3)

MA 161 Mathematical Reasoning I: Numbers and Operations. This course focuses on mathematical problem solving and reasoning to develop the mathematical content knowledge. Topics include properties of whole numbers and rational numbers, arithmetic and algebraic operations. Manipulatives and technology are embedded into the course content. A scientific calculator is required for this course. Prerequisite: MA 099 with a C or better, a score of 18 on the ACT test or LCU's Mathematics Placement Test. (3)

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, loci/set theory, finance, and problem-solving strategies. (3)

MA 208 Mathematics Reasoning II: Geometry and Other Mathematical Strands. This course focuses on concepts and the structure of real numbers, including but not limited to topics of geometry, measurement probability, statistics, and algebra. Manipulatives and technology are embedded into the course content. This course is recommended for education majors. A scientific calculator is required for this course. Prerequisite: MA 161 with a C or better, an equivalent course, or permission of instructor. (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 204 Introduction to Jesus and the Gospels. A course designed to introduce the person and work of Jesus Christ from the four Gospels. The course includes an overview of the historical backdrop of the Gospels, explores

the question of the historical Jesus, summarizes the contours of the life of Christ, and surveys the primary teachings and theological emphases of Jesus. Sophomore standing required. (3)

NT 243 Acts. A chronological, biographical, exegetical and theological survey of the book of Acts, with special attention to the role of the Holy Spirit and willing human servants in the establishment and growth of the earliest Christian communities. Same as HI 242. (3)

NT 333 Pauline Epistles. An introduction to the letters of the apostle Paul, with attention to their theological relevance to the church. (2)

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

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

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

NT 359 Galatians. An exegetical study of the book of Galatians. (3)

NT 362 Ephesians. An exegetical study of the book of Ephesians. (3)

NT 362 Philippians. An exegetical study of the book of Philippians. (3)

NT 363 Colossians and Philemon. An exegetical study of the books of Colossians and Philemon. (3)

NT 364 I and II Thessalonians. An exegetical study of the books of I and II Thessalonians. (3)

NT 365 I and II Timothy, Titus. An exegetical study of the books of I and II Timothy and Titus. (3)

NT 366 James. An exegetical study of the book of James. (3)

NT 367 I and II Peter. An exegetical study of the books of I and II Peter. (3)

NT 368 Johannine Epistles. An exegetical study of the Epistles of John. (3)

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

Old Testament

OT 105 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 232 Hebrew History and Literature I. An overview of Hebrew history from the conquest of Canaan to the division of the Israelite nation, including a brief study of the wisdom and poetic literature of the Hebrew Bible. (3)

OT 302 Hebrew History and Literature II. An overview of Hebrew history from the division of the Israelite nation to the return from Babylonian exile and restoration of the Judean state, including a brief study of the historical context and content of each of the literary prophets (Isaiah-Malachi). (3)

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

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

3 COURSE DESCRIPTIONS

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

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

OT 342 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)

Physical Education

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

Philosophy

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

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

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

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

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

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

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

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

PH 482 Ethics. A survey and critical examination of various philosophical and theological approaches to ethics. Attention is typically given to Relativism, Egoism, Behaviorism, Utilitarianism, Situation Ethics, Natural Law Ethics, Virtue Ethics, Kantian Ethics, Divine Command Ethics, and different versions of theological absolutism

(e.g. Unqualified, Qualified, and Graded Absolutism). Application is also given to representative contemporary moral issues. Prerequisite: LA 111. Same as TH 472. (3)

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

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

Preaching Ministry

PR 212 Homiletics. A course providing the theological basis for preaching and the basic techniques necessary for sermon construction and delivery. Prerequisite: LA 113. (3)

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

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

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

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

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

PR 401 Internship. A senior-level supervised internship experience with an approved mentor in an approved setting, within the student's degree program or focus, evaluated according to the requirements in individually written learning covenants. Prerequisites: PR 400. (9)

PR 415 Advanced Preaching Lab. A course designed to sharpen the student's ability to develop and deliver a sermon. Attention will be given to evaluating personal style and developing an extended preaching plan. Prerequisites: PR 212 and PR 310. (3)

PR 425 Theology of Ministry. A course developing a theology of ministry and its application within the local congregation. (3)

Psychology

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

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

3 COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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

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

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

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

PS 394 Social Gerontology. This course introduces the field of adult development with an interdisciplinary perspective stressing the interaction of psychological, social, and physiological factors affecting the aging

process. Goals are to help the student understand the processes and diversity in the aging process and help the learner work with older adults and their families in a variety of ministry settings. (3)

PS 395 Special Issues in Ministry to Men. This course examines issues relevant to the male population (e.g., cultural issues men deal with, relationships, co-dependency, and disorders) and the ways males respond in dealing with these issues. It also looks at differences in male and female gender roles and developmental issues and crises. Prerequisite: PS 230 and junior standing. (3)

PS 396 Special Issues in Ethics. This course examines the different ethical standards in place for the psychology fields. Students will look at the codes of ethics currently in place for different groups (e.g., psychologists, counselors, pastoral counselors, and school counselors), and compare and contrast the different codes. Students will work through a case-based study that allows the student to investigate the standards with populations dealing with disorders, relationship difficulties, educational situations, and other current relevant issues. Prerequisite: PS 230 and junior standing. (3)

PS 397 Special Issues in Ministry to Females. This course examines issues especially relevant to the female population (e.g., codependency, eating disorders, and depression) and the ways that females respond differently in dealing with these issues. It also attempts to work toward awareness of the differences between males and females in dealing with developmental issues and crises. Prerequisite: junior standing. Offered every spring. (3)

PS 399 Special Issues in Psychology. Advanced study of one or more topics in the field of psychology, family life, and/or community care ministries. (1-3)

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

PS 401 Internship in Psychology: Experience. A senior-level supervised internship experience with an approved mentor in an approved setting, within the student's degree program or focus, evaluated according to the requirements in individually written learning covenants. Prerequisites: PS 400. (6)

PS 441: Ministry to Children in Crisis. A survey of the spiritual, emotional, social, intellectual, and physical needs of children aged 2-12, as they respond to a variety of personal and family crises. The course will address at an introductory level ministry models, methods, and resources for ministering to children who are in bereavement, under stress, hospitalized, abused, from divorced homes, in poverty, or living with parents who are substance abusers. Same as CE 441. (2)

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 (Lecture Only). An introduction to selected topics in biology and science, illustrating their relevance for today. IAI Code L1 900. (3)

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

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

SC 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." Attention will also be given to effective communication in writing and speaking and in evaluating the communication of others. (1)

3 COURSE DESCRIPTIONS

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

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

SC 255 Anatomy and Physiology I (Lecture and Lab). The first of a two-semester course emphasizing anatomic and physiological terminology, the relationship between form and function, and the basic principles of chemistry, cells and tissue. Four of the body's eleven systems are presented with laboratory investigations focusing on bones, muscle structure, and the microscopic structure of tissues. (4)

SC 256 Anatomy and Physiology II (Lecture and Lab). In this continuation of SC 255, the remaining seven of the body's eleven systems are examined, as well as cellular metabolism and fluid and electrolytes. The computer program A.D.A.M. (Animated Dissection of Anatomic Material) will be used extensively, as will other visual aids, preserved materials, and electronic media. Prerequisite: SC 255. (4)

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

Spiritual Formation

SF 247 Prayer Practice and Spiritual Transformation. A course designed to teach students how to “pray without ceasing” by studying the motives, habits, prayers, conditions, problems, and results of individuals and churches known for the depth and vitality of their prayer lives. Heavy focus on implementing selected prayer practices. (3)

SF 260 Christian Spirituality. Students enrolled in this course will examine and attempt to practice authentic relationship with God and God's creation, resulting in greater love for God and neighbor, as well as deeper life-integration. Same as TH 260. (3)

SF 277 Spiritual Conflict. A basic introduction to the Biblical and historical view of spiritual conflict with an emphasis on how repentance, the will, spiritual disciplines and sin affect people. Special note will be taken on practical steps to take in regard to personal life as well as how this affects mission experience and practice. Same as IC 277. (3)

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

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

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

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

SF 401 Internship. A senior-level supervised internship experience with an approved mentor in an approved setting, within the student's degree program or focus, evaluated according to the requirements in individually written learning covenants. Prerequisites: SF 400. (6)

SF 445 Spiritual Direction and the Care of the Souls. Explores and implements the ancient practice of spiritual accompaniment between a director and directee with a view to spiritual health and guidance in the contemporary world. (Note: This course does not qualify the student for certification in spiritual direction.) (3)

SF 449 Assessing and Coordinating Spiritual Growth. Provides resources and skills for helping individuals and groups to understand how they are maturing in Christ, what's next in the process, where they can go for help, and how spiritual formation relates to discipleship, leadership, and service. (3)

SF 451 Seminar in Christian Spirituality. This course examines some facet of Christian spirituality in depth. Topics vary. Possible topics include Celtic Spirituality, the Spirituality of Henri Nouwen, and Spirituality and ethics. (3)

SF 463 Christian Spirituality East and West. A course on the history of Christian spirituality, as it developed in both the Eastern and Western Church, with attention both to personal spirituality and the worship of the Church. Same as TH 463. (3)

Social Sciences

SS 101 Introduction to Sex and Gender. This course seeks to find out the difference between sex and gender. Is our sexuality determined by nature or nurture? Is gender a social construction? To answer these and similar questions, the course focuses on the meaning of the terms "gender," "gender identity," "gender roles," and "sex" given in our societies – both in developed and developing countries. Specifically, the class examines how key socialization agents such as the family, school, religion, media, and politics construct, perpetuate, reproduce, and sometimes challenge sex and gender roles. (3)

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 S6 900. (3)

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

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

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

SS 260 Introduction to Cultural Anthropology. An introduction to the study of culture, studying the interrelationships between individuals and societies, and the natural, ideational, social, economic, legal, temporal, and spatial contexts in which they live. The course stresses implications of anthropology insights for Christian and education professionals. Same as IC 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. The course actively stimulates students to ponder the socially responsible choices that educated citizens who participate in shared governance make. (Fulfills state requirements for TECP students regarding the study of Government, the Constitution of the United States, and the State of Illinois.) (3)

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

SS 362 Principles of Macroeconomics. An examination of supply and demand, the market structure, inflation, unemployment, economic growth and GDP, and international trade, as well as current economic issues. Same as AD 497. (3)

Theology

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

TH 260 Christian Spirituality. Students enrolled in this course will examine and attempt to practice authentic relationship with God and God's creation, resulting in greater love for God and neighbor, as well as deeper life-integration. Same as SF 260. (3)

TH 363 Pauline Theology. A comprehensive analysis of key topics arising from the Pauline literature, with emphasis on a systematic understanding of Paul's theology. (3)

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

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

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

TH 416 Systematic Theology. A study of Christian systematic theology, seeking to understand the meaning and relations of Christian doctrines with attention to the controversies about and the inner unity of the Christian faith. Junior or senior standing required. (3)

TH 463 Christian Spirituality East and West. A course on the history of Christian spirituality, as it developed in both the Eastern and Western Church, with attention both to personal spirituality and the worship of the Church. Same as SF 463. (3)

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

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

TH467 Theological Foundations for Apologetics. A survey of the apologetic systems of representative thinkers, giving particular attention to their theological and philosophical foundations and discussing such topics as the nature of the “fall;” the “common ground” controversy; the role of the Holy Spirit or “grace” in conversion; and the significance of history. (3)

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

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

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

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

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

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

Worship Ministry (see page [81](#) for music lessons)

WM 178 Small Vocal Ensemble. Small ensembles of three to five members (usually vocal) that travel during the academic year. Admission by audition only. (1/2)

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

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

WM 184 Chorale. A mixed choir which performs a variety of four-part and eight-part sacred music, including a four-day “Christmas Celebration” in December and a week-long tour in the spring. Admission by audition only. (1/2)

WM 186 Introduction to Worship Technology. An introduction to notation and simple MIDI sequencing and recording applications. Attention will be given to developing printed music of all genres in Sibelius and GarageBand applications, and audio mixing fundamentals. Prerequisite: WM 181 or consent of instructor. (3)

3 COURSE DESCRIPTIONS

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

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

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

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

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

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

WM 280 Master’s Chorale. A mixed ensemble of 8-12 voices performing *a cappella* selections in a variety of musical styles. Performance opportunities may include Christmas in the Chapel, churches, and other programs throughout the year. Admission by audition only; may be taken for audit or credit. (1/2)

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

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

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

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

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

WM 291 Sound for Worship I. An introduction to studio recordings and live reinforcement environments. Prerequisite: WM 186. (3)

WM 293 Visual Media for Worship I. An introduction to digital graphics and digital video techniques for the corporate worship environments. (3)

WM 361 Visual Media for Worship II. An intermediate exploration of digital video production techniques for the corporate worship environments. Prerequisite: WM 293. (3)

WM 363 Sound for Worship II. A project-based course concentrating on the capture and production of live events as well as studio recording projects. Prerequisite: WM 291. (3)

WM 365 Production Issues for Worship. A practical approach to stage design and lighting techniques for the corporate worship environment. (3)

WM 367 Special Issues in Worship Technology. A practicum experience in media arts and worship technology. (3)

WM 371 Keyboard Basics for Ensembles II. A course designed to further develop the keyboard skills necessary for use in contemporary worship services, including use of chord charts, lead sheets, modulations, transposition, choral rehearsal accompanying and ensemble playing. Attention will be given to how the keyboard functions in a rhythm section. Prerequisite: WM 282. (1)

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

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

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

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

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

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

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

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

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

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

3 COURSE DESCRIPTIONS

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

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

WM 402 Internship in Worship Ministry. A senior-level, semester-long supervised internship experience in the context of worship ministry in the local church with an approved mentor in an approved setting, and evaluated according to the requirements in individually written learning covenants. Prerequisites: WM 401 and the approval of the program director and the student's faculty mentor. (6)

Worship Ministry: Private Music Lessons

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

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

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

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

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

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

Note on tuition and credit policy for ensembles and lessons:

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

Youth Ministry

YM 100 Orienteering Youth and Family Ministry. An introductory course that will orient students for a journey through the youth ministry program, to the various youth ministry vocational opportunities available, and to developing a personal ministry preparation strategy that includes strengthening their character, deepening their relational chemistry, improving their competency, and fueling their confidence and commitment for a long life in Kingdom service.(1)

YM 202 Pre-Internship Ministry Experience Required (PRIMER). A supervised, six-week long pre-internship experience (completed during the school year or summer) prior to the junior year (or 65 credit hours) where all youth ministry majors gain real ministry experience, are assessed, evaluated, and provided feedback on their lives and service by a mentor. Students will personally identify key areas on which to work over the remaining years of University. This can be completed in one to two hours per week. Pre-requisite: YM 211 (0)

YM 211 Foundations for Youth and Family Ministry. An overview of the theological, philosophical, administrative, and practical ministry issues necessary for an effective disciple-making youth/student minister. This class will lay the foundation for the other Youth Ministry classes on which the student will build during the process of becoming a complete, fully prepared disciple-making youth minister for whatever ministry context God leads the student to enter. Prerequisite: YM 100 or approval of program director. (3)

YM 213 Creative Communications for Ministry. A study of the philosophical understanding of presentation and learning dynamics (for groups and maturity of all sizes) and a practical development of intermediate and creative communication skills for a variety of age groups through storytelling, use of humor, teaching, facilitating small group discussion and discovery, and the presentation of great ideas so “they stick” in creative, engaging, and intrinsically motivating ways. (3)

YM 325 Relational Dynamics for Youth Ministry. A reflective examination and skill development of the relational dynamics of effective leadership, administration, vision casting, conflict metamorphosis, decision-making, and volunteer-equipping in the life and ministry of the student minister, including his/her healthy relationships with God, family, students, the ministry staff, church elders/deacons, the church community (weddings and funerals) and the world. Prerequisite: YM 211. (3)

YM 326 Youth Ministry Nuts and Bolts. A creative and practical simulation course (the class acts as real youth ministry team) focused on the mastery of intermediate youth ministry and practical theological skills and competencies (e.g., Biblical study tools, technology, creative program creation and development, administration of ministry and personal budgets and finances) by developing a complete year's worth of youth and family ministry programming through careful hermeneutic and exegetical practice. Prerequisite: YM 211. (3)

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

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

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

YM 330 Crucial Issues in Youth Ministry. This is a course that provides youth ministry networking and the philosophical and practical aspects of youth ministry, in a convention or traveling class setting. Credit can be received by participation with an organized Youth Ministry Program trip or can be used independently for another convention if approved by Youth Ministry Professor. There may be a fee added to this course for trip costs. (1-3)

YM 340 Single-Digit Youth Ministry. A practical exploration of the unique philosophies, methods, practices, and resources necessary for a youth ministry (with oversight of young people from birth to college) to lead and oversee a vibrant ministry to and with children, students, and their families in a smaller setting. Focused attention is on ministry in the small and/or struggling church, (weekend or full-time) or in developing a ministry from scratch in the new church plant or satellite campuses with a single-digit Jr. High and High School youth ministry. Prerequisite: YM 211 (3)

YM 350 Youth Ministry Exegesis – A week-long trip that explores and exegetes a variety of youth ministries in a variety of youth ministry cultures. Prerequisite: YM 211. (3)

YM 360 Cultural Intelligence for Youth Ministry. An intensive, hands-on course that equips students as cultural exegetes with the skills to train youth, their parents, and their adult staff as culturally savvy Christians who incarnationally examine the world of contemporary culture, provide thick analysis of the real messages of the cultural voices and messages, and humbly engage the culture in ways that both builds relational bridges, redeems culture, and advances the kingdom of God. Prerequisite: YM 211. (3)

3. COURSE DESCRIPTIONS

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

YM 401 Orientation to Youth and Family Ministry Internship. An introduction to and preparation for the youth ministry internship experience and life-related skills for all juniors prior to the planned, required semester-long internship. (0)

YM 402 Youth and Family Ministry Internship. A semester-long internship designed to synthesize learning and experience and equip the student for full-time ministry in the setting in which the student is planning to serve. An approved, mature, qualified field mentor (i.e., student minister) will guide the intern through theological reflection and practical skill development in real ministry situations in order that the intern will be ready to begin his/her own full-time ministry. Prerequisite: YM 401 (12)

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

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

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

Chapter 4
Academic Policies

Academic Appeals

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

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

The Academic Dean will maintain a file of all formal student appeals submitted to his or her office or to the Academic Council. (Note: Students who wish to appeal a non-academic decision should follow the appeals process described in the Student Covenant; see also Due Process on page 87. Appeals to change a course grade must be made within 30 days of the official issuance of that grade by the Registrar's Office.)

Academic Integrity Policy

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

Examples of academic dishonesty include but 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.

Academic Resource Center

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

Advising

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

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

Attendance

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

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

Catalog and Curricular Approval Policy

The catalog functions as the official documentation of all curricular expectations for any given student in any given Undergraduate program. Approval of the curriculum 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. LCU publishes a catalog annually. Regardless of when catalog changes are approved, they are generally implemented only on an annual basis each August. Also, catalogs are generally not implemented before the date on the catalog (e.g. a 2009-2011 catalog printed in the fall of 2008 is not implemented until the fall of 2009). This allows for a more manageable implementation process. Students will be held accountable to the catalog under which they enter, unless they petition in writing to the Registrar's Office to change to a new or revised program described in a later catalog. Such permission requires the approval of the student's advisor and the Registrar.

Changes of Major or Specialization

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

Chapel Attendance

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

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

Classification

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

Degree Audit

The Registrar's Office maintains official copies of student academic records, including official transcripts and degree audits, which show ongoing progress towards completion of a specific degree or certificate program. In addition, LCU utilizes a commercial software program 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 Transcripts on page [93](#)), but they can view and print a variety of other functions and forms related to their own academic records, including plans to allow students (and their advisors) to view and print an unofficial degree audit and an unofficial transcript.

Discipline or Dismissal for Academic Reasons

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

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

Distance Learning

LCU will accept a maximum of 45 semester hours of distance learning courses toward a BA degree and 23 hours toward an AA degree. All such credits applied toward a degree must originate from an accredited University. Permission to apply such credit to a certificate or degree program must be obtained in writing from the Registrar before the course is begun unless the University's own distance learning courses are used (see page [92](#)).

Due Process

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

Educational Rights and Privacy

The Family Educational Rights and Privacy Act (FERPA) afford 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 U.S. Department of Education concerning any alleged failures of the University to comply with FERPA requirements. A detailed explanation of these rights is provided in the Student Covenant.

Grades

For each semester hour of credit with a grade of D- or above, grade points (quality points) are given. Grade point averages are used to determine scholastic standing and are also the basis for graduation and other honors. Students must have a grade point average of 2.0 or above (on a 4.0 scale) at the beginning of their final semester in order to make application for the degree. The following grading system is used for the School of Undergraduate Studies:

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

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

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

Graduation Policy/Procedures

Prior to the semester in which they expect to receive their degree or certificate, students should obtain from the Registrar a Declaration of Intent to Graduate. This completed form should be returned to the Registrar with other registration forms. When the Registrar has determined that the candidates for graduation are registered for those courses which will complete the certificate or degree requirements, he/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 make a written request to the Registrar for permission to graduate *in absentia*. Degree candidates who have not completed all of their course requirements or financial obligations may not participate in the Commencement ceremony. Exceptions are granted only in rare circumstances and only upon written appeal to the Academic Dean (see also Academic Appeals page [85](#)).

Graduation Requirements

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

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

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

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

Honors

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

Dean's List. At the end of each semester, students who have a grade point average of 3.5 or above and are registered for at least 12 hours of credit are named to the Dean's List.

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

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

3.50-3.69 *cum laude*

3.70-3.89 *magna cum laude*

3.90-4.00 *summa cum laude*

Honors Degree Program

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

Incomplete Work

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

Independent Study

Students desiring to complete a course through independent study (outside of the classroom) must receive permission from the course instructor and advisor. Students are allowed only 15 hours of independent studies toward their degree. Due to additional work on the part of the instructor, independent studies are charged \$100 per credit hour beyond the current tuition rate.

Military Credit Policy

For undergraduate students being admitted to the School of Undergraduate Studies, LCU will grant transfer credit for military courses (including basic training) that are designated by the American Council on Education (ACE) as "lower -division baccalaureate/associate degree" or "upper-division baccalaureate category" (not the "vocational certificate category"). The amount of credit awarded is based in ACE recommendations. In some cases, credit may be counted for General Education or Major requirements if the ACE Credit Recommendation lists relevant subject areas (i.e., 3 hours of physics could be counted for science requirements), but generally it will be counted as electives. There is no transfer limit in this type of credit besides the amount of available electives in the degree program, and any residency requirements. ACE credit recommendation for military occupation (often designated as MOS, LDO, NOW, NER, CGR, CGW or MCE) are not accepted by LCU.

Military Leave

Students who are called up for active military duty during the semester will receive academic credit and refunds under these two guidelines. First, students leaving during the first ten weeks of the semester may withdraw and receive a grade of "W" (Withdraw), which carries no academic penalty. They are also eligible for pro-rated refund of their tuition and any room and board charges. Second, students leaving during the last five weeks of the semester will be given full credit for their courses and receive grades equivalent to the level of work

they had demonstrated prior to leaving. No further work will be required unless they request it to improve or establish their grades, in which case the instructor must decide what would be appropriate. No refund will be given. Finally, no matter when during the semester a student leaves for active military duty, he or she must complete a withdrawal form from the Student Development Office. A student may not withdraw more than two weeks before he or she is required to report for active military duty.

Nondiscrimination Policy

Lincoln Christian 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 University. It does not discriminate on the basis of sex, race, color, age, physical disabilities, or national and ethnic origin in the administration of its educational policies, scholarship and loan programs, and athletic and other school-administered programs.

Probation, Academic (General Policy)

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

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

Note: Students placed on academic probation may be eligible for only one additional semester of financial aid (see “Satisfactory Academic Progress” on pages [98-99](#)).

Probation, Academic (Conditions)

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

- a. Students placed on academic probation will be informed in writing of the conditions of their probation and will be notified of the appropriate appeal process.
- b. Students placed on academic probation (except those already enrolled in Study Skills) will be required to enroll in and receive a passing grade in LA 015 Academic Resource Center Lab (2 hours) during each semester of their probation. The credit will not count toward graduation. Failure to maintain a passing grade in LA 015 may result in immediate dismissal.
- c. Students placed on academic (or disciplinary) probation may not participate in extracurricular activities, including intercollegiate athletics, and may not represent the University in any way except during regular worship services on Sunday or in activities directly related to courses in which they are enrolled.
- d. Probationary students who have Incomplete (I) grades will be removed from probation immediately upon the removal of the “I” grades if the resulting cumulative average is satisfactory.
- e. Any students with a cumulative average below .70 will face immediate academic dismissal, with no period of probation.
- f. Students admitted on probation will not be permitted to remain for a second semester if they fail to achieve a 1.50 average at the end of their first semester.
- g. Students may appeal any of the above conditions by submitting a written request to the Academic Dean within the time specified in the probation notice. The Academic Dean may consult with appropriate faculty and/or the Academic Resource Center Director in deciding whether to grant the appeal.

Proficiency Exams

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

4. ACADEMIC POLICIES

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

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

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

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

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

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

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

Third, Lincoln Christian University has internally developed proficiency exams for selected courses. Students may proficiency out of EC 126, WM 189, WM 273, WM 281, WM 282, WM 283, or WM 284. The fee for taking one of these local exams is \$50 per course. There is also a \$50 per credit hour fee to receive college credit and have the course listed on the student's transcript. Contact the program director of Worship Ministry, Jeff Colleen, at jcolleen@lincolnchristian.edu or program director of early childhood, Karen Estep, at kestep@lincolnchristian.edu for details.

Notes:

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

3. In addition, students with acceptable scores in **one other AP Exam** will be exempted from 3 hours of Open Electives, but only if none of the four exams listed above has been used to meet Open Elective requirements.

Registration

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

Residency Requirement

Normally, at least 30 hours of any Bachelor of Arts degree program (15 hours for Associate of Arts) must be completed through course work offered at the University, which may include a limited number of distance learning courses (see Distance Learning policy page [87](#)). For further information, contact the Registrar's Office at registrar@lincolnchristian.edu.

Schedule Changes

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

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

Service Learning

The goal of Lincoln Christian University is to prepare servant leaders, based on the Biblical model of servant leadership. Our accreditation standards also require that we "promote development of effective witnesses and servants in the church and the world at large." To that end, every full-time student is required to become involved in some kind of supervised and ongoing Christian service. To help students meet this requirement, the University has established a Service Learning Program, overseen by the Student Development Office. Each academic program or major has specific service learning activities tailored for that program or major that must be met to fulfill Service Learning requirements. All full-time students (taking 12 or more hours) must enroll each semester in CM 100 and must submit reports to document their successful completion of the Service Learning requirements for that semester, in accordance with the requirements set forth by their major's program director. During the spring semester, part of the Service Learning requirements may be met by participating the University's annual "Restoration Week" (see page [95](#)), which is required of all full-time students. Students with special circumstances (health, family, work, etc.) may make arrangements with the Service Learning Office at the beginning of the semester. Full-time students who fail to document their Service Learning activities each semester will fail CM 100 and will not be allowed to re-enroll without a written appeal to the Service Learning Office, who may consult with the Academic Dean. Students on internships are not required to participate in service learning.

Special Needs

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

Study Abroad Opportunities

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

Transcripts

Students may access and print an unofficial copy of their transcripts by accessing their own academic records through the Student Portal, if they are a current student. Alumni or students (or the parents of financially dependent students, as defined by federal guidelines for financial aid purposes) may examine their official transcript by making a verbal request in the Registrar's Office. Except during times of unusual workload or other exceptional cases, the request will be honored immediately (in all cases by the next work day). A printed copy of the transcript will be made available in person or by mail only with the written authorization of the student involved. To secure a transcript, current students should fill out a Transcript Request form in the Registrar's Office or on the website. A \$5 fee is charged for each electronic transcript copy and \$7 fee for each paper transcript copy, whether official or otherwise. Transcripts will be withheld from any students whose account is not paid in full.

Vocational/Occupational Credit Policy

The School of Undergraduate Studies allows a student to transfer a maximum of 6 semester hours of vocational credit. Vocational credit is applied to electives, not required courses. But, if a student has a vocational course that matches a required course, the course may be transferred if it is of the same level, and the rigor and requirements of the course are deemed appropriate upon review of a syllabus by an appropriate faculty member. Vocational credit accepted in this way can even exceed the prescribed limit for credit.

Withdrawal from the University

A student may not withdraw from the University without permission from the Vice President of Student Development, the Academic Dean, or the Registrar. Drop forms must be submitted as described in "Schedule Changes" page [92](#). The student is expected to meet all obligations involving instructors, fellow students, deans, dormitory residents, Accounting Office, Library, and Registrar, such as returning room keys, paying library fines or other unpaid fees, and returning rented or borrowed materials. Refunds of tuition and fees will be made according to the schedule shown under "Refunds" (see page [96](#)).

Chapter 5

Costs and Financial Aid

Tuition and Fees (2012-2013)

Tuition (per credit hour)	see website: www.lincolnchristian.edu
Tuition (per audit hour)	see website: www.lincolnchristian.edu
Room and Board (per semester)	see website: www.lincolnchristian.edu
Dormitory Room Deposit	150.00
Application Fee (non-refundable)	25.00
Graduation (diploma; cap and gown)	25.00
Technology Fee	8.00 per credit hour
Change of Major	10.00
Change of Schedule	10.00
Deferred Payment	50.00
Incomplete Grade	25.00
Late Registration	35.00
Transcript Copy (paper: mail or pickup)	7.00
Transcript Copy (electronic)	5.00
Independent Study Fee (per credit hour)	100.00
Music Lesson Fee (per credit hour)	50.00
Student Athlete Insurance Fee	50.00
Teacher Education Media Lab Fee	25.00
Restoration Week*	varies
PS/CE 449 Class Fee	15.00
CM 099 Class Fee (new students and transfers only)	300.00
IC 253 Class Fee	varies

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

*Students enrolled in “Restoration Week” trips each spring will be charged a fee based on the expected cost of that trip. Charges range from \$50-\$1,000 or more, depending on the trip chosen by the student.

Special Notes Concerning Fees:

1. Spouses of full-time students may **audit** any course for a single fee of \$25 per semester.
2. Textbook costs vary according to the course schedule of each student. Those taking a full load of 15 hours or more can expect to pay \$300 or more for textbooks.
3. The \$150 dormitory room deposit must be paid before any room can be reserved and/or occupied. The deposit is refundable when the student leaves the dormitory for the last time. If, at the end of a school year, the room is not left clean and in order, loss of the room deposit will result.

Payments

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

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

Automatic Bank Payment (ACH) Option

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

Credit Card Option

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

Refund Policies

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

Withdrawing from the University

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

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

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

Withdrawing from a Course

Refunds and grades are determined differently for courses that are 15 weeks in length and those that are less than 15 weeks in length (i.e. block classes, intensive weeks, and 8-week courses). Students withdrawing from one or more 15 week courses, but not from the entire institution, are entitled to a full refund of tuition only for that course or courses through the second week (the 14th calendar day) of the semester. Students who withdraw before the semester begins or during the first two weeks of the semester will have the course removed from their transcript. Students who drop during weeks 3 or 4 of the semester receive no refund and will be given a grade of W (withdraw), which has no academic penalty. Students who withdraw after the first four weeks receive no refund and are typically given a grade of WF (withdraw – F), which does count against the grade point average, unless there are extenuating circumstances, as determined by the Registrar and/or the Academic Dean.

Refunds and grades for dropped courses less than 15 weeks in length (i.e. block classes, intensive weeks, and 8-week courses) are based on the following progressive schedule.

Except for the first item below (which requires no contact with any on-campus office), all refunds are based on the date of the official contact (office visit or email).

1. Courses dropped *during the online registration period* are not billed so there is no refund necessary. All such dropped courses are deleted from the record with no grades given. Students do NOT need to contact any office during this period, since all drops (or adds) can be done online by the student through the Student Portal. Online registration periods are typically open for a few weeks in the early Summer for Fall courses and for a few weeks in the late Fall for Spring courses, though students may register (or drop courses) after this period. Online registration periods are posted well in advance.
(Note: Students who are new will be notified of their registration period as part of their admission acceptance letter.)
2. All courses dropped *after the online registration period closes but 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 Registrar during this period, or for any following period noted below, to drop a class.
3. Courses dropped *before the start of the second class session* (e.g., before the second Monday class for all Monday evening courses, or before the start of the second week for online courses) are eligible for a 50% refund. Grades of W are recorded on the transcript for classes dropped during this time.
4. Courses dropped *after the second class sessions* (e.g. after the 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 Academic Dean as soon as possible and before the end of the course.

Financial Aid

Office of Financial Aid

(217) 732-3168

finaid@lincolnchristian.edu

Nearly 90% of Lincoln Christian University students receive some form of financial aid. Last year the amount totaled nearly \$9 million. Federal and Illinois state grants are available to students who are U.S. citizens, permanent residents, or eligible non-citizens have a high school recognized high school diploma or GED, and are meeting satisfactory academic progress standards (see page 98). The accepted application for all federal and state programs is the Free Application for Federal Student Aid (FAFSA). Students are strongly encouraged to complete this form, which may be filled out online at www.fafsa.ed.gov.

Grants

Federal Pell Grant

The Federal Pell Grants are available to students with financial need. This grant is based on a federal formula from family financial information submitted on the FAFSA. Awards for 2011-2012 ranged up to \$5,550.

Federal Supplemental Educational Opportunity Grant

The Federal Supplemental Educational Opportunity Grant (SEOG) is for students of exceptional need who also receive the Federal Pell Grant. Awards for 2011-2012 ranged up to \$2,000.

Illinois Monetary Award Program

The State of Illinois provides for the Monetary Award Program (MAP), which is administered by the Illinois Student Assistance Commission. The program is open to students who are residents of the State of Illinois. This award is based on a formula from family financial information submitted on the FAFSA. Grant amounts range from \$400 to \$4,720 per academic year. Awards are made until funds have been disbursed.

Loans

Federal Direct Loans (Subsidized and Unsubsidized)

The William D. Ford federal Direct Loan Program amounts are determined by the year of study and the dependency status of a student. First-time borrowers at LCU must complete loan counseling, as required by law.

Under certain conditions, the Federal Government will pay the full interest charged on the loan while the borrower is attending school and prior to the beginning of the repayment period. These are called subsidized loans. With unsubsidized loans the interest accumulates over the period of the loan. Repayment on a direct loan begins six months after the borrower completes his or her course of study or withdraws from school.

Students who have filed the FAFSA are automatically considered for this program.

Federal Perkins Loan Program

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

Students who have filed the FAFSA are automatically considered for this program.

Federal Direct PLUS Loan

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

Alternative Loan

Private Banks and loan companies offer student and parent loans. These loans can be a variable for fixed interest rate. Lenders will base rates on borrower's credit score and will often require a co-signer for people with lower credit scores.

Scholarships

Academic Scholarships/Freshmen

The LCU Scholarship Committee considers each academic scholarship on a case-by-case basis. The committee looks at high school grade point average, course curriculum, class rank, assessment scores such as the ACT or the SAT, and extra-curricular activities. Amounts range from \$2,000 to \$6,000 per year.

Other factors will be taken into account, including Christian commitment, positive involvement with student's local church, and recommendations from church leaders. Since funds are limited, students are strongly encouraged to apply to LCU as early as possible; no separate application is needed. This award is for first-time freshmen only. This award is renewable but students must maintain a 2.7 cumulative grade point average to maintain this award.

Academic Scholarships/Transfers

LCU awards transfer academic scholarships based on the academic record of the student. This record may include college and high school course work, test scores, and extra-curricular activities. Awards are made on a case-by-case basis and range from \$2,000 to \$6,000 per year. Students must have more than 24 transfer hours to be considered for the transfer award. No separate application is needed. This award is renewable but students must maintain a 2.7 cumulative grade point average to maintain the award.

Student Employment

Federal Work-Study Program

This program assists students with financial need by providing job opportunities through Lincoln Christian University. Students must qualify under federal regulations and must complete a FAFSA (see page 97). Compensation is biweekly, with a limit of 20 hours per week during the school year. For more information and job postings, visit the I-Serve (work study program) website at www.lincolnchristian.edu.

Student Employment

There is a limited amount of student employment opportunities on campus through the iServe program. Hours of work varies according to the job classification. A student may not work more than 20 hours per week on campus during the school year and more than 40 hours during breaks. Businesses and individuals in the Lincoln area also provide opportunities for full- and part-time employment. Students desiring information about employment in Lincoln should contact the Financial Aid Office.

Student Ministries

There are opportunities for student ministry in the Lincoln area. Numerous students currently serve churches in various positions. The LCU Church Relations Office is constantly in contact with churches seeking full-time and part-time ministry staff and will provide a list of such churches on request.

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 have been established by Lincoln Christian University.

- 1. Minimum Grade Point Average.** The following sliding scale of minimum GPA applies to all students.

Undergraduate after 1 semester	1.50
Undergraduate after 2 semesters	1.75
Undergraduate after 3 semesters	2.00
- 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 Time Frame Requirement. Eligibility is terminated at the point when the total hours attempted equals 150% of the total degree hours (i.e. 130 hours required x 150% = 195 maximum allowable hours). 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 GPA and Credit Completion requirement.

Students are suspended from receiving financial aid if they do not meet the SAP by the end of their warning term. A student may make a written appeal to the Financial Aid Committee if the minimum GPA or Credit Completion requirement is not met. Appeal forms are available in the Financial Aid Office. Part of the appeal process is establishing an academic plan with their advisor. If 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.

Students on financial aid suspension will not receive any form of federal, state, or LCU financial aid (grants, scholarships, student loans, student employment). Financial aid eligibility may be reinstated when all requirements of SAP are met.

Students suspended from receiving financial aid are not eligible for a financial aid deferment. This suspension pertains only to the financial aid and does not prevent you from enrolling and paying for classes on your own.

Additional Financial Aid Information

LCU policy dictates that in no case will a student receive more in grant and scholarship assistance than full-time tuition costs. Grant and scholarship assistance used to pay tuition costs include institutional, private, federal, and state programs. Federal Pell Grant funds may be permitted to be used for room and board as well as other indirect costs such as books, supplies, and miscellaneous expenses. Private scholarships that are not designated as tuition only awards may be used towards room and board costs at the discretion of the Director of Financial Aid.

Any outside or private scholarship received from sources other than federal, state, or the University must be reported to the Financial Aid Office. This includes private scholarships, veteran's benefits, vocational rehabilitation benefits, and fee reductions remission benefits. Adjustments may be made to your financial aid package if the additional assistance causes you to receive more financial aid than you are eligible to receive.

Any questions or appeals concerning financial aid policy must be made in writing to the University Financial Aid Committee and submitted to the Director of Financial Aid.

Consumer Information – Required information (campus crime statistics, FERPA guidelines, graduation rates, and accreditation information) is available upon request from the Financial Aid Office as well as listed in Chapter 1.

Chapter 6

Admission Procedures

Traditional Undergraduate Admission

To contact an Undergraduate Admission representative call the numbers below. For ACT and SAT tests the following codes should be used for LCU.

(888) 522-5228	Institutional Codes:
(217) 732-3168	SAT - 1405
(217) 732- 4199 fax	ACT – 1060

Admission Policy

Lincoln Christian University admits Christian men and women who desire a college education that will help them to know God’s word, engage God’s world, and pursue God’s will for their lives as servant leaders in the church and in the world. Students should present a record of achievement that documents their academic experiences, their extra-curricular and/or community activities, and their church involvement as it relates to the University mission. All candidates should show support of our mission and core values.

In evaluating student’ credentials, the Office of Admission strives to determine potential for success in LCU’s academic programs. Skills in critical thinking, communication, reading, and a solid foundation in writing and language arts are highly desirable. The Office of Admission takes the following criteria into account in evaluating applicants:

- Academic achievement in high school (GPA, class rank, and course selection)
- Achievement test scores (ACT and/or SAT) (IELTS or TOEFL scores for international students)
- References from teachers, pastors, or high school guidance counselors
- Personal statement
- Community and church involvement

Prospective students, regardless of their major, are expected to have the following academic preparation from high school:

- 4 years of English
- 3 years of math
- 3 years of social studies or history
- 2 years of laboratory science
- 2 years of a foreign language

How to Apply

Students may apply for admission online at www.lincolncristian.edu/admissions, download an application at the same site, or contact the Office of Admission to receive a copy of the application. LCU does accept the Common Application in place of its own application and gives consideration to both.

An application for admission may be submitted after completion of the sixth semester of high school. Students who have completed college course work following high school graduation will be considered for Transfer Admission.

Students attending a high school in the United States or a similar institution overseas should submit the following to the Office of Admission:

1. A completed application for admission along with a \$25 non-refundable application fee. An online application is available.
2. Official transcripts of all credits earned in high school and in any college or university previously attended as a dual enrolled student.
 - Admitted students must submit an official final high school transcript indicating the date of graduation prior to enrollment.
 - Home school students – see home school section on page [104](#).
3. Standardized test scores – Official score reports from the SAT and/or ACT should be sent directly to Lincoln Christian University.
4. Spiritual Life Reference Form – A personal reference as indicated on the application for admission. Additional reference forms may be requested at the discretion of the Admission Committee.
5. A personal essay as indicated on the application for admission.

When all required admission materials are on file, the Admission Committee will review the materials and notify the applicant in writing of its decision – usually within 3 weeks of the file being completed. Acceptance to Lincoln Christian University does not guarantee later admission to a specific academic program.

Additional Information

- The ACT or SAT should be taken in the junior year or in the fall of the senior year of high school. The applicant should register for a test date as early as possible and request scores be sent to LCU. Register for the ACT at www.act.org and the SAT at www.sat.org.
- All credentials for admission must be in the Office of Admission before the student's application can be processed. It is the student's responsibility to see that all required documents are submitted.
- New students can begin any semester or session.
- Admission decisions are made on a rolling basis throughout the year beginning October 1 for the following fall term of entry.
- All application materials are kept on file for one year and become property of Lincoln Christian University.
- Transcripts received from other institutions will not be returned to the student or released to another institution or third party.
- Admitted students may elect to defer their enrollment for one year by notifying the Office of Admission.
- Students should be 17 years of age by the date of full-time enrollment.

Admission to the University

Regular Admission

Standard Admission with no restrictions.

Provisional and Probationary Admission

Applicants to LCU may be admitted on a provisional and/or probationary status if they do not meet the requirements for regular admission and/or if it appears they could benefit from additional assistance in their program. There will be restrictions on course work, and students may be required to take certain college preparatory classes as part of their curriculum.

Advanced Placement

Lincoln Christian University accepts placement opportunities through several programs including AP and CLEP. Please contact the Registrar's Office for more information or see page [91](#) of Chapter 4.

At-Large Student Policy

Non-degree seeking or special status students may be allowed to take courses on an at-large basis. Such students may be allowed to enroll as at-large "non-admitted students" and take up to three courses (9 hours). Students need to submit an application for admission, application fee, evidence of high school graduation and academic eligibility to the Office of Undergraduate Admission. Classes are available on a space available basis. Some classes may have prerequisites that will need to be completed first. Students will be advised by the Academic Dean of the School of Undergraduate Studies. After three courses (9 hours), students must formally apply and be admitted to continue. Full tuition and fee schedule will apply as do academic policies and student life guidelines. Financial aid does not apply to students in this status (must be a degree-seeking student to receive financial aid).

China Institute

In 2008, Lincoln Christian University, also known as Lincoln International University (LIU), formed a strategic partnership with the American Chinese Civic Exchange (ACCE) for international program development. ACCE is a consultant with LCU/LIU in terms of recruitment and the other professional engagements with Chinese students and organizations. This partnership led to the development of the China Institute. The China Institute currently has three distinct programs:

1. The **English Language Academy** is a college preparatory program for students with little English language skills wishing to learn more. This is a one year, non-degree program. Upon completion students will take an English proficiency test (MELAB, TOEFL, or IELTS). Results may be used for college admission purposes.
 - Applicants must be of good moral character and conduct with no bad habits and addictions.
 - Applicants must graduate from high school before beginning the program.
 - Applicants must have a basic English proficiency.

- Applicants must agree to abide by the rules set forth by the United States Citizenship and Immigration Services Office as it relates to their F-1 student visa.

Application Process

The application process for the English Language Academy is as follows:

- China Institute Application for Admission.
- \$50 non-refundable application fee (U.S. funds).
- Secondary School Transcript/Academic Records – Official transcript must be submitted along with an official English translation. To be official, transcripts must have the seal and signature of a school official with a completion/graduation date listed. Students graduating immediately before the term starts may submit current academic records before the deadline to be considered for acceptance. Final records showing the completion/graduation must be submitted before the start of the term.
- No test scores are required (i.e.: No TOFEL or IELTS required for admission).
- Reference Form.
- Certification of Finances Form along with corresponding bank documentation.
- Official interview with LIU designated partner.
- Copy of valid passport.

All application materials must be submitted by May 1 for priority applications or May 25 for regular applications if applying for the August start, and November 1 if applying for a January start.

2. The **2 and 4 year Degree Program** is for students who are already proficiency in English and have established that with a passing score on the TOEFL or IELTS, wishing to pursue a degree from LIU. The admission process follows that of a traditional international student.
3. The **Training Seminar and Summer Camp Program** is hosted by LIU and conducted by its Chinese partnering agencies to promote global cultural awareness and education. This is a short term, non-degree program.

For more information about the China Institute, please see the LCU the website at: <http://lincolnchristian.edu/international/china-institute.php>.

Dual Enrollment Program – High School Students

High school students who wish to attend Lincoln Christian University through the dual-enrollment program must complete the Application for Dual Enrollment in advance of each semester they plan to attend. The dual enrollment application is available from the Office of Undergraduate Admission. The form is submitted to the Office of Undergraduate Admission by the student's high school, accompanied by his/her high school transcript, showing a minimum grade point average of 3.0 on a 4.0 scale. The form must be signed by student, parent/legal guardian, and high school principal or guidance counselor.

Enrolling at the University

All newly admitted students will be asked to submit an enrollment deposit. The enrollment deposit will be applied to the student's account and is refundable until May 1 prior to the fall term of enrollment, and December 1 prior to the spring term of enrollment.

Admitted students will receive housing and health forms. Students planning to live on campus will be required to make a housing deposit which is refundable until May 1 for fall enrollment and December 1 for spring enrollment. Housing assignments cannot be made until this deposit is received. The deposit is returned when the student follows proper checkout procedures and leaves his/her room in good condition.

The health form is important and must be completed by all full-time students by August 1 for fall term of enrollment, and by December 1 for spring term of enrollment, or prior to new student registration, whichever comes first. Students will not be allowed to move on campus or attend classes until completed health records are on file. All immunizations must be current and the health record must be signed by a licensed physician. The health form is maintained confidentially within the Health Services Offices. It is on file to assist medical personnel in providing for student health needs and in case of emergencies. All students must also have health insurance coverage and maintain appropriate proof of such insurance.

General Equivalency Diploma (GED)

Applicants who have not graduated from high school and who are applying on the basis of GED scores must submit test results showing a minimum battery average score of 580 (58 on GED exams administered prior to 2002) with a minimum score of 400 on each GED subtest (40 on subtests administered prior to 2002).

Applicants whose GED scores fall below these standards may qualify for admission on the basis of a combination of GED and SAT or ACT results or by completing at least 12 semester hours at a regionally accredited college or university with a cumulative grade point average of at least 2.0. Other applications will be considered on a case-by-case basis.

Guest Students

Students from another institution desiring to work on a program at Lincoln Christian University need to submit an application for admission, application fee, college transcript, or letter of good standing from the registrar or dean of their home institution to the LCU Office of Undergraduate Admission.

Home School Students

Lincoln Christian University welcomes applicants that have received a home school based education. Home school candidates should follow the application process indicated above and will be considered on an individual basis to determine an appropriate admission decision.

Home school students must submit a transcript or documentation showing that they have completed a comparable high school/college preparatory curriculum. This may be established through one of the following ways:

- Successful passage of the General Equivalency Diploma (GED) test.
- An academic record/transcript of high school level courses completed, including the course name, individual course grades, and a cumulative grade point average. The transcript must be signed and dated by the primary home educator.
- A transcript through an agency or association recognized by Lincoln Christian University that issues transcripts as a part of its function.

International Students

A student who is not a United States citizen or a United States permanent resident must submit the following items:

1. A completed application for admission along with a \$50 non-refundable application fee. An online application is available.
2. Official transcripts of all credits earned in high school and in any college or university previously attended.
 - Students must have completed their secondary level of education (equivalent to high school in the United States). A transcript showing these courses is required.
 - All academic transcripts must be submitted in their original language along with an official certified translation in English.
 - Any college/university work completed outside of the United States must be submitted to an LCU approved accrediting agency for certification and evaluation. A comprehensive course by course evaluation is required. We would recommend World Education Service (www.wes.org) or AACRO (www.aacrao.org).
3. Official score reports from the SAT, ACT, Test of English as a Foreign Language (TOEFL) and/or International English Language Testing System (IELTS) should be sent directly to Lincoln Christian University. Only one of the tests is required provided your score has met the minimum requirements.
 - The minimum required TOEFL score:
 - Paper based exam: 550
 - Computer based exam: 213
 - Internet based exam: 75
 - The minimum band score for the IELTS is a 6.0
4. A personal reference as indicated on the application for admission.
5. A personal essay, in English, as indicated on the application for admission.
6. CSS Profile – The CSS Profile is a financial aid application that LCU and other colleges use to determine a student's eligibility for financial aid. This form is required for the first year of entry to the University

and does not have to be renewed each year. The CSS Profile is \$25 for the initial application and one school report. Each additional school report is \$16.

- Lincoln Christian University's institutional code for the CSS Profile is 1405.
7. Corresponding bank documents or affidavits of financial support.
 8. Transfer student information form – If you are transferring from a college or university within the United States, you will need to have the international advisor at your current school complete the transfer student information form and provide a copy of your current I-20 and I-94 document.

International student applications are not considered complete and will not be evaluated until all documents, including the CSS Profile and corresponding bank documents are received. All students must show ability to meet financial costs to travel to the United States, complete their education and return home.

The I-20 form for obtaining an F-1 student visa will not be issued until the student has demonstrated financial ability to pay for all college and living expenses. The I-20 document will be issued when a minimum tuition deposit equal to 100% of the remaining bill for the year minus work study (if selected), has been received. All but \$300 of this deposit may be refunded after an I-20 has been issued if a student cancels or has their visa denied before the term begins.

Lincoln Christian University may also legally operate, trade, or conduct business as Lincoln International University.

Military Veterans

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

Re-Enrollment

All former students returning after an absence of more than two semesters will be required to complete a re-enrollment form for admission. This form is found online or in the Office of Undergraduate Admission. If the student has attended another institution during his/her absence, official transcripts will be required before the student will be readmitted. A new spiritual life reference form is also required. Students will be cleared to register if/when there are no student account holds, issues with the Student Development Office, or any academic performance/probation issues that need to be resolved. Students returning after two or more years of absence from LCU must follow the catalog in effect at the time of entry.

Transfer Students

Students who have completed any college coursework following high school graduation are considered for admission as transfer students. In evaluating the transfer student's application for admission, the University takes into account the accreditation and the general quality of previous course work. Any transfer applicant whose high school record would not have qualified him or her for admission as a freshman is required to demonstrate a strong record on his or her college transcript after a minimum of one year of college level study. The admission of transfer students to Lincoln Christian University is on a select basis. Students seeking admission should submit the following:

1. A completed application for admission along with a \$25 non-refundable application fee. An online application is available.
2. Official high school transcript indicating date of graduation and official transcripts from all college or universities attended.
 - Students transferring in more than 24 credit hours may not be required to submit a high school transcript. However, if the student is receiving federal financial aid, proof of high school graduation may be required.
3. Standardized test scores – Official score reports from the SAT and/or ACT should be sent directly to Lincoln Christian University.
4. Spiritual Life Reference Form – A personal reference as indicated on the application for admission.
 - Additional reference forms may be requested at the discretion of the Admission Committee.
5. A personal essay as indicated on the application for admission.

A student must present a record of academic achievement in previous studies to be considered for admission. A transfer student must have earned at least a C average (2.0/4.0 GPA) in previous study to be considered for admission to a degree program.

Lincoln Christian University accepts credits transferred from other institutions provided they meet these criteria:

- Documented through an official transcript
- Demonstrates appropriate quality (i.e. from an accredited institution with final grade of at least C).
- Classes are at a comparable level (i.e. freshman-level class is not comparable to a senior-level class).
- They fulfill requirements for the student's chosen program at LCU.
- They meet any applicable residency requirements.

All transfer of credit decisions are made by the Registrar's Office using the above criteria. The Registrar may consult with various faculty as needed to provide appropriate flexibility and fairness. Credits from non-accredited institutions may be considered if the student can provide sufficient documentation (i.e. syllabus and assignments) to verify the appropriate quality of the credits. Students can appeal a transfer of credit decision to the Academic Dean of the School of Undergraduate Studies if they feel their request was denied unfairly.

Lincoln Christian University is a participant in the Illinois Articulation Initiative (IAI), whose iTransfer website, www.itransfer.org, provides information as to what courses in general education will transfer from another Illinois college or university to Lincoln Christian University

Visiting Campus

Lincoln Christian University invites students and their families to visit the campus. We encourage students to take a tour, meet the faculty, and experience life at LCU. Personal visits can be scheduled each weekday and on Saturdays and evenings by appointment. Overnight housing for students is available. In addition, LCU offers several campus special events during the year. Please visit the LCU website for more information on these events or to schedule a personal visit day.

Chapter 7
Faculty and Staff

Personnel

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

Board of Trustees

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

Jennifer Armstrong	Normal, IL	Certified Public Accountant
Carolyn Bartlett	Neoga, IL	Registrar (retired)
Millie E. Beverly	Columbus, IN	Attorney
Gene Harker	Indianapolis, IN	Physician
Dwain Illman	Bloomington, IN	Physician
G. Michael McElyea	Robinson, IL	Associate Pastor
Mont Mitchell	Bolingbrook, IL	Pastor
Keith H. Ray	Lincoln, IL	President of Lincoln Christian University
Les White	Painesville, OH	Pastor
Sara Wills	Bloomington, IL	Financial Administrator
Wing Wong	Manchester, NH	Pastor

Administration

President.....	Keith H. Ray , MDiv, DMin
Provost.....	Clay Alan Ham , MDiv, PhD
Vice President of Finance.....	Andrea Short , MBA
Vice President of University Advancement	Gordon Venturella , CFRE, MA
Vice President of Student Development.....	Brian Mills , MDiv
Vice President of Enrollment Management.....	Krista Brooks , BA
Associate Vice President of Alumni.....	Lynn Laughlin , MA
Academic Dean of the School	
Undergraduate Studies.....	James Riley Estep, Jr. , DMin, PhD

Staff

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

Faculty of the School of Undergraduate Studies

[NJERI BERE](#)

Associate Professor of Social Sciences, 2006-
 BA, University of Nairobi, Kenya
 MA, University of Nairobi, Kenya
 PhD, Indiana University

[JEFFERY G. COLLEEN](#)

Professor of Worship Ministry, 1978-
 BSM, Lincoln Christian University
 MMus, Illinois State University

[STEVEN D. CONE](#)

Assistant Professor of Theology, Bible and Theology Field Chair 2007-
BA, University of Illinois at Urbana-Champaign
MA, MA, Lincoln Christian University
PhD, Boston College

[KAREN L. ESTEP](#)

Associate Professor of Teacher Education Program, Associate Dean for Christian Education Ministries, 2002-
BME, Northeast Missouri State University
MMin, MA, Cincinnati Christian University
PhD, Michigan State University

[MICHAEL S. GOWIN](#)

Associate Professor of Business Administration, 1997-
BS, Purdue University
MA, Lincoln Christian University
MBA, University of Illinois at Springfield

[CLAY A.](#)

[HAM](#) Provost,
2008-

BA, Lincoln Christian University
MDiv, Lincoln Christian
University PhD, Southwestern
Seminary

[MARIANA HWANG](#)

Assistant Professor of Christian Education, 2008-
BS, Central Washington University
MBA, University of Idaho
MDiv, Fuller Theological Seminary
PhD, Talbot Theological Seminary

[FRED N. JOHNSON](#)

Professor of New Testament, 1993-
BA, Johnson Bible College
MDiv, Lincoln Christian University
ThM, Covenant Theological Seminary
DMin, Emmanuel School of Religion

[SCOTT L. JONES](#)

Associate Professor of Science, 2002-
BS, Illinois State University
MS, Illinois State University

[SUE A. JONES](#)

Associate Professor of Worship, 1996-
BA Lincoln Christian
University
MA, Pittsburgh State University

[RICHARD A. KNOPP](#)

Professor of Philosophy and Christian Apologetics, 1983-
BA, St. Louis Christian College
MA, Southern Illinois University
MDiv, Lincoln Christian University
PhD, University of Illinois

[MARK J. MANGANO](#)

Professor of Old Testament, 2002-
BA, Minnesota Bible College
MA, Trinity Evangelical Divinity School
MPhil, Hebrew Union College
PhD, Hebrew Union College

[ROBERT P. MAUPIN](#)

Associate Professor of Intercultural Studies, 2007-
BBL, Ozark Christian College
MA, Wheaton University Graduate School

[BARBARA A. MESSNER](#)

Assistant Professor of Teacher Education, Coordinator of Teacher Education Consortium Program, 2006-
BA, Lincoln Christian University
BS, Illinois State University
MA, Lincoln Christian University

[BRIAN E. MESSNER](#)

Professor of History and Interdisciplinary Studies, 1995-
BA, Kalamazoo College
MA, University of Chicago
PhD, University of Chicago

[MICHAEL E. NICHOLS](#)

Professor of Intercultural Studies, 1994-
BA, Lincoln Christian University
MA, Lincoln Christian University
PhD, Trinity Evangelical Divinity School (in residency)

[NANCY J. OLSON](#)

Library Director, Professor, 1988-
BRE, Great Lakes Bible College
MSL, Western Michigan University
MDiv, Lincoln Christian Seminary

[RONDEL D. RAMSEY](#)

Associate Professor of Youth Ministry, 2001-
BA, Johnson Bible College
MA, Johnson Bible College

[MICHAEL J. REID](#)

Assistant Librarian, Associate Professor, 1994-
BA, Johnson Bible College
MS, University of Illinois
MA, Lincoln Christian University

[LARRY D. ROBERTS](#)

Assistant Professor of Psychology, 2008-
BS, Illinois State University
MACM, Lincoln Christian University
MDiv, Lincoln Christian University

[JANIS A. RUTLEDGE](#)

Associate Professor of Developmental Education, Academic Resource Center Director, General Education Field Chair, 1998-
BS, Eastern Illinois University
MS, Eastern Illinois University
Developmental Education Specialist Certification

[CHRISTOPHER B. SIMPSON](#)

Associate Professor of Philosophy and Interdisciplinary Studies, 2006-
BA, Eastern New Mexico University
MA, Lincoln Christian University
PhD, University of Nottingham, England

[MITCHELL D. SIMPSON](#)

Assistant Professor of English, 2006-
BA, Lincoln Christian University
MCM, Huntington University
MDiv, Lincoln Christian University

[SHAWN C. SMITH](#)

Registrar, Assistant Professor, 2007-
AA, Indian River Community College
BS, Florida Christian College
MDiv, Lincoln Christian University
MA, Lincoln Christian University

[THOMAS L. SOWERS](#)

Course Management System Administrator, 1993-
BA, Lincoln Christian University
MA, University of Illinois at Springfield

[ANN M. \(SPELLMAN\)](#)

[LAMOTTE](#) Online Instructional
Designer, 1980-
BA, Lincoln Christian University
MA, University of Illinois at Springfield

[LESLIE R. STARASTA](#)

Information Services Librarian and Assistant Professor, 1999-
BA, Illinois State University
MS, University of Illinois

[LC SUTTON](#)

Associate Professor of Preaching, 2007-
BA, Lincoln Christian University
MDiv, Lincoln Christian University
DMin, Emmanuel School of Religion

[ERIC A. TEORO](#)

Associate Professor of Business Administration, Christian Ministry Field Chair 2001-
BA, Lincoln Christian University
MA, Lincoln Christian University
MBA, Illinois State University
PhD, Northcentral University (in residency)

[MIRIAM B. WINDHAM](#)

Professor of TESOL and Interdisciplinary Studies, 1988-
BS, Elizabeth City State University
MS, Illinois State University
TESOL Certification
PhD, Illinois State University (residency completed)

[R. NEAL WINDHAM](#)

Professor of Spiritual Formation and New Testament, 1986-
BA, Lincoln Christian University
MA, MDiv, Lincoln Christian Seminary
DMin, Azusa Pacific University

[WALTER D. ZORN](#)

Professor of Old Testament and Biblical Languages, 1988-
BA, Atlanta Christian College
MDiv, Lincoln Christian Seminary
PhD, Michigan State University

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

ACADEMIC CALENDAR**FALL SEMESTER**

Intensive Week	2012-2013 August 13-17
Move in Day	August 12
Life at LCU	August 13-17
Classes Begin	Mon., August 20
Convocation	Tues., August 28
Labor Day (no classes)	Mon., September 3
Last Day to Drop a Class with Refund	Tues., September 4
Last Day to Drop a Class without Refund	Fri., September 14
First Grading Period Ends	Fri., October 12
Fall Break	October 13-16
Spring Registration	October 29-November 20
National Missionary Convention	November 15-18
Thanksgiving Break	November 21-25
Christmas in the Chapel	November 29-December 2
Reading Day	Wed., December 5
Final Exams	December 6-7, 10-11
Last Day of Semester	Tues., December 11

SPRING SEMESTER

Intensive Week	January 7-11
New Student Registration	Tues., January 15
Classes Begin	Thurs., January 17
Martin Luther King Day (no classes)	Mon., January 21
Last Day to Drop a Class with Refund	Wed., January 30
Last Day to Drop a Class without Refund	Fri., February 15
First Grading Period Ends	Fri., March 8
Spring Break	March 9-17
Summer and Fall Registration	April 1-19
Restoration Week Travel (no classes)	Fri., March 22
Restoration Week (no classes)	March 25-29
Easter Sunday	March 31
Skip Day/Women's Conference	Wed., April 24
Reading Days	May 16-17
Commencement (10:00 a.m.)	Sat., May 18
Final Exams	May 20-23
Last Day of Semester	Thurs., May 23

SUMMER SCHOOL (2013)

Class Sessions	May 28 – August 16
Memorial Day (offices closed)	Mon., May 27

Note: Academic Calendar updates are available on the Lincoln Christian University website.

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