



Lincoln Christian
UNIVERSITY

Hargrove School of
Adult & Graduate Studies



2014 CATALOG 15

Welcome

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

We are a school for adult learners with undergraduate and graduate programs offered through a variety of non-traditional means—all taught from a Christian worldview, and all with a global focus. Adult learners are one of the fastest growing segments in higher education, and we are glad to be providing these programs—whether you live across town or across the world.

There is a globe that sits just outside the Timothy Center for Global Ministry, where the Hargrove School offices are located on our main campus in Lincoln, Illinois. The globe serves to emphasize our global focus. The plaque on that globe pays tribute to the University's approximately 16,000 alumni who have gone out since our founding in 1944 to serve in more than 160 countries around the world. The 500 students enrolled this past year in the Hargrove School represent nearly 30 states and some 20 countries on six continents.

We understand that adults lead very busy lives with multiple responsibilities, so we have designed our programs just for you. All of our courses are offered in an intensive format over a period of eight weeks (for undergraduate programs) or seven weeks (for graduate programs). Most are during the evenings or online at any time. You will see from this catalog that our offerings run the gamut from certificates to master's degrees, see pg. 6. We will continue to explore other programs in the coming months and years, as well, we strive to provide working adults like you a quality Christian education that will help you become a more effective servant leader in your chosen profession—"in the church and **in the world.**"

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CHAPTER 1. INTRODUCTION

Our Mission

Lincoln Christian University is a Christian higher education community whose mission is to *nurture and equip Christians with a Biblical worldview to serve and lead in the church and the world.*

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

Our priority as faculty and staff is the education of our students as part of a lifelong learning process. The Hargrove School identifies itself as a school for Christian adult learners to become more effective in their chosen professions through non-traditional means, including evening, weekend, and online programs. In every program at every level we are committed to excellence in a holistic model of education that helps students develop intellectually, spiritually, socially, and physically. To that end, our faculty and staff strive to serve not only as instructors and scholars, but as role models and mentors.

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

As a Christian higher education community, we are committed to Christ and His church, locally and globally. Founded in 1944 by Earl Hargrove, a church pastor turned college president; Lincoln Christian University has religious roots in the Restoration Movement (sometimes called the Stone-Campbell Movement), a unity movement of independent Christian Churches and Churches of Christ committed to the authority of Scripture and the unity of God’s people for the sake of Christ’s Great Commission. While we have our doctrinal distinctives, we welcome all those who share our common concern for Christ’s church and God’s world. Located in America’s heartland, we have a heart for the world in all its diversity because God does.

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

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

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

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

Philosophy of Education

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

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

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

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

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

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

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

Learning Assessment

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

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

Our Heritage

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

Student Life

Students enrolled in the Hargrove School of Adult & Graduate Studies are from all over the world. The school's 500 students represent a growing variety of faith groups (more than two dozen), ages (from the 20s to the 60s, with an average age of 35), and ethnicities (more than one-fourth are non-Caucasian). [Chapter 4](#) provides additional information on Student Life.

Diversity Statement

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

Library Resources and Services

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

The Jessie C. Eury Library's resources are specifically selected and designed to meet the information needs of students enrolled in Lincoln Christian University, including this [link](#) to Library services for Hargrove online students, as well as:

- more than 90,000 print books
- more than 47,000 e-books
- more than 23,000 media items
- more than 8,000 journals with many available in full text
- more than 40 online [research and journal databases](#)

Jessie C. Eury Library staff members strive to help students find the resources needed to complete their projects within our collection or obtain resources from another library. The Library's participation in [I-Share](#), the shared catalog of 80 Illinois libraries, allows students to check out in person or by request from over 9 million titles. Upon request, the Library may obtain titles not available in I-Share and copies of journal articles.

The Jessie C. Eury Library is committed to providing all Lincoln Christian University students with the same quality of service and access to resources regardless of their location. The actual services provided differ somewhat based on student location: onsite, offsite, or online. Many of the Library's resources (books and journal articles) are available online in full-text—regardless of location.

Library Services for On and Off Campus Students

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

Lincoln Campus: In recognition of the limited amount of time spent on the main campus in Lincoln and working adults' busy lives, students taking classes on the main campus may request books and media items from the Jessie C. Eury Library be delivered to the Hargrove School office for pickup. Students who reside outside of Lincoln, but near one of the other I-Share libraries, may request books via the I-Share catalog from any of the I-Share libraries, including the Jessie C. Eury Library, and have them delivered to the I-Share library of their choice. Students are responsible for checking their [My Account](#) page to see if a book is available for pickup, verify due dates, or renew books from other libraries. Reference books and journals in the Jessie C. Eury Library may not be checked out and must be used in the Library. Journal articles requested through Interlibrary Loan are delivered to the email address specified.

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

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

Library Services for Online Students

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

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

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

Online Students Residing in the United States or Canada: Students may check out books from the Jessie C. Eury Library. In addition, librarians will assist students in locating and accessing materials in an academic library close to them. Students may request photocopies of journal articles and articles in reference books from the Jessie

C. Eury Library as needed. All photocopies are delivered electronically to the email address specified, as are any journal articles requested through Interlibrary Loan.

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

Textbooks and Merchandise

All textbook sales are handled through an outside vendor linked on our University's [home page](#).

Campus Security Report

As required by federal guidelines, Lincoln Christian University makes available an annual security report that includes statistics for the previous three years concerning any reported crimes. Those guidelines require the report to include any crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within or immediately adjacent and accessible from the campus. The report also includes institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. This report is published on [our website](#).

Graduation and Placement Report

As required by federal and accreditation guidelines, the Hargrove School publishes its most recent graduation and placement rates. This information is available in our fact book online.

Accreditation

- Accredited by [The Higher Learning Commission](#): A Commission of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604 (800-621-7440).
- Lincoln Christian University holds accredited status at the certificate, baccalaureate, master's, and professional doctorate levels with the Commission on Accreditation of the [Association for Biblical Higher Education](#), 5850 T.G. Lee Blvd, Suite 130, Orlando, FL 32822; phone 407-207-0808.
- Approved by the State Approving Agency, Department of Veterans' Affairs, for the training of veterans.
- Authorized under federal law to enroll non-immigrant alien students.

CHAPTER 2. ACADEMIC PROGRAMS

Degree and Certificate Programs

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

Graduate Degrees:

- Master of Arts in Bible and Theology (online only)
- Master of Arts in Intercultural Studies (online only)
- Master of Arts in Organizational Leadership (online only)
- Master of Arts in Spiritual Formation (online & onsite only at Eastview Christian Church in Normal, IL)
- Master of Arts in Teaching English to Speakers of Other Languages (online only)
- Master of Arts in Marriage and Family Therapy (onsite in Las Vegas, NV)

Undergraduate Degrees:

(onsite, offsite, and online unless otherwise noted)

- Bachelor of Arts in Christian Ministry
- Bachelor of Arts in Christian Ministry (Alternative Option)
- Bachelor of Arts in Human Services
- Bachelor of Arts in Individualized Study
- Bachelor of Arts in Management
- Associate of Arts in Biblical Studies
- Associate of Applied Science in Early Childhood Education

Certificate Programs:*

- Spiritual Formation Certificate (non-academic; onsite only in Normal, IL)
- TESOL Certificate (academic; online only)

Double Majors/Programs

Students desiring a double major in the baccalaureate programs must complete all of the requirements for one program and then add whatever unique courses are required by the second program. Students desiring two baccalaureate degrees must complete a minimum of 30 hours beyond the first degree and meet all program requirements for the second degree (including Hargrove School requirements, Bible/Theology requirements, and any specific prerequisites for courses in the major). Students with an accredited degree will not be required to complete our specific general education prerequisites. Students desiring two master's degrees must complete the requirements for each degree. Suggested course sequences for all programs are available by contacting the appropriate [program director](#).

On Campus, Off Campus, and Online Options

The Hargrove School offers the degree and certificate programs listed above through various options. Unless otherwise noted, all of these programs are available on the main campus in Lincoln (IL) through accelerated evening classes, some of which are available as hybrids (partially online). All of the baccalaureate programs are also available at our extension site in Las Vegas (NV), which also includes some hybrid courses. Our Las Vegas (NV) extension site also offers a Masters of Arts (MA) in Marriage and Family Therapy. Our extension site in Normal (IL) offers only the Master of Arts in Spiritual Formation, and the certificate in Spiritual Formation. These offsite options are described on our [website](#).

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

M.A. in Bible and Theology (Online)

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

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

Program Learning Outcomes

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

1. Be able to identify doctrines central to Christian faith, confirm their accordance with Scripture, and articulate them in a statement of faith
2. Be able to interpret a Biblical text attending to its historical, literary, canonical, and theological contexts
3. Be able to identify and evaluate worldviews encountered in daily life and discuss application of Christian worldview in decision making and character development.
4. Demonstrate ability to apply graduate-level research and writing skills to a major Biblical/theological project that is relevant to academic and ecclesial settings.

Program Requirements

1. HARGROVE SCHOOL REQUIREMENTS	0 hours
HS 600 Introduction to Online Learning (0-credit, 2 weeks)	
2. BIBLE AND THEOLOGY CORE REQUIREMENTS (all 3 hours)	18 hours*
BT 609 Introduction to the Old Testament	BT 614 Christian Worldview Studies
BT 610 Introduction to the New Testament	BT 615 Interpreting the Bible
BT 611 Introduction to Christian Theology	BT 700 Capstone Project/Paper
3. BIBLE AND THEOLOGY ELECTIVES (all 3 hours)	18 hours*
Students may choose any 6 courses (18 hours) in Old Testament, New Testament, and/or Theology (see course listings on pages 24-25).	
TOTAL:	36 hours

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

M.A. in Intercultural Studies (Online)

The Master of Arts in Intercultural Studies is a 12-course, 36-hour, online graduate program designed for those already engaged in missions or heading into a missions-related career who desire a deeper understanding of the theories and practices of missions and effective cultural-engagement. This program will expand students' understanding of Global Church ministry by providing in-depth study on the foundations, trends, and practices of missions and intercultural and cross-cultural ministry in the 21st century. The degree is relevant for those involved in cross-cultural contexts, both locally and globally.

All courses in this program are seven weeks in length, with two courses offered back-to-back each term (fall, spring, summer) in cohorts of 10-15 students (see this [link](#) for a course calendar). This format allows students to complete the program in two years, while focusing on one course at a time. Core courses will provide students with graduate-level foundations in missions and church history, anthropology and cross-cultural communication, world religions, spiritual dynamics of missions, the theology of mission and evangelism, and research methods. Elective courses and a practicum allow students to tailor the program toward their ministry needs. The entire program culminates in a capstone experience resulting in either a research-based paper or field-based project. For more information, please contact the Program Director, [Dr. Rochelle Cathcart](#).

Program Learning Outcomes

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

1. Develop and be able to articulate a biblically grounded and historically aware theology and philosophy of intercultural/cross-cultural ministry
2. Be able to apply anthropological, missiological, and theological tools, principles and strategies to specific ministry contexts in order to understand and effectively engage culture(s).
3. Be able to demonstrate the skills necessary for engaging in critical research and becoming contributors of knowledge within the discipline of intercultural studies.

Program Requirements

- | | |
|---|---------------------------------------|
| 1. HARGROVE SCHOOL REQUIREMENTS | 0 hours |
| HS 600 Introduction to Online Learning (0-credit, 2 weeks) | |
| 2. INTERCULTURAL STUDIES CORE REQUIREMENTS (all 3 hours) | 27 hours |
| IC 641 Theology of Mission and Evangelism | IC 642 Spiritual Dynamics of Missions |
| IC 643 Anthropology for Missions | IC 644 Global Christianity |
| IC 645 Christian Encounter with World Religions | IC 646 Contextualization |
| IC 655 Practicum in Intercultural Studies | IC 661 Research Methods in Missions |
| IC 700 Capstone Project/Paper | |
| 3. INTERCULTURAL STUDIES ELECTIVES (all courses are 3 hours) * ^ | 9 hours |
| Students will generally choose 3 independent study courses (9 hours) in intercultural topics of interest and relevance to the student. Possible topics of interest include community development, urban ministry, youth ministry, Islam, or church planting. With program director approval, elective courses may also be taken in other Hargrove School online graduate programs (e.g. Bible, Organizational Leadership, or TESOL) or in our onsite and online Seminary offerings. | |
| IC 671 Independent Study in Intercultural Studies I / (Cross-cultural Communication requirement) * | |
| IC 672 Independent Study in Intercultural Studies II / (History of Missions requirement) * | |
| IC 673 Independent Study in Intercultural Studies III / (Bible requirement) ^ | |
| * Students without prior intercultural studies or missions courses are required to take Cross-Cultural Communication and History of Missions as the topics for two of their independent study courses (6 hours). | |
| ^ Students without sufficient Bible knowledge are required to take BT 611 Introduction to Christian Theology or BT 614 Christian Worldview Studies. | |

Students who have completed comparable work in mission/intercultural studies may transfer up to 9 hours with permission of the program director.

M.A. In Marriage and Family Therapy (Las Vegas, NV)

The Master of Arts in Marriage and Family Therapy (MAMFT) is a 51-hour degree program designed on the foundational standards set for by the Commission on Accreditation for Marriage and Family Therapy (the program will be applying for this accreditation) and licensure requirements for the state of Nevada. The mission of the MAMFT program is to provide a graduate program that nurtures and equips persons called by God to work as a marriage and family therapist in order to bring healing for relational wholeness to individuals, families, marriages, churches and communities. The goal of the MAMFT program is to prepare students to be eligible to meet the educational requirements in order to apply for the next step in meeting licensure as a marriage and family therapist, through a program of study that is relationally systemic and integrates socio-contextual views; highlighting spirituality, culture, and gender in the context of systemic theory that is inclusive of a Biblical worldview.

Actual licensure as a marriage and family therapist requires application with a state's board of examiners, a national MFT exam, and additional supervised clinical hours in Nevada or other states in the US, which are beyond this degree.

In addition to the general Hargrove Adult & Graduate Studies application procedure, the MAMFT requires applicants to have: 1) One of the following: experience in the social science field, a bachelor's degree in a social science; such as Psychology or Human Development and Family Studies or sufficient life experience (e.g., church service); 2) 400 to 500 word essay; 3) Three references (professional, personal, and spiritual); and 4) Interview with MFT faculty. Admitted applicants will receive notification from the Enrollment Office. A criminal background check will be needed; as well as student malpractice insurance through American Association of Marriage and Family Therapy's (AAMFT) website is required prior to working with any clients in any Practicum.

Although admitted to the MAMFT program, there is no guarantee of completion of graduation for the program as the responsibility of the faculty is to produce ethically and professionally competent marriage and family therapists. There are a number of evaluation points throughout the program based on the Core Competencies set forth by the AAMFT. For more information, contact the program director, [Dr. Marj Castronova](#).

Program Learning Outcomes

The M.A. in Marriage and Family Therapy is intended to graduate students who will:

1. Reflect key Biblical values in their personal and professional lives.
2. Understand and apply a marriage and family systemic lens to scripture considering relational, ethical, sanctification, and social-contextual issues to the marriage and family therapy process.
3. Recognize and critically engage the intersections of contextual and systemic dynamics of marriage and family theories, Christian worldview, culture/race/ethnicity, gender, age, disabilities, socio-economic status, and ethics.
4. Demonstrate core competencies of a marriage and family therapist and the AAMFT Code of Ethics; as well as represent a servant leader in the marriage and family therapy profession and in the Christian community.
5. Develop a curiosity and skill set to process the intersections of social-contextual issues and how they relate to relationships as a skill for being a life-long learner.

Program Requirements

1. HARGROVE SCHOOL REQUIREMENTS

HS 600 Introduction to Online Learning (0-credit; two weeks)

0 hours

2. MARRIAGE AND FAMILY THERAPY COURSE REQUIREMENTS* (all 3 hours)

39 hours

MF 601 Foundational Marriage and Family Therapy

MF 615 Faith and Culture in the Therapy Process

MF 602 Postmodern MFT Therapy

MF 621 Human Development

MF 603 Integrative MFT Therapy

MF 622 Intimacy and Human Sexuality

MF 611 Foundations of Family Therapy Theory

MF 631 Professional Ethical and Legal Issues

MF 612 Family Therapy Theory and Special Issues

MF 641 Diagnosis and Systemic Assessment

MF 613 Family Therapy Theory and Addictions

MF 651 Research

MF 614 Faith and the Family Systems

3. PRACTICUM/CLINICAL TRAINING (all 2 hours)	12 hours
MF 700 Practicum I	MF 703 Practicum IV
MF 701 Practicum II	MF 704 Community Internship I
MF 702 Practicum III	MF 705 Community Internship II

Total 51 hours

DIVERSITY STATEMENT

Students in the MFT program are from a variety of Christian backgrounds and therefore subscribe to a wide range of values and beliefs in their personal lives. While Lincoln Christian University is a school grounded in Christian beliefs, training to be a marriage and family therapist involves seeing a variety of clients from diverse backgrounds and they may have different values and beliefs from their therapist. This is in accordance with the AAMFT Code of Ethics where MFT's provide professional assistance to all persons without discrimination. MFT students are expected to show a willingness and ability to develop the skills to work with any type of client(s). While student therapists and their clients may not hold the same value system, it is required that the clinical practice of our students is respectful of differing viewpoints and ensures best clinical practices in the field of MFT. This often requires that student therapists differentiate their own personal values and beliefs from the therapeutic work they do with their clients. Faculty and clinical supervisors work with all student therapists to help them examine their own values and belief systems in ways that ensure they do not harm their clients.

*Students who have completed comparable course work in marriage and family therapy may transfer up to 9 credits based on the Program Director's analysis of official transcripts, in consultation with the Registrar, and which courses may meet Nevada State licensing requirements and AAMFT's core competencies. On rare occasions, based on availability, consideration will be given where a student has been accepted to and completed coursework in another COAMFTE or CACREP accredited MFT/Counseling program and are requesting to transfer to Lincoln in which case up to 18 credits may be accepted based upon Nevada course requirements for licensure. The following courses **will not** be eligible for transfer into the program: MF 601, MF 602, and MF 631.

American Association of Marriage and Family Therapy (AAMFT) is the professional association for marriage and family therapists.

M.A. in Organizational Leadership (Online)

The Master of Arts in Organizational Leadership is a 10-course, 30-hour program delivered completely online. This program is designed to *develop leaders who seek a vision-oriented, values-based, and multi-voice approach to organizational leadership that can be applied in non-profit and for-profit settings*. This degree is particularly suited for highly motivated, self-disciplined adult learners who desire the flexibility and affordability of an online program in leadership taught from a Christian worldview.

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

The program is offered on a cohort basis, with 10-12 students per cohort, with starts each fall and spring ([course calendar](#)). Each course is seven weeks in length (except the first one, HS 600, which lasts two weeks), with two courses offered consecutively each term (fall, spring, summer). The program is designed to be completed in five terms or approximately 21 months. The last course is a capstone project integrating leadership theory and practice that addresses all five learning outcomes. For more information, contact the program director, [Dr. Don Green](#).

Program Learning Outcomes

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

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

Program Requirements

1. HARGROVE SCHOOL REQUIREMENTS*	0 hours
HS 600 Introduction to Online Learning (0-credit; two weeks)	
2. ORGANIZATIONAL LEADERSHIP REQUIREMENTS (all 3 hours)**	30 hours
OL 601 Visions, Values, and Voices in Organizational Leadership	
OL 602 Authentic Leadership in Organizational Contexts	
OL 603 Foundations for Organizational Leadership	
OL 604 Organizational Leadership Development	
OL 605 Cultural Expressions of Organizational Leadership	
OL 606 Strategic Organizational Leadership	
OL 607 Interpersonal Leadership for Organizational Effectiveness	
OL 608 Dynamics of Change and Conflict in Organizational Leadership	
OL 609 Legal and Ethical Issues in Organizational Leadership	
OL 700 Capstone Project in Organizational Leadership	
TOTAL:	30 hours

* Any student admitted to this program without an undergraduate course in business research methods may be required to take HS 505 Introduction to Research, a 0-credit prerequisite that has no tuition cost but there is a course fee of \$150.

** Students who have completed comparable work in organizational leadership may transfer up to 6 hours with permission of the program director. Also, OL 699 may be used as a substitute for up to 6 hours in this program with director approval.

M.A. in Spiritual Formation (Normal, IL)

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

Program Learning Outcomes

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

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

Program Location

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

Program Requirements

36 hours

(12 three-hour courses plus 0-hour HS 600 Introduction to Online Learning *):

SF 601 Introduction to Christian Spirituality	SF 607 Readings in Christian Spirituality
SF 602 Theology of Spiritual Formation	SF 608 Spiritual Direction
SF 603 Biblical Imagery for Spiritual Formation	SF 609 Theology of Service and Sabbath
SF 604 Theology of the Holy Spirit	SF 610 Prayer Practice
SF 605 Spiritual Formation Practicum **	SF 611 Spiritual Formation Research Project **
SF 606 Christian Spirituality Independent Study **	SF 612 Spiritual Formation Capstone Retreat**

* This course lasts only two weeks and is offered just before the introductory SF 601 course begins. Please note that while this M.A. is not an online program, there are several components of this degree program that require online interactions, which is why this 0-hour credit course is required.

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

The 36 hour program in spiritual formation allows up to six (6) hours of transfer work (typically two courses). Because the journey is so unique the program director limits the transfer credits. Students at Lincoln Christian Seminary who have completed comparable course work (and not already applied to a degree) may substitute up to 12 hours with program director approval.

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

The online M.A. in Teaching English to Speakers of Other Languages (TESOL) is a 33-hour, 11-course teacher-training program designed to *enable Christian adults to teach English to speakers of other languages with the heart of a servant leader*. The program focuses on the latest methods, materials, and theories associated with language learning/teaching and will equip the students to apply such in any English Language Learning (ELL) setting in the states or abroad. For more information, please contact the program director, [Miriam Windham](#).

Program Learning Outcomes

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

1. Develop and be able to articulate a Bible based philosophy of teaching ELL, based on current research in the field.
2. Demonstrate the ability to critically evaluate teaching materials and design appropriate materials for ELL students.
3. Demonstrate the ability to design a syllabus and curriculum for ELL programs.
4. Be able to teach ELL effectively and to reflect on and evaluate that teaching.
5. Be able to design an action research project, which can be carried out in an ELL classroom.

Program Delivery System

This program is offered completely online. Students can complete this program in 21 months by taking two courses each fall, spring, and summer, with each course lasting seven weeks and offered one at a time, one after the other ([course calendar](#)). The only exceptions to the 7-week length are the TESOL Practicum course, which requires 100 clock hours of field observations and experience over several months, and the 0-credit introductory course (HS600) which is only two weeks long.

Program Requirements

1. HARGROVE SCHOOL REQUIREMENTS	0 hours
HS 600 Introduction to Online Learning (0-credit; two weeks)	
2. TESOL CORE REQUIREMENTS (each course is 3-credit hours)	24 hours
ES 620 Second Language Acquisition	ES 626 Assessments & Testing for ELL
ES 622 Introduction to Linguistics	ES 631 Curriculum Development
ES 623 Cross-Cultural Aspects of TESOL	ES 700 TESOL Practicum
ES 625 Methods & Materials in Teaching ELL	ES 710 Research in Education
3. TESOL ELECTIVES (each course is 3-credit hours; choose three courses as they are offered, and/or choose a course or two from the Hargrove online- (MA in Bible Theology or MA in Intercultural Studies) with approval from the program director.)	9 hours
ES 627 Teaching ELL Grammar	ES 629 Teaching ELL Speaking/Listening
ES 628 Introduction to Applied Linguistics	ES 630 Issues in Literacy
TOTAL:	33 hours*

* If the student has completed a TESOL Certificate for *graduate* credit and the Certificate hours were not applied to another graduate degree, all 18 hours may be transferred. If those 18 hours have been applied toward another graduate degree, then only 9 hours may be transferred. HS600, ES631, and ES710 are required regardless. For clarification, contact the program director, [Miriam Windham](#).

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

B.A. in Christian Ministry

The Bachelor of Arts (B.A.) in Christian Ministry degree program provides adult learners the knowledge, attitudes, and skills necessary to enter vocational ministry. The curriculum focuses on becoming a servant leader through God’s Word and through God’s work. For more information contact the program director, [Paul Trainor](#). The program goals for Christian Ministry are:

1. Understand and apply Biblical foundations for evangelism.
2. Be able to prepare and present a lesson based on a Biblical text.
3. Be able to construct and deliver a sermon from a Biblical text or topic
4. Be able to articulate a personal philosophy of ministry

1. GENERAL EDUCATION REQUIREMENTS 37 hours

General Education

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

2. BIBLE AND THEOLOGY REQUIREMENTS 30 hours

BI 170 Interpreting Christian Scriptures	(3)	OT 105 Pentateuch	(3)
ID 101 Introduction to Worldviews	(3)	OT 232 Hebrew History & Literature I	(3)
CH 380 History of American Christianity & Stone-Campbell Movement	(3)	OT 302 Hebrew History & Literature II	(3)
NT 104 New Testament I	(3)	TH 160 Basic Christian Beliefs	(3)
NT 301 New Testament II	(3)	TH 416 Systematic Theology	(3)

3. CHRISTIAN MINISTRY REQUIREMENTS 33 hours

HS 300 Introduction to Adult Studies	(3)	CM 360 Ministry in Context	(3)
HS 304 Dynamics of Self-Leadership	(3)	PR 308 Homiletics	(3)
HS 472 Character and Ethics	(3)	Christian Ministry Electives	(12)*
CM 301 Dynamics of Evangelism	(3)	HS 499 Capstone Portfolio	(0)
CM 332 Teaching and Learning	(3)		

5. ELECTIVES 20 hours

Total: 120 hours

* Students may choose 12 hours within the Christian Ministry area, 300-level or higher, in disciplines considered consistent with Christian Ministry. A list of approved courses is available with the Registrar.

B.A. in Christian Ministry: Alternative Option

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

1. Understand and apply Biblical foundations for evangelism.
2. Be able to prepare and present a lesson based on a Biblical text.
3. Be able to construct and deliver a sermon from a Biblical text or topic
4. Be able to articulate a personal philosophy of ministry

1. GENERAL EDUCATION REQUIREMENTS 37 hours

General Education

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

2. BIBLE AND THEOLOGY REQUIREMENTS 30 hours

ID 101 An Introduction to Worldviews	(3)
CH 380 History of American Christianity & Stone-Campbell Movement	(3)
BI 170 Interpreting the Christian Scriptures	(3)
Bible Electives	(21)

3. CHRISTIAN MINISTRY REQUIREMENTS 33 hours

HS 300 Introduction to Adult Studies	(3)*
HS 304 Dynamics of Self-Leadership	(3)
HS 472 Character and Ethics	(3)
Christian Ministry Electives	(24)
HS 499 Capstone Portfolio	(0)

4. ELECTIVES 20 hours

TOTAL: 120 hours

* Students admitted to this program with at least 15 hours of upper division courses from LCU during the last three years may be allowed to substitute another course for HS 300, with the approval of the program director.

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

B.A. in Human Services

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

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

1. GENERAL EDUCATION REQUIREMENTS 37 hours

General Education

Communication (6 hours written and 3 oral)	(9)
Humanities/ Fine Arts	(9)
Social Sciences	(9)
Math	(3)
Sciences (including at least 1 hour of lab)	(7)

2. BIBLE AND THEOLOGY REQUIREMENTS 30 hours

BI 170 Interpreting Christian Scriptures	(3)	OT 105 Pentateuch	(3)
ID 101 Introduction to Worldviews	(3)	OT 232 Hebrew History & Literature I	(3)
CH 380 History of American Christianity & Stone-Campbell Movement	(3)	OT 302 Hebrew History & Literature II	(3)
NT 104 New Testament I	(3)	TH 160 Basic Christian Beliefs	(3)
NT 301 New Testament II	(3)	TH 416 Systematic Theology	(3)

3. HUMAN SERVICES REQUIREMENTS 33 hours

AD 496 Conflict Management	(3)	SS 320 Social Science Research	(3)
HS 300 Introduction to Adult Studies	(3)	SS 376 Social Psychology	(3)
HS 304 Dynamics of Self-Leadership	(3)	SS 411 Ethics and Counseling	(3)
HS 472 Character and Ethics	(3)	SS 412 Intro to Counseling Problems	(3)
SS 235 Marriage and Family	(3)	SS 413 Intro to Counseling Skills	(3)
SS 249 Lifespan Developmental Psych	(3)	HS 499 Capstone Portfolio	(0)

4. ELECTIVES 20 hours

Total: 120 hours

B.A. in Individualized Study

The Individualized Study degree program is designed to provide adult learners a more customized baccalaureate degree option. This program requires that a student work with a faculty advisor to develop a personalized program that meets his or her specific needs, both personal and professional. The general goal is to help students develop a Christian worldview and Biblical understanding, build a broad background in general education, and increase their intellectual capacity and curiosity through selected courses in their area(s) of interest. Students interested in this degree program should submit a letter to the program director, [Dr. Peter Verkruyse](#), indicating how they desire to use this program to meet their personal and/or professional goals. For more information, contact the program director, [Dr. Peter Verkruyse](#). This degree enables adult learners to be more effective Christ-like servant leaders who:

1. *Live faithfully* by submitting to the authority of Scripture as a guide to Christian living.
2. *Think Biblically* by developing a basic understanding of Scripture lived out through a Christian worldview.
3. *Grow intellectually* by critically interacting with key areas of general education, including communication, humanities, social science, math, and science.
4. *Improve professionally* by demonstrating skills in one or more selected areas of study that are appropriate for their chosen area(s) of service.
5. *Learn continually* by developing a plan for lifelong learning where they live, work, and worship.

1. GENERAL EDUCATION REQUIREMENTS 37 hours

General Education

Communication (6 hours written and 3 oral)	(9)
Humanities/Fine Arts	(9)
Social Sciences	(9)
Math	(3)
Sciences (including at least 1 hour of lab)	(7)

2. BIBLE AND THEOLOGY REQUIREMENTS 30 hours

BI 170 Interpreting Christian Scriptures	(3)	OT 105 Pentateuch	(3)
ID 101 Introduction to Worldviews	(3)	OT 232 Hebrew History & Literature I	(3)
CH 380 History of American Christianity & Stone-Campbell Movement	(3)	OT 302 Hebrew History & Literature II	(3)
NT 104 New Testament I	(3)	TH 160 Basic Christian Beliefs	(3)
NT 301 New Testament II	(3)	TH 416 Systematic Theology	(3)

3. INDIVIDUALIZED STUDY REQUIREMENTS 33 hours

HS 300 Introduction to Adult Studies	(3)
HS 304 Dynamics of Self-Leadership	(3)
HS 472 Character and Ethics	(3)
Electives in any advisor-approved areas (including transfer courses, credit for prior learning, and independent studies)	(24)
HS 499 Capstone Portfolio	(0)

4. ELECTIVES 20 hours

Total: 120 hours

NOTE: Students in this B.A. in Individualized Study degree program must complete at least 30 hours from LCU, at least 15 hours of which must be taken within three years of receiving the degree. At least 45 hours for this degree program should be in upper division courses (300/400).

B.A. in Management

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

1. Demonstrate practical competency in elements associated with leading and/or managing an organization.
2. Identify important personalities and theories that feed into “best practices” of for-profit/non-profit leadership.
3. Develop evaluation skills in the assessment of an organization from a Christian ethic/worldview

1. GENERAL EDUCATION REQUIREMENTS 37 hours

General Education

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

2. BIBLE AND THEOLOGY REQUIREMENTS 30 hours

BI 170 Interpreting Christian Scriptures	(3)	OT 105 Pentateuch	(3)
ID 101 Introduction to Worldviews	(3)	OT 232 Hebrew History & Literature I	(3)
CH 380 History of American	(3)	OT 302 Hebrew History & Literature II	(3)
Christianity & Stone-Campbell Movement		TH 160 Basic Christian Beliefs	(3)
NT 104 New Testament I	(3)	TH 416 Systematic Theology	(3)
NT 301 New Testament II	(3)		

3. MANAGEMENT REQUIREMENTS 33 hours

HS 300 Introduction to Adult Studies	(3)	AD 475 Legal Issues and the Organization	(3)
HS 304 Dynamics of Self-Leadership	(3)	AD 395 Human Resource Management	(3)
HS 472 Character and Ethics	(3)	AD 398 Organization Management	(3)
AD 305 Business Research	(3)	AD 487 Project Management	(3)
AD 310 Organizational Behavior	(3)	AD 496 Conflict Management	(3)
AD 360 Principles of Finance	(3)	HS 499 Capstone Portfolio	(0)

4. ELECTIVES 20 hours

Total:	120 hours
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A.A. in Biblical Studies

The Associate of Arts (A.A.) in Biblical Studies is a two-year degree program designed to provide adult learners with a Biblically-grounded education at the associates level. It is particularly suited for those who want to use this degree to serve in the Church. While some students may desire only this degree, for those who wish to pursue a baccalaureate degree from LCU, this program will also fulfill the 64 hours of prerequisites for our baccalaureate degree programs. All of the courses in this program are designed specifically for adult learners and are offered in flexible formats (e.g. evenings and online, see p. 6). For more information contact the program director, [Peter Verkruyse](#). The curriculum focuses on enabling adult learners to be more effective servant leaders who:

4. Practice effective written and oral communication skills.
5. Demonstrate an ability to think critically.
6. Understand and apply a Biblical world view.
7. Demonstrate an ability to interact with and discern connections between ideas in different disciplines.
8. Develop a plan for lifelong learning, including pursuit of a baccalaureate.

1.	GENERAL EDUCATION REQUIREMENTS	37 hours
	Communication (6 hours written and 3 oral)	(9)
	Humanities/Fine Arts	(9)
	Social Sciences	(9)
	Math	(3)
	Sciences (including at least 1 hour of lab)	(7)
2.	BIBLE AND THEOLOGY REQUIREMENTS	18 hours
	BI 170 Interpreting the Christian Scriptures	(3)
	CH 380 History of American Christianity & the Stone-Campbell Movement	(3)
	ID 101 Introduction to Worldviews	(3)
	NT 104 New Testament I	(3)
	OT 105 Pentateuch	(3)
	TH 160 Basic Christian Beliefs	(3)
3.	HARGROVE SCHOOL REQUIREMENTS	9 hours
	HS 300 Introduction to Adult Studies	(3)
	HS 304 Dynamics of Self Leadership	(3)
	HS 472 Character and Ethics	(3)
	HS 299 Capstone Portfolio: Associate Degree	(0)
	Total:	64 hours

A.A.S. in Early Childhood Education

The Associate of Applied Science (A.A.S.) a technical degree in Early Childhood Education is a 61-hour, degree program that prepares professionals for positions in private or public early child care and education settings, preschool center-based care, family home child care, day care settings, and Head Start programs. Students may choose the option of preparing to serve as an assistant teacher, teacher, and/or director, as well as meet Illinois Department of Child and Family Services (DCFS) requirements for private administration of day care homes. Lincoln Christian University's Hargrove School of Adult & Graduate Studies offers this degree for the reduced tuition rate of only \$269 per credit hour (subject to change). Additional scholarship opportunities are available to qualified students through Illinois' [Gateways to Opportunity](#)

All courses are offered online and/or as night classes in an accelerated format (2 classes per 8 weeks). Students must also complete 155 clock hours of field experience, as well as demonstrate satisfactory professional dispositions, develop an electronic portfolio to demonstrate their achievement of specified Illinois teaching standards, and complete first aid and infant/toddler CPR training. Graduates of this program may also apply for provisional *Early Education Certification* through the Association of Christian Schools International and Illinois providers (may qualify) for the Great Start Wages Supplement Program with www.ilgateways.com. For more information, contact the program director, [Dr. Karen Estep](#). The Associate of Applied Science in Early Childhood Education prepares graduates who:

1. Demonstrate the appropriate knowledge, skills, and disposition necessary in organizational leadership to be an Early Childhood administrator.
2. Acquire, develop and exhibit professional education dispositions to work with all children, families, colleagues, administration, and the community so all children learn.
3. Apply appropriately a Biblical worldview and content knowledge in differentiated instruction, integration of technology, and developmentally and culturally appropriate practice for diverse settings.
4. Evaluate and create learning materials appropriate for teaching children birth to kindergarten in early childhood settings.

1. GENERAL EDUCATION REQUIREMENTS

12 hours

Communication (6 hours)

LA 101 Written Composition 1

LA 113 Introduction to Speech

Humanities/Fine Arts Elective (3 hours)

Math (3 hours)

Math elective (MA197, MA295)

2. BIBLE AND THEOLOGY REQUIREMENTS

18 hours

ID101 Introduction to Worldviews (3)

BI 170 Interpreting the Christian Scriptures (3)

OT 105 Pentateuch (3)

CH 380 History of American Christianity & (3)
the Stone Campbell Movement

TH 160 Basic Christian Beliefs (3)

NT 104 New Testament I (3)

3. EARLY CHILDHOOD EDUCATION REQUIREMENTS (FE = Field Experience Hours)

31 hours

EC 101 Intro to Professional Education Studies (2)

EC 126 Phonics in Review (1)

EC 134 Intro to Early Childhood Ed. (3) + 20 FE

EC 147 Health, Safety, and Nutrition (3)

EC 221 Teaching Pre-Primary Curric. (2) + 15 FE

EC 234 Child, Family, and Community Ed. (3)

EC 237 Survey of the Exceptional Child (3) + 30 FE

EC 238 Child Growth & Development (3) + 10 FE

EC 243 Care of Infants and Toddlers (3) + 10 FE

EC 254 Early Childhood Practicum I (4) + 35 FE

EC 255 Early Childhood Practicum II (4) + 35 FE

EC 290 Professional Portfolio for ECE (0)

TOTAL HOURS: 61 hours

This 61-hour program meets requirements for two Illinois credentials: ECE Credential Level 4 and Infant Toddler Credential Level 4 as described by Illinois' [Gateways to Opportunity](#). Those desiring the Illinois Director Credential Level 1 need to complete 8 additional hours: EC 246 (2 hours), EC 261 (3 hours), and EC 262 (3 hours). Please also note that the name for this degree (Associate of *Applied Science*) indicates this program is more professionally oriented. As such, it does not meet all 37 hours of General Education normally required in an A.A. program to transfer into a bachelor's degree program. For those desiring to complete a B.A. later, please contact the program director.

Spiritual Formation Certificate

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

Teaching English to Speakers of Other Languages (TESOL) Certificate

This graduate-level, academic certificate program is an option described under the M.A. in TESOL, on page 11. This option requires 18-credit hours of graduate TESOL courses, including ES 620-626, ES 700, and the 0-credit HS 600. The courses are offered consecutively, enabling the student to complete the certificate within two semesters and one summer. If a certificate student should decide to continue on to complete the M.A. in TESOL after completing the TESOL Certificate, there is a seamless process once the student has informed the TESOL program director of his/her intent to continue. Please consult with the program director, [Miriam Windham](#), for further information. The cost is the standard tuition rate of \$399 per credit hour (see also page 45).

CHAPTER 3. COURSE DESCRIPTIONS

The Curriculum

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

Course Numbering

All the courses listed in this chapter are arranged in alphabetical order by course number, which includes a two-letter prefix that indicates subject area (see first list below) and a three-number suffix that indicates course level (see second list below). Each course description ends with a number in parenthesis that indicates how many credits the course is worth.

Course prefixes:

AD	Administration (Management)	ID	Interdisciplinary Studies
BI	Bible	LA	Language and Communication
BL	Biblical Languages	MA	Mathematics
BT	Bible and Theology	NT	New Testament
CE	Christian Education	OL	Organizational Leadership
CH	Church History	OT	Old Testament
CM	Christian Ministries	PH	Philosophy
CPL	Credit for Prior Learning	PR	Preaching Ministry
CS	Computer Science	SC	Science
DS	Deaf Studies	SF	Spiritual Formation
EC	Early Childhood Education	SS	Social Science
ES	English as a Second Language (TESOL)	TH	Theology
HI	History	WM	Worship Ministry
HS	Hargrove School Requirements	YM	Youth Ministry
HU	Humanities		
IC	Intercultural Studies		

Course suffixes:

000	Any level (ordinarily non-transferable nor applicable to degree program requirements)
100	Freshman courses
200	Sophomore courses
300	Junior courses
400	Senior courses
500	Dual listed courses that may be taken for either undergraduate or graduate credit
600-800	Graduate studies

Administration (Management)

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

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

AD 301 Accounting I. An introduction to financial and managerial accounting, including an examination of basic accounting concepts, financial statements, the accounting cycle, budgeting, planning, cost concepts, and ethics. (3)

AD 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. (3)

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

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

AD 399 Special Topics in Business. An in-depth study of various business topics, ranging from personal finance to economic justice, from project management to public relations. May be repeated. (1-8)

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

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

AD 475 Legal Issues and the Organization. A survey of the relationship that exists between legal and governing bodies and the organization (especially non-profit organizations). (3)

AD 487 Project Management. An examination of the concepts, tools, and techniques of traditional and agile project management., including need identification, work bread down, scheduling, resource allocation, assessment, documentation, and teams. Students will complete real-world project for an organization. (3)

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

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

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

Bible

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

BI 170 Interpreting the Christian Scriptures. A study of the resources, principles, and methods of interpreting Scripture. (3)

BI 301 Biblical Research. An overview of Biblical research resources and methodologies and the use of those resources and methodologies in writing research projects. Prerequisites: BI 170, LA101 or LA102. (3)

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

BI 599 Special Issues in Bible. Directed graduate studies in Biblical issues. (1-3)

Biblical Languages

BL 301 Biblical Language Tools. Students learn the importance of basic grammatical terminology and principles of Greek and Hebrew and their significance for Biblical studies with a focus on online tools that utilize Greek and Hebrew. Prerequisite: BI 170 (3)

Bible and Theology

BT 609 Introduction to the Old Testament. A survey of the Old Testament with attention to the contexts of history, literature, canon, and theology and consideration of how these contexts contribute to understanding the Bible. (3)

BT 610 Introduction to the New Testament. A survey of the New Testament with attention to the contexts of history, literature, canon, and theology and consideration of how these contexts contribute to understanding the Bible. (3)

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

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

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

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

BT 631 Interpreting the Psalms. An introduction to Hebrew poetry and approaches to interpreting the Psalms. (3)

BT 640 Interpreting Isaiah. A study of the book of Isaiah attending to literary, historical, and theological concerns. (3)

BT 648-649 Biblical Hebrew I-II. This two-part course introduces students to Biblical Hebrew. (3 and 3)

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

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

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

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

BT 661 Christianity According to Paul. An analysis of the Apostle Paul’s contribution to Christianity through an examination of all canonical New Testament documents concerning him and/or attributed to him. (3)

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

BT 678 Revelation. Study of the Book of Revelation, attending to critical and theological issues, relevant bibliography, and contemporary issues in interpretation. (3)

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

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

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

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

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

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

BT 700 Capstone Paper/Project. This course assesses how well students have achieved the program’s five learning outcomes through one of two means: 1) either a 35-45 page research paper on an approved topic or, 2) a field-based project completed in an approved setting. (3)

Christian Education

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

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

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

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

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

Church History

CH 380 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. This 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)

Christian Ministries

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

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

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

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

CM 360 Ministry in Context. This course looks at four congregational dynamics: theology, ecology, history, and identity, with a focus on students developing their own philosophy of ministry and how that works in their context (3)

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

CM 405 Supervised Ministry Experience. An experienced-based course that allows students to serve in a supervised setting with permission of the instructor. (3-12 hours)

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

Credit for Prior Learning (CPL)

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

CPL 101 Focused Writing. This online course prepares the student for the process of developing a portfolio for the assessment of prior learning for the purpose of being awarded college credit from life experiences. Course elements emphasize experiential learning theory, synthesis of prior learning experiences, development of goals and an education plan,

research methods and resources to document learning, and the preparation of a portfolio, which includes a timeline, autobiography, and formal documentation of prior learning. (3)

CPL 299 Credit for Prior Learning. CPL lower course credits are the result of demonstrated learning from a variety of sources including workshops, seminars, self-study, non-credit classes, training programs, and work-related learning. Please note that it is the learning, not merely the experience, from these sources that is evaluated and results in credits being awarded. (1-27, with 3-hour increments most common).

CPL 399 Credit for Prior Learning. CPL upper course credits are the result of demonstrated learning from a variety of sources including workshops, seminars, self-study, non-credit classes, training programs, and work-related learning. Please note that it is the learning, not merely the experience, from these sources that is evaluated and results in credits being awarded. (1-27, with 3-hour increments most common)

Computer Science

CS 090 Computer Lab. This course is an onsite, hands-on tutorial for new students who need assistance with basic computer skills, such as browsing the web, sending emails, saving and submitting documents, and accessing University programs online. This computer-lab-based course is offered in conjunction with HS290 Introduction to Adult Studies. During the first two weeks of HS290, students will be assessed on their basic computer skills and those needing assistance will automatically be enrolled in CS090. This lab course will meet onsite during the two weeks when the HS300 course is meeting online, starting with the third week. Credits do not count toward a degree program. (1) Co-requisite: HS300.

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

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

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

Deaf Studies

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

Early Childhood Education

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

EC 101 Introduction to Professional Education Studies. This four-week course is an introduction to professional education for early childhood majors. This course addresses LCU’s online learning in general, Library resources, University resources, and the Early Childhood Education program. This course introduces portfolio requirements for the education program using LiveText web-based portfolios to help students reach required educational technology competencies. (2) *NOTE: Students who fail this course will not be allowed to continue in the program (see also “Continuation in School” policy in Chapter 4).*

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. A 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 to eight years of age with a minimum of 5 hours with infants and toddlers for observation and reflection. (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. (3)

EC 221 Teaching Pre-Primary Curriculum. This course is a study of developmentally appropriate methods and techniques for pre-primary education, emphasizing differentiated instruction, play, classroom management, the use of appropriate technology, family involvement, and authentic assessment. 15 hours of field experiences required. (2)

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

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

EC 238 Child Growth 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 experiences for observation and reflection in addition to listed class times. (3)

EC 243 Care of Infants and Toddlers. This course examines spiritual, social, emotional, language, and motor developments of infants and toddlers. Family assessment and involvement are also examined. It includes 10 hours of field experiences. (3)

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

EC 254 Early Childhood Practicum I. This course includes a preprimary field placement, which involves observation, planning, teaching, collaboration, and reflection of the learning environment. Thirty-five (35) clock hours in early childhood setting(s) with a minimum of 25 hours with infants and toddlers are required in an assigned location(s). Students will create a professional development plan and document observations and assessments. Students will reflect on health and safety in early childhood and participate in parent conferences. (4)

EC 255 Early Childhood Practicum II. This course includes a preprimary field placement, which involves observation, planning, teaching, collaboration, and reflection concerning teaching and learning as it applies to child development. Thirty-five (35) clock hours in Early Childhood setting(s) with a minimum of 25 hours with infants and toddlers are required in assigned location(s). Students will reflect on and revise a professional development plan. Students must document their experience using observations and assessments tools. (4)

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

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

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

English as a Second Language (Teaching English to Speakers of Other Languages)

ES 620 Second Language Acquisition. An examination of theories of first and second language acquisition, with an emphasis on cognitive, affective, and cultural factors in teaching English as a Second Language (ESL) and English as a Foreign Language (EFL) from a Christian perspective. This is the introductory course required for all students starting the TESOL program. (3)

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

ES 623 Cross-Cultural Aspects of TESOL. A course emphasizing the relationship between language, culture, and cultural awareness in the learning and teaching of ELL from a Christian perspective. (3)

ES 625 Methods and Materials in Teaching ELL. A study of the methodologies and materials for teaching English language learners. Central to the course will be the evaluation of materials for achieving various skill levels and instructional goals. (3)

ES 626 Assessments and Testing for ELL. A study of issues and methods of assessing oral and written proficiency in English language learners. (3)

ES 627 Teaching ELL Grammar. A course focusing on the content, methodology, and resources for teaching ELL grammar, particularly communicative grammar. Researches different areas of grammar as well as different teaching techniques and activities designed to facilitate the acquisition of English grammar. (3)

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

ES 629 Teaching ELL Speaking and Listening. A practical course in teaching listening, and speaking to English language learners. Also covers the following: oral proficiency level ratings, pronunciation, and vocabulary development. (3)

ES 630 Issues in Literacy. This course focuses on promoting reading comprehension, going beyond the fundamentals of literacy instruction to examine the factors that influence greater comprehension. The course deals with learner needs, in addition to approaches, methods, and techniques of teaching and speaking, listening, and pronunciation for learners. (3)

ES 631 Curriculum Development. This course emphasizes the role of ELL teachers as course and curriculum developers for ELL programs. Philosophies, theories, and strategies are examined to assist students in developing and analyzing curriculum from a Christian worldview perspective. (3)

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

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

History

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

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

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

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

HI 353 History of Western Education. An historical overview of various approaches to education that have been prominent throughout major periods of Western Civilization. (3)

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

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

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

Hargrove School Requirements

HS 300 Introduction to Adult Studies. This course is an introduction to adult learning theory and its practical application to prepare adult learners to successfully navigate the undergraduate program. The course also introduces adult learners to University services and personnel that will make their academic transition easier. (3) NOTE: Students who fail this course will not be allowed to continue in the program (see also “Continuation in School” policy in Chapter 4).

HS 304 Dynamics of Self Leadership. An introduction to developing personal and career goals along with strategies for accomplishing those goals. (3)

HS 472 Character and Ethics. A course designed to provide an adequate foundation for making ethical decisions by critically analyzing various theistic and non-theistic approaches to ethics. (3)

HS 299 Capstone Portfolio: Associate Degree. A capstone course for Associate of Arts students that documents the achievement of various program outcomes. Students officially register for this course during their last semester before completing the degree, but submit appropriate documents throughout their program, including key assignments from HS 300, HS 304, and HS 472, as well as BI 170, ID 101, LA 101-102, and TH 160. Students also complete required assessment instruments measuring general education skills and Bible knowledge. (0)

HS 499 Capstone Portfolio: Baccalaureate Degree. A capstone course for Bachelor of Arts students that documents the achievement of program outcomes for each major. Students officially register for this course during their last semester before

completing the degree, but submit appropriate documents throughout their program, including key assignments from HS 300, HS 304, and HS 472, as well as from selected courses in the major. Students also complete required assessment instruments measuring general education skills and Bible knowledge. (0)

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

HS 600 Introduction to Online Learning. A graduate-level overview of online learning in general and at LCU in particular, including introduction to key online resources and services. (0) No tuition, but course fee. Students who fail this course will not be allowed to continue in the program (see also “Continuation in School” policy in Chapter 4).

Humanities

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

Intercultural Studies

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

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

IC 641 Theology of Mission and Evangelism. An examination of the Biblical foundations of mission, especially with regard to the message, the missionary, and missionary practices. Contemporary mission theories and practices will be evaluated in light of a Biblical theology of mission. (3)

IC 642 Spiritual Dynamics of Missions. An examination of the spiritual dynamics that affect both the practice and the practitioner of mission. This course will provide a Biblical and practical study on the nature of the spiritual life, the mechanics required to live that life well, and the spiritual forces arrayed against God’s mission. (3)

IC 643 Anthropology for Missions. A study of the insights and applications of cultural anthropology that will aid cross-cultural workers in doing effective ministry and evangelism in diverse cultural settings. (3)

IC 644 Global Christianity. An examination of the history of Christianity from the beginning of the Church to the present. Emphasis will be placed on people and Church movements (including the unique contributions of the American born Stone-Campbell [Restoration] Movement), shifts that have taken place within Christianity, and an assessment of Christianity in the present with a view to the future. (3)

IC 645 Christian Encounter with World Religions. An examination of the major world religions (e.g., Islam, Buddhism, Hinduism) from a Christian perspective, with special emphasis on past and present missiological theories and practices for engaging, dialoguing with, and evangelizing adherents of these religions. (3)

IC 646 Contextualization. An analysis of the theory and practice of contextualization that will introduce students to the prominent theories and researchers within the field, as well provide an overview of the areas of missions where contextualization is needed (e.g., theology, teaching, preaching, church planting, etc.). (3)

IC 655 Practicum in Intercultural Studies. An experience-based course that allows students to apply the objectives of this course and participate in intercultural engagement in a practical way. A proposal for both the practicum and the field supervisor must be submitted to, and approved by, the program director prior to the start of this course. (3)

IC 661 Research Methods in Missions. An introduction and overview of the various research methods helpful to missionaries and other cross-cultural practitioners in a variety of intercultural and congregational settings. (3)

IC 671 Independent Study in Intercultural Studies I. Students in this program may choose any topic of interest related to intercultural studies, with the permission of the program director. (3)

IC 672 Independent Study in Intercultural Studies II. Students in this program may choose any topic of interest related to intercultural studies with the permission of the program director. (3)

IC 673 Independent Study in Intercultural Studies III. Students in this program may choose any topic of interest related to intercultural studies with the permission of the program director. (3)

IC 700 Capstone Project in Intercultural Studies. This course assesses how well students have achieved the program’s five learning outcomes through one of two means: (1) a 35-45 page research paper on an approved topic, or (2) a field-based project completed in an approved setting that includes a well-documented summary of 20-30 pages. (3)

Interdisciplinary Studies

ID 101 An Introduction to Worldviews. This course introduces a variety of philosophical and religious worldviews in a historical context and are led to recognize their significance and influence in history and in contemporary popular culture. Attention is also given to the basic principles of logic and critical reasoning and to the nature of a Christian worldview. (3)

Language and Communication

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

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

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

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

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

Marriage and Family Therapy

MF 601 Foundational Marriage and Family Therapy

This course provides the foundations of systems thinking and its integration in marriage and family therapy through socio-contextual case conceptualization and treatment planning. (3)

MF 602 Postmodern MFT Therapy

This course provides the foundations of social constructionist theories and their application to marriage and family therapy through socio-contextual case conceptualization and treatment. (3)

MF 603 Integrative MFT Therapy

This course focus is on the systemic and post-modern integrated marriage and family therapy models as well as the integration of the common factors model, gender, culture, race, religion, ethnicity, etc. into therapy. (3)

MF 611 Foundations of Family Theory

This course provides the major theories and conceptual frameworks of family analysis. (3)

MF 612 Family Theory and Special Issues

This course provides family theoretical orientations to theory develop on special topics within the family. (3)

MF 613 Family Therapy Theory and Addictions

This course focuses on the application of marriage and family therapy theories and its application to addictions. (3)

MF 614 Faith and the Family Systems

This course studies the application of a theoretical framework and integration of spirituality into systemic and post-modern therapy process via assessment, case conceptualization and treatment. (3)

MF 615 Faith and Culture in the Therapy Process

This course studies cultural diversity in the context of marriage and family and the application in therapy through case conceptualization and treatment. (3)

MF 621 Human Development

This course reviews the major models of human development and its integrations into family life. (3)

MF 622 Intimacy and Human Sexuality

This course focus is on the integration of marriage and family therapy as it relates to topics of sexuality. (3)

MF 631 Professional Ethical and Legal Issues

This course considers the ethical and legal issues of a marriage and family therapist, including ethical decision making models, American Association of Marriage and Family Therapy (AAMFT) Code of Ethics, and Nevada laws relevant to the practice of marriage and family therapy. (3)

MF 641 Diagnosis and Systemic Assessment

Focus is on the diagnostic process; including assessment and treatment planning for individuals, marriages and families; specific attention is given to the application of systemic interactions in diagnosing. (3)

MF 651 Research

The course focus is on presenting quantitative and qualitative research designs, internal and external validity, and critical reading of published research in the marriage and family therapy field. (3)

MF 700, 701, 702, 703 – Practicum I, II, III, IV

Application of marriage and family therapy skills and theory into a clinical setting. (8 credits-2 credits each)

MF 704, 705 – Community Internship I, II

Application of marriage and family therapy skills, theory into a community based clinic with a focus on socio-contextual expansion in experience. (2 credits each)

Mathematics

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

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

New Testament

NT 104 New Testament I. A course designed to examine the life of Jesus and the early church, focusing on an overview of the contents and theology of the Gospels and Acts. (3)

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

NT 301 New Testament II. An introduction to the Pauline epistles, general epistles, and Revelation, focusing on an overview of the contents and theology of the writings as well as discussions of the issues surrounding the interpretation of epistolary and apocalyptic genres. (3)

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

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

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

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

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

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

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

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

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

Organizational Leadership

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

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

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

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

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

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

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

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

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

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

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

Old Testament

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

OT 326 Isaiah. A study of the book of Isaiah, including an analysis of the content, theological emphases, and applications of this book for contemporary Christians. (3)

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

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

Philosophy

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

Preaching Ministry

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

PR 308 Homiletics. A course providing the theological basis for preaching and the basic techniques necessary for sermon construction and delivery. Prerequisites: BI 170 and 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 308. (3)

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

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

Science

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

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

SC 165 Biology and Society: Lab. A laboratory experience offered in conjunction with SC 155. Co-requisite: SC 155 (1)

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

SC 158 Chemistry and Society: Lab. This course seeks to imbue the student with an understanding of nature and be able to critically evaluate their world from a Biblical perspective. Co-requisite: SC 157 (1)

SC 257 Physical Science (no lab). An introduction to such matters as the nature of energy, the chemistry of matter and reactions, the physics of motion and forces, sound, astronomy, light, and electricity. (3)

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

Spiritual Formation

SF 601 Introduction to Christian Spirituality. Examines the principles, problems, and practices of spiritual growth in Christ—personally and corporately, with emphasis on the Christian disciplines. Required of all majors as their first course. (3)

SF 602 Theology of Spiritual Formation. Explores what Scripture says about itself as a primary instrument of spiritual transformation from a Biblical worldview. Emphasis will be placed on learning to read the Bible for transformation rather than information. (3)

SF 603 Biblical Imagery for Spiritual Formation. Lessons learned about silence and solitude from the wilderness and journey-talk of Israel, Moses, Elijah, David, John the Baptist, Jesus, and examples from the desert monastics. (3)

SF 604 Theology of the Holy Spirit. Looks at Scripture and church history through the lens of a Biblical worldview to evaluate the foundational role that the Holy Spirit plays in spiritual formation. (3)

SF 605 Spiritual Formation Practicum. Requires students to practice spiritual formation in a personal and corporate setting under the guidance of a mature spiritual leader of their choosing, journaling their daily practice of Scripture reading, following guidelines listed in the syllabus. Offered every summer. Students may design their own practicum with approval of program director. (3)

SF 606 Christian Spirituality through Independent Study. Each student chooses one or more topics in spiritual formation to explore independently through supervised assignments, mostly reading and writing. Students are responsible for finding a faculty member willing to oversee the study with approval of program director. Offered every summer. (3)

SF 607 Readings in Classical and Contemporary Christian Spirituality. Reviews both classical literature in this field and more contemporary literature from multiple faith traditions, with a focus on critiquing the readings from a Biblical worldview. (3)

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

SF 609 Theology of Service and Sabbath. Patterned upon the spiritual ebb and flow of Luke 5:15-16, this course examines the complimentary disciplines of Christian compassion and wilderness retreat. It also examines the holy habit of practicing the presence of God within the context of the spiritual anticipation and receptivity needed for holistic service. (3)

SF 610 Prayer Practice and Spiritual Transformation. Reviews some prayers from Scripture and how they change lives, as well as looks at how a Biblical worldview prompts a life of prayer and a desire to help others learn to pray. (3)

SF 611 Spiritual Formation Research Project. Requires students to research and write a 25-30 page paper or publishable article on some aspect of spiritual formation, including personal and corporate application. The product must demonstrate advanced research skills. The project must be completed sometime during the last year, usually during the summer. (3)

SF 612 Spiritual Formation Capstone Retreat. Requires all students in their final semester to participate corporately in a weekend-long, spiritual formation retreat, with the program's five learning outcomes serving as a framework. Offered every summer as a weekend intensive in a retreat setting. (3).

Social Sciences

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

SS 171 Principles of Psychology. An introductory course designed to acquaint the student with the most important principles of behavior and mental life. IAI Code S76900 (3)

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

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

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

SS 263 Citizens and Government. An introduction to public policy and individual citizen's roles and responsibilities, with a particular focus on the U.S. government within the context of a pluralistic society. (3)

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

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

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

SS 320 Social Science Research. An overview of social science research methodologies and the use of these methodologies in research writing. Prerequisite: LA 101 or LA 102 (3)

SS 371 Experimental Psychology. An examination of the scientific methods used in designing and conducting experiments in the social and behavioral sciences. Students will learn to critically review research in social work, psychology, and counseling, in ways consistent with the scientific method and with the tenets of their faith. (3)

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

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

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

SS 412 Introduction to Counseling Problems. Examination of common counseling problems such as stress, depression, anxiety, parenting/marital issues, and communication problems. Prerequisite: SS 171 or SS 249. (3)

SS 413 Introduction to Counseling Skills. The course will study a variety of counseling skills such as listening, attending, responding, and communication. Prerequisite: SS 171 or SS 249. (3)

Theology

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

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

TH 325 Christian Apologetics. A systematic defense of the truth-claims of Christianity and the rationality of Christian belief and commitment in response to various criticisms, specific arguments and evidences are offered for God's existence, the identity and significance of Christ, the reality and nature of miracles, and the reliability of Scripture. Consideration is also given to the problem of meaning, the problem of evil, and the claims of Christianity in the context of competing worldviews. (3)

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

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

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

TH 491 Biblical Theology for Leadership. This course is an overview of the models of leadership exercised in both the Old and New Testaments. Special attention will be given to developing an integrative strategy for leadership based upon the various models presented in class. (3)

TH 599 Special Issues in Theology. Directed study in the field of theology for the student who desires to pursue a topic of study not covered in the regular curriculum. Graduate students only or permission of instructor. (1-3)

Worship Ministry

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

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

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

WM 431 Worship and Spiritual Formation. This course seeks to examine the intersection between the practice of worship and the practice of spiritual formation. Focus will be given to the formative and liturgical nature of the sacred actions of Baptism and the Lord's Supper, as well as formative aspects of the Christian Year. (3)

Youth Ministry

YM 311 Foundations of Youth Ministry. An overview of the theological, philosophical, administrative and practical ministry issues necessary for an effective disciple-making youth minister. This class will lay the foundation for the other Youth Ministry classes on which the student will build during the process of becoming a complete, fully prepared disciple-making youth minister for whatever ministry context God leads the student to enter. (3)

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

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

CHAPTER 4. ACADEMIC POLICIES

Academic Integrity

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

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

Advising

Lincoln Christian University believes that students benefit from relationships with faculty and staff. Intentional and intensive influence in students' lives is not only educationally sound, but also Biblically modeled in the Master Teacher. One of the most important ways in which faculty and staff can "be with" students and influence them is through advising. The Hargrove School understands that working adults are busy individuals whose advising needs vary greatly, so such advising may involve face-to-face, phone, or online meetings. All students in the Hargrove School are advised through the office of the [Director of Academic Counseling](#), though graduate students typically interact most often with their [Program Director](#).

Appeals

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

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

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

Attendance

Given the importance of classroom participation (*onsite and online*) in the accelerated adult learner model, **and given new federal regulations**, the Hargrove School has adopted the following policy on attendance for any non-audit students. Please note that attendance for *online* class sessions requires the completion of assigned work **during** a given weekly session.

1. Students who miss *two class sessions onsite or two week sessions online* (in a consecutive or non-consecutive manner) will have missed 25% of the course offering and will be withdrawn from the course and immediately granted a grade of WF (Withdraw Failing). **The instructor is required to report a student to the Director of Academic Counseling as soon as the second absence occurs.** The Director of Academic Counseling will then inform the Registrar's Office (who will issue a grade of WF) and also

inform the Financial Aid Office for appropriate action. Students falling into this category of attendance can appeal to the Director of Academic Counseling for reconsideration of the withdrawal.

2. Students who anticipate not being able to follow this attendance policy should contact the [Director of Academic Counseling](#) during the first week of class to request an official, voluntary withdrawal (W, not WF) to avoid any academic penalty and to be eligible for a 50% refund (100% refund before the first week).

Catalog Implementation

This catalog functions as the official documentation of all curricular expectations for any given student in any given program in the Hargrove School. Approval of the curriculum in the catalog is the responsibility of the faculty, under the leadership of the Academic Dean. The Registrar's Office, however, has significant responsibility for scheduling and managing all curricular expectations for all students in a fair and reasonable manner. Part of that process includes online degree audits that the Registrar's Office prepares for each student (and his or her advisor), which are based on the catalog in effect. Catalog changes are generally implemented only on an annual basis each August. Students will be held accountable to the catalog under which they enter, unless they petition, in writing, to the [Academic Dean](#) to switch to a new or revised program described in a later catalog (see Change of Major or Degree Program). Students not enrolled for two years or more will re-enter under the catalog of that current year.

Changes of Major or Degree Program

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

Class Cancellation

Classes in the Hargrove School that meet on LCU's main campus or one of our extension sites are rarely cancelled, given the intensive nature of these courses. The exception is usually in cases of inclement weather or power outages. In such cases, the Associate Dean, the Site Director, or the Academic Dean will make the decision to cancel class by 2:30 p.m. on the day the class is scheduled to meet. Students are instructed to *look on the website or call the office* at 888-522-5228 or 217-732-3168, extension 2306, after that time to determine whether or not the class has been cancelled. If there is an occasion where weather changes indicate severe storms in the area requiring cancellation after 2:30 p.m., the office will call students, beginning with those who live farthest away. As with any safety issue, common sense must be exercised. This is especially true since the undergraduate programs have commuter students who may live in an area where weather conditions are different than where they meet for class. On rare occasions a class may be cancelled due to instructor illness, in which case the Hargrove School Office will contact affected students.

Classification of Full-Time/Part-Time Status

Students enrolled for 12 or more semester hours of credit are considered to be full-time for certificate, associate, and bachelor's degrees. For master's degrees, students enrolled for 6 or more semester hours of credit are considered to be full-time, *except those enrolled in the M.A. in Marriage and Family*. Students enrolled in the M.A. in Marriage and Family Therapy for 8 or more semester hours of credit are considered to be full-time. For those who qualify for Veterans Administration benefits under U.S. Code, Title 38, this same minimum applies.

Continuation in School

Students must pass HS 300 (for undergraduates) or HS 600 (for graduates) in order to continue as a degree-seeking student in the Hargrove School. Students majoring in Early Childhood Education must pass EC 101, not HS 300, to continue. Students who fail the appropriate introductory course (HS 300, HS 600, or EC 101) will be immediately dismissed from school. Upon appeal, a student will be allowed only one more opportunity to pass this course.

Credit for Prior Learning

Undergraduate students needing additional credit in the areas of general education or transferrable elective requirements can earn additional semester hours through Credit for Prior Learning portfolios, as well as other strategies (e.g. ACE, CLEP, and DANTES) described in a Credit for Prior Learning brochure on our [website](#). Credit for Prior Learning is the result of demonstrated learning from a variety of sources including workshops,

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

Degree Audit

The Registrar's Office maintains official copies of student academic records, including official transcripts and degree audits, which show ongoing progress toward completion of a specific degree or certificate program. In addition, the University utilizes a comprehensive academic management system, CAMS Enterprise, to maintain student academic records. Students can access their own academic records through a Web-based version of this software program in their Student Resources Page. Students cannot print an official transcript from this software program (see Transcripts), but they can view and print a variety of other functions and forms related to their own academic records, including plans to allow them (and their advisors) to view and print unofficial degree audits and unofficial transcripts.

Discipline or Dismissal

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

Distance Learning (Online)

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

Dropping or Adding a Course

To drop or add a course, Undergraduate students should contact the [Director of Academic Counseling](#) while *Graduate students should contact their Program Directors*. Students dropping or withdrawing from a class before it starts will receive no grade for the course. Students withdrawing between the first and second session will receive a grade of "W" (Withdraw). Students withdrawing after the second session will receive a grade of "WF" (unless extenuating circumstances apply, e.g. extended illness). Students failing to withdraw officially will receive a grade of "F" (or "WF"), see attendance and withdraw policies. The [refund](#) policy applies in all cases.

Due Process

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

Educational Rights and Privacy

The Family Educational Rights and Privacy Act ([FERPA](#)) affords students certain rights for their educational records. These rights include the right to inspect their own educational records, the right to request amendment of records they believe to be inaccurate or misleading, the right to give consent to disclosures of their records (with specific exceptions allowed by law, including publishing directory information) and the right to file a complaint with the U.S. Department of Education concerning any alleged failures to comply with FERPA requirements.

FERPA

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

Grades

Lincoln Christian University uses a 4.0 grading scale, where 4.0 is an A and 1.0 is a D. Each instructor may establish their own course grading scale, but the Hargrove School recommends a scale in which 90-100 is an A, 80-89 is a B, 70-79 is a C, and 60-69 is a D (with the top 3 points in each category reserved for + grades and the bottom 3 points reserved for – grades; grades of A+ are not listed on transcripts). Students who drop a class after the refund deadline will receive a grade of WF (withdraw failing), which may impact eligibility for financial aid (see Chapter 5). A grade of W (withdraw) may be granted for cases with extenuating circumstances (e.g. extended illness), but only with the approval of the Academic Dean. A grade of W carries no academic penalty, but is computed for those eligible for veteran’s benefits. Students who wish to appeal their final course grade should do so within 30 days of the posting of final course grades by the Registrar (see Appeals).

Repeated Courses: LCU students may repeat a class they have failed or passed with a low grade.

For a failed course passed in a subsequent retake, the previous F(s) will be replaced with an FX. Therefore, only the higher grade will count towards the cumulative GPA. For a failed course failed in a subsequent retake, all F's count towards the cumulative GPA.

For a passed course which was also passed in a subsequent retake, only the most recent grade will count towards the cumulative GPA whether it is a higher or lower than the previous attempt(s).

For a passed course failed in a subsequent retake, both grades count towards the cumulative GPA.

Grades will only be replaced for students taking identical courses at LCU. Different LCU courses or transfer courses do not result in replaced grades.

Graduation Policy/Procedures

Prior to the semester in which they expect to receive their degree or certificate, students should complete the Intent to Graduate form on the Student Resources Page. This completed form should be returned to the Registrar by the deadline specified (submitting this form after the deadline will incur a late fee). The Registrar will determine that the candidates for graduation are registered for those courses which will complete the certificate or degree requirements. No candidate may graduate without the formal approval of the administration and faculty, based upon the graduation requirements listed in the following section. Degree candidates who are unable to attend the Commencement service because of distance or other circumstances should contact the [Registrar](#) to graduate *in absentia*. Degree candidates who have not completed all of their course requirements or financial obligations may not participate in the Commencement ceremony. Exceptions are granted only in rare circumstances and only upon written appeal to the [Academic Dean](#) (see also [Appeals](#)). Commencement services for the Hargrove School are held only in May, though it grants degrees in August, December, and May. Students who graduate in August or December may choose to participate in the following May Commencement service.

Graduation Requirements

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

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

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

Honors

To encourage academic excellence, the Hargrove School recognizes scholastic achievement in various ways. The **Dean's List** is a recognition noted at the end of each semester for undergraduate students who have a grade point average of 3.50 or above and are registered for at least 12 hours of credit. **Graduation Honors** are granted

to graduating students who complete their studies with a minimum grade point average of 3.50 (on a 4.0 scale). Graduate students may receive one of two types of graduation honors: those with a cumulative grade point average of 3.75-3.89 graduate “with honors” and those with at least a 3.90 graduate “with highest honors.” Undergraduate students may receive one of three types of graduation honors: 3.50-3.69 is “*cum laude*,” 3.70-3.89 is “*magna cum laude*,” and 3.90-4.00 is “*summa cum laude*.” In addition, the Hargrove School faculty awards membership in Alpha Sigma Lambda, a **National Honor Society** for adult learners, to graduating students with a cumulative grade point average of at least 3.2 and in the top 20% of their graduating class.

Incomplete/Withdrawal

- Any student who begins an LCU course may drop that course without academic penalty if he or she does so by the last scheduled drop date. After this date, however, any student who is unable to complete a course will receive a “Withdrawal/Failing” or “WF” on his or her transcript, which is the academic equivalent of a “Failing” or “F.”
- If a student believes that he or she would be able to complete a course if given an additional thirty day extension, he or she may request an “Incomplete.” To request an “Incomplete,” a student must complete an “Incomplete” request through the Registrar’s Office. This form must be turned into the Registrar’s Office no later than the final day of the course unless the circumstances requiring the “Incomplete” prevent that timeframe. An “Incomplete” may be awarded at the discretion of the course instructor, but will only be awarded for extenuating circumstances such as extended illness, a death in the family or the like. If an “Incomplete” is awarded and the student is still unable to complete the course after the thirty day extension, the student will receive an “F.” There is a \$25 fee for each “Incomplete” granted.
- In rare circumstances, a student who would otherwise receive a “WF” or “F” may instead be given a simple “Withdrawal” or “W.” A “W” is a nullity on the student’s transcript in that it avoids the diminished grade point average that would be associated with an “F” or “WF.” In order to request a “W,” a student must complete a Withdrawal Request form from the Registrar, and turn it in within thirty days of the final day of the course at issue, unless the circumstances requiring the “W” prevent that timeframe. A “W” will only be awarded for extenuating circumstances such as extended illness, a death in the family or the like, and must be approved by the course instructor and the Academic Dean of the School offering the course. Before a “W” will be granted, the student must provide to the Registrar, documentation of the reasons for the request in the form of a physician’s note.
- Withdrawals based upon illness must be supported by a physician’s note that states specifically that the withdrawal from a class or multiple classes was necessitated by the student’s medical condition. Withdrawals based upon any other extenuating circumstances must be supported by a letter from the student stating specifically the nature of the extenuating circumstances and why they necessitated the student’s withdrawal from a class or multiple classes.
- Please note that nothing in this policy alters any LCU course reimbursement policy.

Independent Study

Students desiring to complete a course through independent study (outside of the classroom) must receive permission from the course instructor and Director of Academic Counseling. Students in independent studies are charged an additional \$100 per-hour tuition rate. Students may request an Independent Study Form by contacting the [Director of Academic Counseling](#) or accessing the Student Resources Page Student Resources Page, located on the LCU website. All independent studies are to be completed within the normal eight-week class session (seven weeks for graduate students), unless the Director of Academic Counseling grants a longer period.

Leave of Absence

Students who withdraw from a course once it has begun and who intend to return in a subsequent course within the same semester must complete a Leave of Absence form (on Student Resources Page) if they wish to maintain their eligibility status for federal financial aid (see also Withdrawal).

Military Credit

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

Military Leave

Students who are called up for active military duty during the semester should consult with the [Academic Dean](#) to determine their academic options. Normally, a student who has completed at least four weeks of the course may receive the grade earned at that point, while a student who has completed less than four weeks may receive a grade of “W” (Withdraw), with no academic penalty. The usual refund policy applies.

Nondiscrimination

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

Plagiarism

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

Probation

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

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

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

Note: Any student (undergraduate or graduate) with a cumulative average below .70 will face immediate dismissal, with no period of probation

Proficiency

Students may proficiency out of certain undergraduate courses by following one or more of the options listed under Credit for Prior Learning. A limited number of internal proficiency exams are also available. For more information contact the [Director of Academic Counseling](#).

Registration

The University has an online registration process, which is open several times throughout the year. For more information contact the [Registrar's Office](#).

Repeated Courses

LCU students may repeat a class they have failed or passed with a low grade.

For a failed course passed in a subsequent retake, the previous F(s) will be replaced with an FX. Therefore, only the higher grade will count towards the cumulative GPA. For a failed course failed in a subsequent retake, all F's count towards the cumulative GPA.

For a passed course which was also passed in a subsequent retake, only the most recent grade will count towards the cumulative GPA whether it is a higher or lower than the previous attempt(s).

For a passed course failed in a subsequent retake, both grades count towards the cumulative GPA.

Grades will only be replaced for students taking identical courses at LCU. Different LCU courses or transfer courses do not result in replaced grades.

Residency Credit

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

Service Learning

The goal of the Hargrove School is to “enable servant leaders to be more effective in their chosen professions in the church and the world.” While service learning is a hallmark of every program in the Hargrove School and promoted throughout the curriculum, certain courses have required assignments that meet specific accreditation standards in this area. They also form part of the HS 299/499 Capstone Portfolio course. For more information, contact the [Director of Academic Counseling](#).

Special Needs

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

Student Life Code

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

developed for residential students.) The guiding principle for all our relationships is found in 1 Timothy 4:12 “*set an example for the believers in speech, in life, in love, in faith, and in purity.*”

The following areas of student life have specific guidelines that must be followed. By applying to, and enrolling in, the Hargrove School, students agree to abide by these guidelines. Students who violate any of these policies may be subject to various actions, ranging from a conversation, a request to change or cease the behavior, a request to seek counseling, being placed on probation (with conditions described in writing), suspension (removal from campus for a specified period), or dismissal (which could be immediate). The [Director of Academic Counseling](#) oversees student life concerns in the Hargrove School, though other personnel may also be consulted. If laws are suspected of being broken, legal authorities may also be contacted.

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

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

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

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

Student Resources Page

Lincoln Christian University provides students with online access to important academic records (e.g. transcripts, grades, etc.) and forms (e.g. Request for Independent Study, Intent to Graduate, etc.), as well as financial information (e.g. Student Bill, Payment Plans, etc.). This online access is provided through a Student Resources Page, through the [LCU website](#).

Time Limitations

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

Transfer of Credit

Lincoln Christian University accepts credits transferred from other institutions provided they meet these five criteria: 1) are documented through an official transcript, 2) demonstrate appropriate quality (i.e. from an accredited institution with final grade of a least C), 3) are done at a comparable level (e.g. a freshman-level class is not comparable to a senior-level class), 4) fulfill requirements for the student’s chosen program at LCU, and 5) meet any applicable residency requirements. All transfer of credit decisions are made by the Registrar, in consultation with the Academic Dean, using the above criteria. Appropriate faculty may also be consulted. Credits from non-accredited institutions may be considered for transfer under one of the four following scenarios:

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

Students can appeal a transfer of credit decision to the Dean if they feel their request was unfairly denied.

Note: The Hargrove School also accepts undergraduate credits through other sources, including [ACE](#), [AP](#), [CLEP](#), [DANTES](#), and various forms of Credit for Prior Learning (CPL). For more information on earning credit through these various sources, please consult our [website](#) (see also the policy above on “Military Credit”). Please note that the Hargrove School does not award credit merely for life experience, but only for actual college-level learning that is documented and approved. A maximum of 30 hours of credits through other sources (those listed above) may be applied toward an undergraduate degree program. *Students desiring such credit must apply before the beginning of their final semester.* Also, the Hargrove School limits vocational credits (e.g. technical courses taken as part of an A.A.S. degree) to no more than 30 hours. None of the options listed above apply toward graduate credit. The Hargrove School will accept up to 4 hours of academic credit for previous college work in the area of music lessons or physical education, provided those credits are applicable to the student’s academic program (e.g. fit a general education requirement or an elective requirement).

Transcripts

Current students may access and print an unofficial copy of their transcripts by accessing their own academic records through LCU’s student records management system at the online access point (Student Portal). Alumni or students (or the parents of financially dependent students, as defined by federal guidelines for financial aid purposes) may examine their official transcript by making a verbal request in the office of the Registrar. Except during times of unusual workload or other exceptional cases, the request will be honored immediately (in all cases by the next work day). A printed copy of the transcript will be made available in person or by mail only with the written authorization of the student involved. To secure a transcript, current students should fill out a Transcript Request form in the Registrar’s Office or on the [website](#). A \$7 fee for an electronic copy (\$10 for paper) is charged for each transcript copy, whether official or otherwise. Transcripts will be withheld from any student whose account is not paid in full.

Vocational Credit

The Hargrove School of Adult & Graduate Studies accepts up to 30 hours of credits from courses considered technical or vocational in nature, under these conditions:

- Vocational credit must be documented on an official college transcript in keeping with our Transfer of Credit policy. [Students may also seek credit for vocational experiences through our “Credit for Prior Learning” policy, but the total number of vocationally-oriented credits (including CPL credits) cannot exceed 30 hours.]
- Vocational credit should be in areas related to subjects offered in the Hargrove School (e.g. business, computer science, counseling, early childhood education, etc.). Up to 12 hours of the 30-hour total may be accepted in other subject areas, if appropriate to a Christian university.
- Vocational credit is normally limited only to elective hours in one of our degree programs. In some cases, vocational credit may be applied to required courses (e.g. business math for math core, or business communications for a communications core) with permission of the [Registrar](#) or the [Academic Dean](#).

Withdrawal/Incomplete

Students withdrawing from an individual course should follow the policy described below. Please contact the [Director of Academic Counseling](#) if you have questions. Graduate students should contact the Program Director.

- Any student who begins an LCU course may drop that course without academic penalty if he or she does so by the last scheduled drop date. After this date, however, any student who is unable to complete a

course will receive a “Withdrawal/Failing” or “WF” on his or her transcript, which is the academic equivalent of a “Failing” or “F.”

- If a student believes that he or she would be able to complete a course if given an additional thirty day extension, he or she may request an “Incomplete.” To request an “Incomplete,” a student must complete an “Incomplete” request through the Registrar’s Office. This form must be turned into the Registrar’s Office no later than the final day of the course unless the circumstances requiring the “Incomplete” prevent that timeframe. An “Incomplete” may be awarded at the discretion of the course instructor, but will only be awarded for extenuating circumstances such as extended illness, a death in the family or the like. If an “Incomplete” is awarded and the student is still unable to complete the course after the thirty day extension, the student will receive an “F.” There is a \$25 fee for each “Incomplete” granted.
- In rare circumstances, a student who would otherwise receive a “WF” or “F” may instead be given a simple “Withdrawal” or “W.” A “W” is a nullity on the student’s transcript in that it avoids the diminished grade point average that would be associated with an “F” or “WF.” In order to request a “W,” a student must complete a Withdrawal Request form from the Registrar, and turn it in within thirty days of the final day of the course at issue, unless the circumstances requiring the “W” prevent that timeframe. A “W” will only be awarded for extenuating circumstances such as extended illness, a death in the family or the like, and must be approved by the course instructor and the Academic Dean of the School offering the course. Before a “W” will be granted, the student must provide to the Registrar, documentation of the reasons for the request in the form of a physician’s note.
- Withdrawals based upon illness must be supported by a physician’s note that states specifically that the withdrawal from a class or multiple classes was necessitated by the student’s medical condition. Withdrawals based upon any other extenuating circumstances must be supported by a letter from the student stating specifically the nature of the extenuating circumstances and why they necessitated the student’s withdrawal from a class or multiple classes.
- Please note that nothing in this policy alters any LCU course reimbursement policy.

CHAPTER 5. FINANCIAL INFORMATION

Tuition

The Hargrove School has established the following tuition and fees for 2013-14. *These rates are subject to change at any time by the University.*

- \$419 Tuition per credit hour for all Hargrove School programs—except those noted below
 Note: All students aged 60 and older will receive a \$100 per hour scholarship, making their effective tuition rate \$319 per hour. In addition, all students in the A.A.S. in Early Childhood Education program will receive a \$150 per hour scholarship, making their effective tuition rate \$269 per hour.
- \$399 Tuition per credit hour for Hargrove School Graduate programs—except those noted below.
 \$499 Tuition per credit hour for *M.A. in Marriage and Family Therapy*—Las Vegas Campus.
 \$299 Tuition per credit hour for *M.A. in Spiritual Formation* in Normal—degree-seeking students only
 \$ 50 Tuition per credit hour for all auditors,* including Spiritual Formation Certificate students in Normal

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

Fees

Application Fee	\$25
Change of Major Fee	\$10
Change of Schedule (adding/dropping class after registration)	\$10
Credit for Prior Learning (CPL) Fee	(see CPL)
Deferred Payment Fee	\$50
Graduation Fee (for diploma only)	\$50
EC 290 Course Fee	\$25 (non-refundable)
HS 300 Course Fee (orientation fee)	\$75 (non-refundable)
HS 299/HS499 Course Fee	\$25
HS 505 Introduction to Research Course Fee (no tuition)	\$150
HS 600 Introduction to Online Learning Course Fee (no tuition)	\$100 (non-refundable)
MF 700-705 Practicum/Internship (in addition to tuition)	\$500
OL 605 Cultural Expressions of Organizational Leadership	\$20
OL 607 Interpersonal Leadership for Organizational Effectiveness	\$45
Incomplete Grade	\$25
Independent Study Fee (per credit hour)	\$100
Late Intent to Graduate Filing	\$25
Late Registration	\$35
Proficiency Fee (per credit hour)	\$50
Spouse Audit Fee (per semester)	\$25
Technology Fee (per credit hour)	\$8
Textbook Fees (these vary widely, depending on the course)	NA
Transcript Copy (electronic)	\$7
Transcript Copy (paper)	\$10
Transcript Request (overnight; per destination)	\$35
Transcription Fee (per credit hour)	\$50

Payments

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

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

Refunds

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

1. Courses dropped *before the course begins* 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** email the [Director of Academic Counseling](#) during this period (or for any following period noted below) to drop a class. NOTE: Students who do not successfully complete the 0-credit course HS 600 will be considered to have dropped their first credit course that follows—before it starts.
2. Courses dropped *after class starts but before the start of the second class session* (e.g. before the second Monday class for Monday evening courses, or before the start of the second week for online courses) are eligible for a 50% refund. Grades of W are recorded on the transcript for classes dropped during this time.
3. Courses dropped *after the second class session* (e.g. after the second Monday class for all Monday evening courses, or after the second week for online courses) are not eligible for any refund. Grades of WF are recorded on the transcript for all classes dropped during this time. The only exception is that a grade of W may be granted (but no refund) in courses for students with extenuating circumstances (e.g. extended illness), but students must appeal in writing to the [Academic Dean](#) as soon as possible and before the end of the course.

*NOTE: Students enrolled in a course that is 15 weeks in length, (e.g. supervised ministry experience, or a practicum) are entitled to a full refund within the first two weeks of the start of the semester. 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 drop after week four receive no refund and are typically given a "WF" (withdraw-fail), which does not count against the GPA.

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

Financial Aid

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

Federal and State Grants

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

Federal Direct Stafford Loan Program

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

Institutional Scholarships

There are a limited number of University-endowed scholarships for undergraduate and graduate students. Most Hargrove School undergraduate scholarships are based on the student's EFC (Expected Family Contribution), determined through the [FAFSA](#) filing. Scholarship applications are available from the Financial Aid Office or [online](#). The deadline for application is March 15 for the following academic year.

Veterans

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

Satisfactory Academic Progress

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

- 1. Minimum Grade Point Average Requirement:** The following sliding scale of minimum GPA applies to undergraduate students: 1.50 after 1 semester, 1.75 after 2 semesters, and 2.00 after 3 semesters. If a student falls below a cumulative GPA of .70 it will bring about immediate dismissal, with no period of probation. Graduate students must maintain a 2.5 (on a 4.0 scale) each semester.
- 2. Minimum Credit Completion Requirement:** A student must have earned 67% of the total hours attempted to be considered eligible for financial aid. Undergraduate and graduate credits cannot be commingled. Transfer hours will be included in hours attempted. The phrase "hours attempted" is defined as the sum of the hours for all LCU courses and transfer courses for which registration charges were incurred. This includes "W" courses for which no refund was given.
- 3. Maximum Timeframe Requirement:** Eligibility is terminated at a point when total hours attempted equals 150% of the total degree hours: 90 hours for an associate, 180 hours for a bachelor's, 45 hours for a 30-hour master's, and 54 hours for a 36-hour master's. Students will be suspended as soon as it is mathematically not possible to graduate within the 150% timeframe.
- 4. Financial Aid Warning and Suspension:** Recipients are placed on financial aid warning for the next semester of enrollment when they fail to meet the Minimum Grade Point Average Requirement and/or the Minimum Credit Completion Requirement. Recipients are suspended from receiving financial aid if they do not meet Satisfactory Academic Progress by the end of their warning term.

Students may appeal their suspension if criteria #1 and/or #2 above are not met. Appeal forms are found on the Student Resources Page, along with instructions for completing them. Part of the appeal process is establishing an academic plan with the Director of Academic Counseling. If the appeal is granted, a student will be on Financial Aid Probation and will be granted one additional semester of financial aid, unless Satisfactory Academic Progress is re-established or the student has successfully followed the academic plan approved by the advisor and has raised his or her Cumulative GPA.

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

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

CHAPTER 6. ENROLLMENT PROCESS

www.LincolnChristian.edu/enroll

888.522.5228 tollfree

217.732.3168

217.732.4199

Enrollment Policy

The Hargrove School of Adult & Graduate Studies is a school for adult learners who desire to become more effective in their chosen professions. We accomplish that through undergraduate and graduate programs delivered through non-traditional means that suit adults' busy lives. We are especially training or serving Christian adults who have a heart for God, a hunger for serving, an ability to succeed academically, and an affinity with [Lincoln Christian University's mission and core values](#).

The term "adult learner" includes any non-traditional student (typically aged 23 or older) with significant work experience (usually two years or more of paid or volunteer service in a for-profit or non-profit setting) and some college experience (or a college degree if a graduate applicant).

Students are admitted to the Hargrove School of Adult & Graduate Studies once they have demonstrated through the application process that they meet the characteristics described within Chapter 6. Additional admission requirements for international students are described later in this chapter. The Admission Committee for the Hargrove School of Adult & Graduate Studies may waive one or more of these admission requirements.

After receiving all of the required application information, the Hargrove School of Adult & Graduate Studies Admission Committee will make a decision—usually within a few weeks—as to whether or not the applicant meets the admission requirements. Students will then be notified via U.S. mail or email of the Admission Committee's decision. Application information should be submitted as early as possible.

Application Process

Students may apply for admission online at www.LincolnChristian.edu/apply.

Application materials should be completed as early as possible. Application deadlines are August 1 for fall enrollment and December 15 for spring enrollment. Applications received after the deadline may be deferred to the next term of enrollment. Note: Some programs may allow for a mid-semester start date.

The following must be submitted before an application will be reviewed for admission:

1. A completed application for admission along with a \$25 non-refundable application fee.
2. All applicants should be at least 23 years old (though exceptions may be granted for unusual circumstances), with at least two years of work experience (paid or volunteer).
3. All applicants should support LCU's [mission](#) and [beliefs](#) statements, follow our "Student Life" code (see chapter 4), and desire an education taught from a Christian worldview.
4. A personal essay as indicated on the application for admission.
5. Reference/recommendation form(s) as indicated on the application for admission.
6. Undergraduate applicants must provide official transcript(s) of all credits earned from any college or university, attended. Note: If you attended more than one institution, You will need to provide a transcript from each school. If no previous college or university work has been completed, we will need an official high school transcript, documenting successful completion of high school (or equivalency). Any applicant who has previously been a student at LCU (or any of LCU's former names) does not need to request a transcript for work completed here.

- a. 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.
7. Graduate applicants must have earned a bachelor's degree from an accredited institution. Completion of bachelor's degree (as well as any graduate level work) is to be documented through official transcripts submitted to the Enrollment Office. Any applicant who has previously been a student at LCU will not need to request a transcript for their work completed here.
 - a. Any college/university work completed outside of the United States must be submitted to an LCU approved accrediting agency for certification and evaluation. A document-by-document evaluation is sufficient.
 8. All applicants are to schedule an interview with the Enrollment Office (via phone, online, or in person) at a mutually convenient time, after all application materials have been submitted. This may be waived for auditors.

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 three weeks of the file being completed.

ADDITIONAL INFORMATION

- All credentials for admission must be in the Enrollment Office 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.
- All application materials are kept on file for one year and become the property of Lincoln Christian University.
- Applicants waive their right to view any submitted reference or recommendation form(s).
- 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 Enrollment Office.
- If a student is denied admission, he or she may reapply after one academic year.
- An appeal of an admission decision may be made in writing to the Senior Director of Enrollment. Applicants must provide new and compelling evidence not previously considered. The appeal will be reviewed by the Senior Director of Enrollment and the Academic Dean.
- A second appeal will be reviewed by the Chief Academic Officer. Applicants will be notified in writing of an appeal decision.

Admission to the University

Regular Admission

Standard admission with no restrictions.

Provisional and Probationary Admission

- Any undergraduate student who has a GPA lower than a 2.0 in the last five, years, in their previous college(s), will be admitted on probation and monitored by the Registrar and those teaching HS 300 and HS 304.

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

• Any graduate applicant with an undergraduate cumulative GPA lower than 2.5 (on a 4.0 scale) may be required to complete the Miller Analogies Test at an authorized center (www.milleranalogies.com) and have the scores sent to LCU’s Hargrove School of Adult & Graduate Studies or they may be admitted on probation, requiring a grade point average of at least 2.5 for the first term.

Master of Arts in Marriage & Family Therapy Students

In addition to the general application process, all MAMFT requires applicants to have:

1. **one** of the following: experience in a social science field, a bachelor degree in a social science (e.g. Psychology or Human Development and Family Studies), **or** sufficient life experience (e.g., church service)
2. a criminal background check as well as student malpractice insurance through American Association of Marriage and Family Therapy’s (AAMFT) website is required prior to working with any clients in any Practicum.

Although admitted to the MAMFT program, there is no guarantee of completion of graduation for the program as the responsibility of the faculty is to produce ethical and professional competent marriage and family therapists. There are a number of evaluation points throughout the program based on the Core Competencies set for by the AAMFT. For more information, contact the program director, [Dr. Marj Castronova](#)

International Students

An international student is any student who is not a United States citizen or a United States permanent resident.

DEADLINES

- For international students, the priority application deadline for fall is March 1. Priority admission affords students the eligibility to apply for most of our scholarship programs.
- The regular admission deadline for fall is June 1.
- The regular admission deadline for spring is November 1.

ADMISSIONS MATERIALS

- International applicants must complete an application for admission along with a \$50 non-refundable application fee.
- International applicants must also complete an original, personal essay, in English, as indicated on the application for admission.
- Undergraduate international applicants must provide official transcript(s) of all credits earned from any college or university, attended. Note: If you attended more than one institution, we will need a transcript from each school. If no

previous college or university work has been completed, we will need an official high school transcript, documenting successful completion of high school (or equivalency).

- Graduate international applicants must have earned a bachelor's degree from an accredited or similarly recognized institution. Completion of a bachelor's degree (as well as any graduate level work) is to be documented through official transcripts.
- 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 agency for certification and evaluation. A comprehensive course by course evaluation is required for undergraduate work; for graduate work a document-by-document evaluation is sufficient.
- Approved agencies include, but are not limited to:
 - AACRAO (www.aacrao.org/credential/index.htm)
 - World Education Services (www.wes.org)
 - Educational Credential Evaluators, Inc. (www.ece.org)
 - Josef Silny & Associates (www.jsilny.com)
 - International Education Research Foundation (www.ierf.org)

Please contact the Coordinator of International Enrollment for approval if you are planning to use an agency not on the list above.

- International applicants must also complete a reference/recommendation form(s) as indicated on the application for admission.
- International applicants are required to submit official score reports from the Test of English as a Foreign Language (TOEFL) and/or International English Language Testing System (IELTS). Reports should be sent directly to Lincoln Christian University. The exam must have been taken within the last three years prior to application for admission. Only one of the tests is required, provided the score has met the minimum requirements. The minimum required TOEFL score: Paper based exam: 550; Computer based exam: 213; Internet based exam: 75The minimum band score for the IELTS is a 6.0The testing requirement may be waived, at LCU's discretion, for students whose undergraduate degree is from an institution in the United States where English is the primary language or for those students who have successfully completed LCU's English Language Academy.
- International applicants must also complete the CSS Profile, which 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 submitted each year. The CSS Profile is \$25 for the application and one school report. Each additional school report is \$16. Lincoln Christian University's institutional code for the CSS Profile is 1405.
- International applicants must also submit a statement of financial responsibility form and corresponding bank documents and/or affidavits of financial support. Students may be admitted to the university prior to LCU's receipt of documentation of ability to pay educational expenses, but LCU will not issue an I-20 until such evidence has been provided.

- Any international student desiring to receive credit from LCU in transfer from another college or university in the United States, will need to ask the international advisor at your sending school to complete the transfer student information form and provide a copy of your current I-20 and I-94 documents.
- International applicants will also need to submit a copy of a valid passport.
- For those international applicants already in the United States, a copy of your current visa page is also required.

DEPOSIT

The I-20 document for obtaining the F-1 student visa will be issued to admitted students when a minimum deposit of \$2000 USD has been received and evidence of ability to pay has been established. If an international student persists to the final semester of his or her program, this \$2000 deposit will be applied to the final semester of the student's degree program expenses. All but \$300 of this deposit may be refunded after an I-20 has been issued if a student is denied a visa. Students who fail to pay educational expenses, fail to enroll at LCU, or who fail to persist through to the final semester of their academic program (or the English Language Academy) will not be refunded the \$2000 enrollment deposit.

Military Veterans

Military veterans who qualify for education benefits should obtain the necessary certification of eligibility for training online at www.irs.gov/or from the Veteran Affairs Office (VA). Specific questions concerning unusual problems should be directed to the Veterans Administration. General questions concerning application for veteran's benefits may be directed to LCU's Office of Financial Aid.

Criminal History Check

All applicants must disclose any criminal history as part of the application process. A written statement explaining the circumstances, dates of incident(s), and charge(s) is required. A criminal history check and an interview may also be required. If a criminal history check is required it will be done at the applicant's expense. Admission decisions for applicants with criminal histories will be made by the Senior Director of Admission and the Dean of Students.

Unaccredited Bachelor's Provision

Students pursuing a graduate level education, who have completed a bachelor's degree from an unaccredited college or university may be admitted to some degree programs. Consideration for this provision will be given to applicants who meet the following criteria:

- 5) The student documents that his or her non-accredited institution has established an agreement (or a track record) with an accredited college that demonstrates its students do well at an accredited school.
- 6) The student may also be admitted on probation, pending demonstration that he or she can complete the required work here successfully. Students so admitted who fail to earn at least a B- on each course they take here will be subject to dismissal.

Non-Degree Students

A non-degree-seeking student is someone interested in taking classes, but does not want a degree from LCU. Often these are students who have degrees but want to take additional classes for personal or professional development or are not sure if they wish to pursue a degree program. Students desiring to apply as a non-degree seeking student need to submit an application for admission indicating non-degree seeking status, \$25 application fee, and a final transcript showing receipt of a high school diploma (for Undergraduate Education) or a bachelor's degree. Non-degree seeking students are not eligible for financial aid and are limited to 9 credit hours of course work. After 9 credit hours of coursework students must formally apply as a degree seeking student. Some class prerequisites may apply.

Re-Enrollment

Students who have not been enrolled in the most recent 12 months will be required to complete a new application for admission indicating they wish to re-enroll. If the student has attended another institution during his/her absence, official transcripts will be required before the student will be readmitted. In addition, new reference forms, a new personal statement, and will be 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 a 2-year absence from Lincoln Christian University must follow the catalog in effect at the time of new entry.

Guest Students

Students from another institution desiring to take a class at Lincoln Christian University to transfer back to their primary institution need to submit an application for admission indicating guest student status, \$25 application fee, and a college transcript or letter of good standing from the registrar or dean of their home institution. Guest students are not eligible for financial aid unless they are participating in a consortium agreement from their home institution. Some class prerequisites may apply.

Audit Students

Any student desiring to audit a class needs to submit an application for admission indicating audit status and a \$25 application fee. Please refer to the Adult & Graduate Studies tuition and fees schedule in Financial Information for costs. Students auditing a class are not eligible to receive financial aid. Audit students may request a transcript showing that they audited the class but they will not receive course credit nor will it impact their G.P.A.

CHAPTER 7. FACULTY AND STAFF

Board of Trustees

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

Carolyn Bartlett (Normal, IL)—Registrar (retired)
Millie Beverly (Columbus, IN)—Attorney
Jenny Brown (Indianapolis, IN)
Duston Fulton (Omaha, NE) Pastor
Don Green (Lincoln, IL)—Transitional President
Gene Harker, Chair (Indianapolis, IN)—Professor of Medicine

Doug Klendworth (Westchester, OH)
Mont Mitchell (Bolingbrook, IL)—Pastor
D. Mark Miller (Indianapolis, IN)—Executive Pastor
Sherry Miller (Hickory Hills, IL)—Educator
Kathryn Ransom (Springfield, IL)—Educator
Wing Wong (Manchester, NH)—Church Planter

University Administration

President-Transitional
Interim Chief Academic Officer
Dean of Students
Vice President of University Advancement
Special Assistant to the President
Executive Assistant to the President

[Don Green](#) (M.Div., D.Min.)
[Silas McCormick](#) (Ph.D., J.D.)
[Stephen Collins](#) (M.A., M.A., M.Div.)
[Gordon Venturella](#) (M.A., C.F.R.E.)
[Lynn Laughlin](#) (M.A.)
[Linda Seggelke](#) (B.A.)

Hargrove School Administration and Staff

Dean of the Hargrove School
Director of Academic Counseling
Director of Las Vegas Program
Assistant Director of Academic Counseling, Las Vegas
Administrative Assistant for Hargrove Office

Director of Graduate Bible & Theology Program
Director of Graduate Intercultural Studies Program
Director of Graduate Leadership Program
Director of Graduate Spiritual Formation Program
Director of Graduate TESOL Program

Director of A.A. in Biblical Studies Program
Director of A.A.S. in Early Childhood Program
Director of B.A. in Christian Ministry
Director of B.A. in Human Services Program
Director of B.A. in Individualized Study Program
Director of B.A. in Management

Senior Director of Enrollment
Assistant Director of Enrollment
Senior Enrollment Counselor
Financial Aid Counselor
Financial Aid Director

Registrar
Assistant to the Registrar (for Hargrove School)
Library Director
Director of Campus Technology

[M. Shane Wood](#) (M.Div., Ph.D.)
[Deb Siltman](#) (M.A.C.)
[Paul Trainor](#) (M.A., doctoral work in process)
[Calli Schlientz](#) (M.A.)
[Bonnie Otto](#)
[Trevor Cochell](#) (M.Div., Ph.D.)
[Rochelle Cathcart](#) (M.Div., Ph.D.)
[Don Green](#) (M.Div., D.Min.)
[J.K. Jones, Jr.](#) (M.A., M.Div., D.Min.)
[Miriam Windham](#) (M.A., doctoral work in process)
[Peter Verkruyse](#) (M.A., M.Div., Ph.D.)
[Karen Estep](#) (M.A., Ph.D.)
[Paul Trainor](#) (M.A., doctoral work in process)
[Deb Siltman](#) (M.A.C.)
[Peter Verkruyse](#) (M.A., M.Div., Ph.D.)
[M. Shane Wood](#) (M.Div., Ph.D.)
[Jessica Hanson](#) (M.A.)
[Stephanie Umphrey](#) (B.A.)
[Lindsey Clark](#) (B.A.)
[Tim Bacus](#) (B.A.)
[Nancy Siddens](#) (B.A.)
[Shawn Smith](#) (M.A., M.Div.)
[Jennifer Ramsey](#) (B.A.)
[Nancy Olson](#) (M.L.S., M.Div.)
[Larry Woolard](#) (B.A.)

Hargrove School of Adult & Graduate Studies Faculty

NOTE: The Hargrove School of Adult & Graduate Studies at Lincoln Christian University has a diverse faculty of nearly 100 well credentialed and highly experienced professionals. The list following includes those instructors who regularly teach in the Hargrove School, arranged alphabetically by program area. An asterisk (*) indicates that the person is a regular faculty member or instructor at Lincoln Christian University; all others are adjunct (part-time).

Associate of Arts in General Studies Program Faculty

GARY BUSSMANN

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

KRISTEN GREEN-MORROW

B.S., Illinois State University
M.D., Southern Illinois University
OG/GYN Residency, SIU
Board Certified-Obstetrics and Gynecology

JESSICA HANSON*

Senior Director of Recruitment and Admissions
B.A. Lincoln Christian University
M.A., Lincoln Christian University

IDA JOHNSON

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

SCOTT JONES*

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

SALLY LITTERLY

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

SILAS MCCORMICK*

Interim Chief Academic Officer
B.A., Lincoln Christian University
Ed.M., University of Illinois
Ph.D., University of Illinois
J.D., Ohio State University

SUSAN MCGRATH

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

TOM SOWERS*

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

ANN SPELLMAN*

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

LESLIE STARASTA*

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

TOM TANNER

B.A., Lincoln Christian University
M.Div., Lincoln Christian Seminary
M.A., M.L.S., University of Illinois
Ph.D., University of Illinois

PETE VERKRUYSE* (Program Director)

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

Associate of Applied Science in Early Childhood Education Program Faculty

LYNN BURGETT

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

DOROTHY DEANY

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

KAREN ESTEP* (Program Director)

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

GARY JACKSON*

B.A., Carthage College
M.A., Cardinal Stritch University

MICHELLE MARIS

B.A. Lincoln Christian University
M.S. Illinois State University

DARCIE SIVYER

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

LAURA WILGUS

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

DAWN TIMERMAN
B.S., Western Illinois University
M.A., University of Illinois (Springfield)

Bible and Theology Program Faculty

TREVOR COCHELL* (Program Director)
Assistant Professor of Old Testament
B.A., Northwest Christian University
M.A., M.Div., Lincoln Christian Seminary
Ph.D., Baylor University

STEPHEN COLLINS* (Dean of students)
Associate Professor of Bible and Ministry
B.A., Lincoln Christian University
M.A., M.A., M.Div., Lincoln Christian Seminary

STEVEN CONE*
Professor of Theology
B.A., Lincoln Christian University
M.A., Lincoln Christian Seminary
Ph.D., Boston College

GLENN GILES
B.S., Colorado State University
M.Div., Lincoln Christian Seminary
ThM., Trinity Evangelical Divinity School
Some doctoral work completed

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

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

CHRIS KEITH
B.A., Cincinnati Christian University
M.A., M.Div., Cincinnati Christian University
Ph.D., University of Edinburgh

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

ROBERT KURKA*
Professor of Theology and Culture
B.A., Minnesota Bible College
M.Div., Lincoln Christian Seminary
D.Min., Trinity Evangelical Divinity School
Doctoral work in process

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

DOUG MARIS
B.A., Lincoln Christian University
M.Div., Lincoln Christian Seminary

ERIC TEORO*
Associate Professor of Business Administration
A.B., Lincoln Christian University
M.A., Lincoln Christian Seminary
M.B.A., Illinois State University
Doctoral work in process

PAUL TRAINOR* (Program Director)
Associate Professor of Bible and Theology
Academic Director for Las Vegas Program
B.S., University of Nevada at Las Vegas
M.A., Fuller Theological Seminary
Doctoral work in process

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

Christian Ministry Program Faculty

STEPHEN COLLINS*
Dean of Students
Associate Professor of Bible and Ministry
B.A., Lincoln Christian University
M.A., M.A., M.Div., Lincoln Christian Seminary

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

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

RONDEL RAMSEY*
Associate Professor of Youth Ministry
B.A., Johnson Bible College
M.A., Johnson Bible College
Doctoral work in process

BOB MONTS*
Director of Recruitment
Associate Professor of Adult Education
B.A., Lincoln Christian University
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